GEORGE MASON UNIVERSITY
GRADUATE SCHOOL OF EDUCATION
Education Leadership Program

EDLE 620, Section 001, Spring 2012
Organizational Theory and Leadership Development

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<u>Schedule Information</u>

Meeting Times: Thursday, 4:30 pm – 7:10 pm

All students are expected to attend every class session. Personal problems that prevent students from attending class should be reported ahead of time to the instructor via telephone or e-mail.

Location: Robinson 247A

<u>Course Description</u>

620 Organizational Theory and Leadership Development (3:3:0) *Prerequisites: admission to the program.* Studies basic organizational theories and models of leadership and management. Emphasizes shared leadership in professional environments, communication skills, systems thinking, and personal and organizational change. Bridges theory to practical applications in educational settings.

<u>General Goals</u>

Organizational Theory and Leadership Development is intended to provide students with an opportunity to explore meanings of leadership in schools, leaders' role in school change and restructuring; and ways school leaders make sense of school organization. Students will explore both how organizations function and leadership choices within organizations, and they will have an opportunity to begin to develop a vision of their leadership practice and situate this practice within a perspective of how school organizations work.

Content
In order to develop leadership savvy, students will deepen their understanding of how organizations function and how leaders influence school change and improvement. Specific content includes:

1. Reviewing meanings of leadership and the role leaders play in school change and improvement;
2. Articulating a vision for effective school leadership and your beliefs about leadership, teaching, and learning;
3. Learning four major frameworks for analyzing organizational behavior and outcomes;
4. Clarifying which framework(s) students find most useful for informing their own leadership styles and choices;
5. Applying skills, knowledge, and dispositions gained through the Education Leadership Program to the analysis of case studies and in role-playing exercises involving leadership behavior and school change.

In addition to the content goals stated above, the following represent process goals for this course:

Teaching and Learning:
1. Each class will mirror as much as possible effective leadership practice and will reflect good management. We will:
   - start and end on time;
   - maintain and follow a written agenda for each class;
   - listen first to understand, then seek to be understood; and
   - work toward common goals in a professional and cordial manner.

2. As they develop and refine oral presentation skills, students will
   - work individually and in groups to develop strategies for addressing organizational problems or challenges;
   - engage in a variety of learning activities, including case studies and simulations, and present their analysis orally; and
   - assess the oral effectiveness of peers.

3. Students are expected to apply what they have learned previously to the writing assignments for this course and to their self-assessments and assessments of peers.

Classroom Climate:
We will endeavor to create a classroom climate that approximates what we know about effective leadership dispositions and the attributes of learning organization. As such, it is important that we create a space that allows participants to try out new ideas and voice opinions without fear of ridicule or embarrassment. The hallmark of a learning organization is a balance between openness and constructive feedback; hence, everyone is expected to:

- Come fully prepared to each class;
- Demonstrate appropriate respect for one another;

- Voice concerns and opinions about class process openly;
- Recognize and celebrate each other's ideas and accomplishments;
- Show an awareness of each other's needs.

Nature of course delivery

Consistent with the EDLE program goals and approach to leadership preparation, we will engage in a variety of learning activities in class, including exercises, debates, oral presentations, and analyses of cases. Students will serve as critical friends for each other, including providing periodic feedback on written assignments.

Class activities and assignments will emphasize connecting theory on leadership and school organization with the realities of professional educator's work in schools. Since an important component of any leader's learning involves balancing action and reflection, assignments will emphasize using theory as a lens for reflecting on leadership practice, and on sharing thoughts and opinions about the ways leaders impact teaching and learning in schools.

Course Objectives

This course is the first class in the licensure sequence in Education Leadership and is therefore intended to introduce students to theory and practice in school leadership. Students taking this class will:

- refine their perspectives on education administration as they hone their leadership skills;
- develop a personal philosophy of education and a personal vision relating to their leadership practice;
- assess their leadership strengths and areas for development;
- understand leadership roles in schools and school districts in settings characterized by diversity;
- use various social science perspectives as the foundation for advocacy and change;
- learn how to work with the larger community; and
- develop oral and written communication skills.

Student Outcomes

At the conclusion of this course, successful students should be able to:

1. Articulate their core beliefs about teaching, learning, and leadership, and relate these to their vision of effective school leadership;
2. Analyze educational issues using four major frameworks for analyzing organizational behavior and outcomes;
3. Connect major leadership and organizational theories, and apply these to the understanding of real-world puzzles associated with leadership practice;

4. Articulate the leadership role(s) they aspire to take at the conclusion of their program of study;
5. Begin to articulate how they plan to develop their leadership capabilities in the near future.

Relationship of Course Goals to Program Goals

The Education Leadership program is designed to prepare candidates for leadership and management positions in a variety of educational settings. The program emphasizes an understanding of the complexities of change in schools, communities, and organizations. This is the first class in the licensure sequence in Education Leadership and is therefore intended to introduce students to theory and practice in school leadership. Theory introduced in this class will be used throughout the program to frame candidate's thinking about leadership practice and decision making.

Relationship of Course to Internship

Although the internship is a separate course, the Education Leadership program has integrated "embedded experiences" into course work. This means that some of the work for class may be related to your internship. You may write about embedded experiences in your internship journal and Collective Record, but they can only count over and above the minimum 320 hours required for the internship. [However, EDLE 620 is typically taken prior to enrolling in EDLE 791, Internship; hence it is unlikely that any class work would be included in the Collective Record.]

National Standards and Virginia Competencies

The course addresses a variety of the **ELLC Standards**, focusing <u>primarily</u> on the following: **Standards 1.1, 1.2, 1.3, 1.4, 2.1, 3.1, 3.2, 6.1**, and corresponding components of the Virginia Standards for School Leaders:

1. The program in administration and supervision preK-12 shall ensure that the candidate has demonstrated the following competencies:
    a. Knowledge understanding, and application of planning, assessment, and instructional leadership that builds collective professional capacity, including:
        (7) Identification, analysis, and resolution of problems using effective problem-solving techniques;
        (8) Communication of a clear vision of excellence, linked to mission and core beliefs that promotes continuous improvement consistent with the goals of the school division.

    b. Knowledge, understanding and application of systems and organizations, including:
        (1) Systems theory and the change process of systems, organizations and individuals, using appropriate and effective adult learning models;

(2) Aligning organizational practice, division mission, and core beliefs for developing and implementing strategic plans;

e. Knowledge, understanding and application of the purpose of education and the role of professionalism in advancing educational goals, including;
(3) Reflective understanding of theories of leadership and their application to decision-making in the school setting;
(5) Intentional and purposeful effort to model continuous professional learning and to work collegially and collaboratively with all members of the school community to support the school's goals and enhance its collective capacity.

f. Knowledge understanding and application of basic leadership theories and influences that impact schools including;
(1) Concepts of leadership including systems theory, change theory, learning organizations and current leadership theory;
(2) Historical leadership theories including organizational theory, motivational theory, political and social systems theory to practical situations;
(3) Identify and respond to internal and external forces and influences on a school.

CEHD Core Values

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

Collaboration. Collaboration is an important human activity that involves shared responsibility in promoting healthy, productive lives, and educational success. We commit ourselves to work toward these goals in genuine partnerships with individuals, families, community agencies, schools, businesses, foundations, and other groups at the local, regional, national, and international levels.

Ethical Leadership. In all professions represented by the college, leadership is an essential component denoting ability and willingness to help lead professional practice to higher levels. We commit ourselves to practice ethical leadership through deliberate and systematic attention to the ethical principles that guide all leaders in a moral society.

Innovation. We have a history of creating dynamic, innovative programs, and we are dedicated to continue creating innovative approaches in all areas of our work. We commit ourselves to seeking new ways to advance knowledge, solve problems, improve our professional practice, and expand on our successes.

Research-based practice. The best practice in any discipline is based upon sound research and professional judgment. We commit ourselves to basing our instruction, scholarship, and policy recommendations on well established principles that, wherever

possible, emerge from research and reflection on its implications for professional practice.

Social Justice. Social justice embodies essential principles of equity and access to all opportunities in society, in accordance with democratic principles and respect for all persons and points of view. We commit ourselves to promoting equity, opportunity, and social justice through the college's operations and its missions related to teaching, research, and service.

Course Materials

Readings:

- Bolman, L. & Deal, T. (2008). *Reframing organizations: Artistry, choice, and leadership* (4th ed.)*.* San Francisco: Jossey-Bass.

- Fullan, M. (2001). *Leading in a culture of change*. San Francisco: Jossey-Bass.

- Osterman, K. & Kottkamp, R. (2004). Reflective practice for educators, 2nd ed. Thousand Oaks, CA: Corwin. (recommended)

- The American Psychological Association (2009). *Publication Manual of the American Psychological Association* (6th edition). Washington, D.C.: American Psychological Association. (recommended)

Outside-of-Class Resources:

Online access is vital for the distance learning aspects of the course and is important if we experience school shutdowns because of the weather or other problems. **All students are now required to activate and monitor their GMU e-mail accounts**. If you are uncertain about how to do this, please see me. It is my expectation that you will be fully competent to send and receive e-mail messages **with attachments**. If your computer at school or home has spam blocking that will prevent you from seeing messages with attachments, you are responsible for addressing this problem immediately.

All students are required to use http://www.taskstream.com as part of this course. This is an Internet site at which I will post vital information for the course and through which we will communicate from time to time. Samples of student work will be archived on this site for purposes of course, program, and college assessment.

It is my expectation that all students have access to standard word processing software that can be read by Microsoft Office (2003, 2007 or 2010).

Course Requirements, Performance-based Assessment, and Evaluation Criteria

Attendance

Students are expected to attend every class for its entirety. Maximum class participation points will be earned by students who attend all classes, are on time and do not leave early.

General Expectations

Consistent with expectations of a master's level course in the Education Leadership program, grading is based heavily on student performance on written assignments. Overall, written work will be assessed using the following broad criteria:

1. Application of concepts reflected in class discussion and readings
2. Original thinking and persuasiveness
3. The ability to write in a clear, concise, and organized fashion

Additionally, a portion of the class grade will be based on participation and the contribution you make to class discussions. The overall weights of the various performances are as follows:

Class participation [10 points]

Students are expected to participate actively in class discussions, in group activities, and in serving as critical friends to other students. Attendance is expected for all classes. **If you must be absent, please notify me by e-mail or phone.** More than one absence may result in a reduction in participation points. Arriving at class more than 30 minutes late or leaving more than 30 minutes before the end of class may result in loss of points.

Written assignments and projects [90 points]

Several different types of performance-based assignments will be completed during the semester. Each assignment relates to the application of leadership and organizational theory in school settings. Each assignment and a rubric for grading each assignment are described at the end of this syllabus.

The final assignment, i.e., the Reframing paper, is the program-level Performance-Based Assessments for this course.

Papers are due as indicated on the reading schedule that follows. ALL ASSIGNMENTS must be submitted electronically, through TaskStream. TaskStream is an online assessment system used by the college to collect student work, provide feedback to students, and maintain an ongoing record of student assessment data. You will be provided with a TaskStream account and use TaskStream to submit work for courses, as well as to prepare and submit your internship portfolio.

Late work: I expect all students to submit their work on time, meaning no later than by midnight of the due date. **I will not accept any written assignments after the due date**.[1]

Rewrites: Time permitting, and at my discretion, students may revise and re-submit papers (other than the final paper) to improve their performance. (Students with a grade of 3.6 or higher are discouraged from resubmitting.) Such revisions are due **not later than one week after receiving feedback on the previous draft**. I may re-consider an assignment grade, but I will not negotiate grades with students. If you wish to discuss your work, I am willing to do so at a time of mutual convenience.

Grading scale:

A+	=	100 percent
A	=	95 – 99.99 percent
A-	=	90 – 94.99 percent
B+	=	86 – 89.99 percent
B	=	83 – 85.99 percent
B-	=	80 – 82.99 percent
C	=	75 – 79.99 percent
F	=	74.99 percent or below

College of Education and Human Development Statement of Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account. Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301gen.html].
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources
- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group

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[1] At my discretion, and only under unusual and compelling circumstances, e.g., a serious illness, due dates may be renegotiated.

- counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].
- The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See http://library.gmu.edu/) .
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].

Proposed class schedule:
To accommodate the learning needs of the class, the topic and reading schedule may be amended during the semester. Please check for announcements on the course website for any update to the schedule if you miss a class.

	Topic	Required Readings	Exercises/Assignments
Jan 26	Introduction & Overview – Organizational Analysis	Bolman & Deal (B&D), Part 1	Exercise: Powerful learning
Feb 2	Leadership theory - from *classical* to *transformational* to *distributive*	Fullan, chapters 1, 2	**Paper 1: Personal Best (posted 2/5)** Homework: Study group protocol (Taskstream)
Feb 9	Exploration: What kind of leadership do we need for today's schools?	Wallace Foundation (2011): *The School Principal as Leader* Wahlstrom et al. (2010): *Investigating the Links to Improved Student Learning* ELCC Standards (TS)	Study group protocol Exercise: You write the job description Homework: Gillian Broner
Feb 16	The leader's role in school change	Fullan, chapter 3	Discussion: Broner case ITCOT
Feb 23	Ways of seeing organization and	B&D: Part 2	**(2) Case analysis: Jeremiah Costanza (posted 2/26)**

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	leadership - Structural Frame		Exercise: Organizational design for shared decision-making
Mar 1	Ways of seeing organization and leadership - Human Resource Frame	B&D: Part 3 Fullan, chapter 4	Exercise: QWL Interviews
Mar 8	Take a break from reading: Reframing I	Revisiting your change case	Exercise: School change worksheet(s) Homework: Martian Landing
Mar 15	Spring Break		
Mar 22	Ways of seeing organization and leadership - Political Frame	B&D: Part 4 Fullan, chapter 5	Exercise: Environmental Scan
Mar 29	Ways of seeing organization and leadership – Symbolic Frame	B&D: Part 5	Debrief: Martian Landing
Apr 5	Electronic assignment	Read *The Prince,* chapters 15-23 (available online), and post a response to the following: *Are there circumstances under which Machiavelli's definition of power or leadership would be most appropriate for a leader? Why or why not?* Peruse others' responses, as well, and post comments.	
Apr 12	**(3) Platform of beliefs (presentation today, reflection due 4/19)**		

Apr 19	Reframing change	B&D: Chapters 15, 16 Fullan, chapter 6, 7	Exercise: Reframing mini-cases
Apr 26	Reframing leadership	B&D: Chapter 17, 18, 20	Reframing paper draft due
May 3	Concluding thoughts…	TBA	**(4) Reframing paper due** Exercise: A Letter to Yourself

Assignments

(1) Personal Best – 20 %

<u>Rationale</u>
It is generally a good idea to begin your study of leadership by examining where you stand as a leader. This assignment is the first of many you will encounter throughout the program that ask you to be both introspective and analytical. The Education Leadership Program places great value on reflection leading to action. This is your first opportunity to reflect.

<u>Process</u>
This assignment borrows from James Kouzes and Barry Posner's book, *The Leadership Challenge*. As a part of their studies of leaders and followers, they asked leaders to write a **personal best case**, which they then discussed to discover themes about leader behavior.

For this paper, think back over your own leadership experiences and choose one that you consider to be a "personal best"—a time when you performed at your peak as a leader. Review the experience in your mind, and ask yourself:
> ➢ What characterized the situation? Who was involved, where and when did it take place, and who initiated the situation?
> ➢ What motivated you to get involved? How did you challenge yourself and others?
> ➢ How did you build enthusiasm and excitement? How did you involve others and foster collaboration? How did you build trust and respect?
> ➢ What principles and values guided you and others? How did you set an example?

<u>Product</u>
The above helps you <u>describe</u> your leadership best situation. To complete the paper, examine the leadership model Fullan presents in chapter 1 of his book. <u>Using this model as an analytic tool</u>, in what ways did you excel as a leader in the situation you described above? What might you have done differently to enhance your performance? What lessons did you learn about leadership from the experience?

Structure your paper in the following way:
1. Write an introductory paragraph that starts out broadly and narrows down to a <u>one-sentence thesis</u> that is the last sentence of the paragraph. Your thesis states your main argument (i.e., what you plan to show in your paper).
2. Write each body paragraph such that the topic sentence relates directly to your thesis and that the significance of the paragraph in terms of your thesis is clear.
3. Conclude with a paragraph that begins with your re-worded thesis and broadens out to explain the greater implications of your paper.

This is a short paper (4-6 pages), which should be typewritten, double-spaced with ample margins. Come to class prepared to **share** your case!

levels: Criteria:	4 **exceeds expectations**	3 **meets expectations**	2 **approaching expectations**	1 **falls below expectations**
Thesis & introduction (10%)	The paper starts with a clear and concise statement of purpose and an introduction that draws the reader into the paper and ends with a clear and compelling thesis. The introduction provides a clear roadmap for the reader, foreshadowing what the paper is intended to cover.	Paper starts with a brief introduction that alludes to the purpose of the paper, contains a thesis, and provides a general foreshadowing of what is to be included.	The introduction provides some indication of the purpose of the paper, but lacks a thesis and/or provides inadequate or confusing information about what is to be shared.	There is no clear introduction or purpose.
Description of personal best case (20%)	The case is described thoroughly, including an accounting of the "personal best" situation and why it was selected as a "personal best."	The case is described thoroughly, but detail is lacking on why the case represents a "personal best"	Description of the case is incomplete or poorly constructed	Description of the case is largely missing or wholly inadequate.
Case analysis (25%)	Fullan's model is summarized and then used to thoroughly assess how the case exemplifies effective leadership.	Fullan's model is used adequately to assess how the case exemplifies effective leadership.	Analysis is weak or incomplete, or superficially considers the Fullan model.	Analysis is unrelated to the case, is largely missing or wholly inadequate.
Implications for leadership development (25%)	Lessons are derived from the case relating the candidate's experiences and need to develop specific leadership dispositions or proficiencies	General lessons are presented relating to the candidate's experiences and leadership development	Lessons relating to the candidate's experiences and future leadership development are superficial	Lessons learned and implications of the case are largely missing or wholly inadequate.
Organization of paper (10%)	Paper is powerfully organized and fully developed	Paper includes logical progression of ideas aided by clear transitions	Paper includes brief skeleton (introduction, body, conclusion) but lacks transitions	Paper lacks logical progression of ideas
Mechanics (10%)	Nearly error-free which reflects clear understanding and thorough proofreading	Occasional grammatical errors and questionable word choice	Errors in grammar and punctuation, but spelling has been proofread	Frequent errors in spelling, grammar, and punctuation

(2) Case Analysis: Jeremiah Costanza – 20%

<u>Rationale</u>

It is generally easier to recognize strengths and weaknesses in others, particularly those whom we don't know. By analyzing a case it becomes possible to think more deeply about what makes sense for leadership and what does not. You should be able to think about the case in terms of what you value in leadership and how you would make decisions similarly or differently. By doing so, you begin to form your own philosophy and action orientation with regard to leadership.

<u>Process</u>

In this paper, you are asked to analyze a case that involves a principal and his administrative team. The case involves the leader's role in school change, teamwork, and management practice. In analyzing the case, reflect on your own experiences, the kinds of things you are learning about organization theory and leadership practice, and your understanding of how leaders affect school improvement. Consider, for instance, the following questions:
> ➢ How would you characterize the situation? Discuss what happened <u>briefly</u>, in your words.
> ➢ How would you characterize Costanza's leadership in this scenario? What do you think his definition of "leadership" might be?
> ➢ What lessons are there here about <u>leadership</u> and the <u>leaders' role in school change</u>?

<u>Product</u> - Structure your paper in the following way:

1. Write an introductory paragraph that starts out broadly and narrows down to a <u>one-sentence thesis</u> that is the last sentence of the paragraph.
2. Write each body paragraph such that the topic sentence relates directly to your thesis and that the significance of the paragraph in terms of your thesis is clear.
3. Refer to the rubric for guidance – be sure to include all elements (description, analysis, reflection). Your description should briefly highlight the most important elements of the case (in your judgment); your analysis should apply theory to yield an understanding of why Costanza's approach was effective (or not) and your reflection should touch on lessons learned and potentially, things you would recommend to improve the outcome (i.e., if you were faced with a similar circumstance, how would you lead differently based on what you learned from the case?)
4. Conclude with a paragraph that begins with your re-worded thesis and broadens out to explain the greater implications of your paper.

This is a short paper (5-7 pages), which should be typewritten, double-spaced with ample margins. Come to class prepared to **share** your analysis.

Levels: Criteria:	4 **exceeds expectations**	3 **meets expectations**	2 **approaching expectations**	1 **falls below expectations**
Thesis & introduction (10%)	The paper starts with a clear and concise statement of purpose and an introduction that draws the reader into the paper and ends with a clear and compelling thesis. The introduction provides a clear roadmap for the reader, foreshadowing what the paper is intended to cover.	Paper starts with a brief introduction that alludes to the purpose of the paper, contains a thesis, and provides a general foreshadowing of what is to be included.	The introduction provides some indication of the purpose of the paper, but lacks a thesis and/or provides inadequate or confusing information about what is to be shared.	There is no clear introduction or purpose.
Description of case (15%)	The case is described thoroughly, with clear delineation of the critical events relating to leadership practice	The case is described adequately, with some attempt to identify critical aspects of events relating to leadership practice	The case description is incomplete or poorly constructed; little attempt is made to identify important aspects of the case relating to leadership practice	Description of the case is largely missing or wholly inadequate.
Case analysis (25%)	Analysis thoroughly addresses implications of the case for understanding school leadership and the leader's role in school change, using appropriate theory relating to change, school organization and effective leadership practice	Analysis generally addresses implications of the case for understanding school leadership and the leader's role in school change. Some attempt is made to use appropriate theory to analyze the case.	Analysis is weak or incomplete, superficially considering the implications of the case for understanding leadership for school improvement. Little attempt is made to apply appropriate theory.	Analysis is unrelated to the case, is largely missing or wholly inadequate.
Implications for leadership development [reflection] (20%)	Specific lessons are offered relating to dispositions and/or proficiencies associated with school leadership and/or the leader's role in school change	General lessons are presented relating to lessons for school leadership and/or the leader's role in school change	Superficial conclusions are offered relating to lessons for leadership and/or the leader's role in school change	Conclusion and implications are largely missing or wholly inadequate.
Support (10%)	Specific, developed ideas and/or evidence from theory or research are used effectively to support analysis	General ideas or concepts from theory are loosely developed and used appropriately to support analysis.	Some general supporting ideas and/or evidence are provided for analysis	Few to no solid supporting ideas or evidence
Organization of paper (10%)	Paper is powerfully organized and fully developed	Paper includes logical progression of ideas aided by clear transitions	Paper includes brief skeleton (introduction, body, conclusion) but lacks transitions	Paper lacks logical progression of ideas
Mechanics (10%)	Nearly error-free which reflects clear understanding and thorough proofreading	Occasional grammatical errors and questionable word choice	Errors in grammar and punctuation, but spelling has been proofread	Frequent errors in spelling, grammar, and punctuation

(3) Platform of beliefs – 20 %

Rationale
The Maine School Leadership Network developed the Platform of Beliefs exercise as a tool they use with school leaders as a way of helping them identify the core beliefs that form the foundation of their decision-making and professional practice. We believe that it is important for you to identify and reflect on such beliefs so that when you step into a leadership role you will have a reliable compass. Your final internship submission requires you to re-visit and write about your Platform of Beliefs.

Process
Each person approaches a reflective exercise like this somewhat uniquely, based on past experiences, knowledge, and hopes for the future. In preparation for this presentation, you may complete the visioning exercise posted, in which you develop a sense of the ways you would like to improve teaching and learning in your school. You may also want to use your notes from our classroom activity focused on visioning.

To create your platform:
- Identify 3 or so core beliefs that are important to you when you think about *teaching, learning,* and *leadership*.
- For each of these, explain why it is a critically important belief, and how it relates to the other beliefs.
- Then for each belief, expand on it by including a few principles that describe what the belief means and how it appears in school practices. What are people actually doing when this belief is manifested in behaviors?

Products
Your Platform of Beliefs is a document you will be developing throughout the program. At this stage, consider the document a work in progress. Use this exercise to reflect on the kind of leader you want to be, and to begin to develop the capacity to speak with others about this vision.

1. Come prepared to make a **short presentation** of your vision and beliefs (which will be video-taped and posted)

   Assume you are interviewing for a position at as assistant principal at the Great American School, and you have been asked to make a short presentation about your leadership vision to the search committee (comprised of teachers, parents, and a student). What kind of first impression you want to make? How will you convey what is important to you, and how will you lead? What messages do you want to send to the powers that be (though this committee) about your leadership? You have 3 minutes to make your best impression. (Note – the principal runs a tight little meeting, so you only have 3 minutes.)

2. Written reflection: I will be posting your presentation. Please review it and write a brief reflection of your presentation *__from a symbolic leadership perspective__*. What had you hoped to communicate, and what do you think the committee took away from the talk? What did you learn from this experience?

   This is a short reflection (2-3 pages), which should be typewritten, double-spaced with ample margins.

Note: The oral presentation and the written reflection are combined into one rubric presented below.

Levels: Criteria:	4 exceeds expectations	3 meets expectations	2 approaching expectations	1 falls below expectations
Attention to Audience (15%)	Engaged audience and held their attention throughout with creative articulation, enthusiasm, and clearly focused presentation	Engaged audience and held their attention most of the time by remaining on topic and presenting facts with enthusiasm	Little attempt to engage audience	Did not attempt to engage audience
Clarity (15%)	Development of thesis is clear through use of specific and appropriate examples; transitions are clear and create a succinct and even flow	Sequence of information is well-organized for the most part, but more clarity with transitions is needed	Content is loosely connected, transitions lack clarity	No apparent logical order of presentation, unclear focus
Presentation Length (15%)	Presented within the allotted time	Remained close to the allotted time (i.e., within 30 seconds)	Exceeding or falling short of allotted time by a significant margin (30-60 seconds)	Greatly exceeding or falling short of allotted time (more than 60 seconds)
Content (15%)	Exceptional use of material that clearly relates to a focused thesis; creative use of supporting ideas	Information relates to a clear thesis; many relevant points, but they are somewhat unstructured	Thesis is clear, but supporting information is disconnected	Thesis is unclear and information appears randomly chosen
Speaking Skills (15%)	Exceptional confidence with material displayed through poise, clear articulation, eye contact, and enthusiasm	Clear articulation of ideas, but apparently lacks confidence with material	Little eye contact; fast speaking rate, little expression, mumbling	Monotone; speaker seemed uninterested in material
Written reflection (25%)	An in-depth reflection is provided that thoroughly examines your presentation from a symbolic leadership perspective, including specific lessons you derived from the experience relating to dispositions and/or proficiencies associated with effective school leadership and/or the leader's role in school change	A reflection is provided that examines your presentation and beliefs, noting some general lessons relating to dispositions and/or proficiencies associated with effective school leadership and/or the leader's role in school change	A reflection is provided that shows some effort at relating the presentation to an understanding of effective leadership	Reflection is superficial, mostly rehashing the presentation.

(4) Reframing – 30%

Rationale
Bolman and Deal say that the essence of reframing is examining the same situation from different perspectives to develop a more holistic picture. To practice this critical leadership skill, you will reconsider a **school improvement project** you've experienced in the last year or two at your school. You will **analyze the project as a case using multiple frames** to see what you can learn about the specific project and about leadership generally.

Process
Your paper, (like others we have done), will balance description and analysis. For the former: briefly describe the improvement or change using these questions as a guide:
- What was the performance or achievement gap being addressed by the change?
- What was the specific the goal?
- What strategy or action was used to promote improvement? (What was the objective of the school improvement project?)
- To what degree did collaboration take place? Was it meaningful? Helpful?
- What was the rationale for using this strategy to promote improvement? (Why did anyone think implementing the action plan would bring about the specific improvement you sought?)
- What happened, and what did you learn from implementation of this project?

Product
Step back and consider the basis for your description – what frame are you using when you describe and analyze the change? Discuss your conclusions explicitly in terms of the use of the frame. What does the use of this conceptual lens help you understand about the case?

Then, select one or more **other** frames to examine the case. What else can you learn by analyzing this case through the lens of this frame? Do you see different opportunities, challenges, or outcomes from an alternative perspective?

HINT: It seems likely that you would select the structural or human resources frames instinctively. As a comparison, try to select the political or symbolic frames -- these may provide you with the best opportunities to see different things in the same case.

In your thesis, be sure to describe and explain which frames you are using and why. In the body of your paper, develop what you believe to be the primary features of each frame (be brief, but let me know that *you know* what's unique and valuable about the frame as a way of seeing), and what you learn about the case by using the frame.

This is a longer paper (8-10 pages) than the others assigned in this class. It should be typewritten, double-spaced with ample margins.

Levels:	exceeds expectations 4	meets expectations 3	approaching expectations 2	falls below expectations 2
Thesis & introduction 10%	The introduction draws the reader into the paper and ends with a clear and compelling thesis. The introduction provides a clear roadmap for the reader, foreshadowing what the paper is intended to cover.	Paper starts with a brief introduction that alludes to the purpose of the paper, contains a thesis, and provides a general foreshadowing of what is to be included.	The introduction provides some indication of the purpose of the paper, but lacks a thesis and/or provides inadequate or confusing information about what is to be shared.	There is no clear introduction or purpose.
Description of school improvement case 15%	The case is described thoroughly, with clear delineation of the critical events relating to the SIP project	The case is described thoroughly	Description of the case is incomplete or poorly constructed	Description of the case is largely missing or wholly inadequate
Case analysis - Framing: Assessing organizational effectiveness (ELCC 1.2) 15%	The frame used to initially describe the case is accurately identified, characteristics of the frame are clearly explained, and the frame is used to articulate the effectiveness of the change effort in relation to school vision and goals	The frame used to initially present the case is identified, discussed, and applied as a conceptual lens for understanding the case	Analysis is weak or incomplete, or superficially considers the application of the frame to the analysis	Analysis is unrelated to the case, is largely missing or wholly inadequate
Case re-analysis - Reframing: Promoting continuous improvement (ELCC 1.3) 20%	At least one additional theoretical frame is clearly and thoroughly described, and used to re-analyze the case. Analysis includes plans or processes for continuous improvement on the basis of the re-analysis.	At least one additional theoretical frame is briefly described and used as a conceptual lens for re-analyzing the case	Re-analysis is weak or incomplete, or superficially considers the application of at least one additional theoretical frame	Re-analysis is unrelated to the case, is largely missing or wholly inadequate
Reflection: Lessons for stewardship to sustain continuous improvement (ELCC 1.4) 20%	Specific lessons are presented relating to the analysis and re-analysis that offer compelling arguments for stewarding the process of continuous improvement.	General lessons are presented relating to the analysis and re-analysis.	Suggested actions are superficial or weakly related to the analysis and re-analysis.	Suggested actions are largely missing or wholly inadequate
Support: Acts as informed consumer of educational theory and concepts (ELCC 6.1) 10%	Specific, developed ideas and/or evidence from theory or research are used to support analysis	Supporting theory or research used to support analysis lacks specificity or is loosely developed	Uses some supporting ideas and/or evidence in analysis of case	Few to no solid supporting ideas or evidence
Organization of paper 5%	Paper is powerfully organized and fully developed	Paper includes logical progression of ideas aided by clear transitions	Paper includes brief skeleton (introduction, body, conclusion) but lacks transitions	Paper lacks logical progression of ideas
Mechanics 5%	Nearly error-free which reflects clear understanding and thorough proofreading	Occasional grammatical errors and questionable word choice	Errors in grammar and punctuation, but spelling has been proofread	Frequent errors in spelling, grammar, and punctuation

Class Participation Rubric (10%):

Levels: Criteria:	4 exceeds expectations	3 meets expectations	2 approaching expectations	1 falls below expectations
Attendance	Exemplary attendance, no tardies	Near perfect attendance (1 absence), few tardies	Occasional (2-3) absences or tardies	Frequent (>3) absences or tardies
Effort	Willingly participates when asked. Plays a leadership role in groups. Engages and brings out the best in others.	Willingly participates when asked. Takes on group tasks. Engages others.	Reluctantly participates when asked. Seeks easiest duties in groups. Tolerates others.	Actively avoids involvement when possible. Complains about others. Has large set of excuses.
Engagement	Enthusiastically initiates discussion. Personalizes and takes ownership of activities. Always knows where class or group is.	Sometimes initiates discussion and always works well with direction. Generally knows what's going on.	Seeks direction, but does not initiate discussion. May know where class or group is.	Waits for direction. Knows little of what is going on. Cannot describe where class or group is.