

**GEORGE MASON UNIVERSITY  
COLLEGE OF EDUCATION & HUMAN DEVELOPMENT  
EDUCATION LEADERSHIP PROGRAM**

**EDLE 636 (3 Credits)  
Spring 2012**

**Adult Motivation and Conflict Management in Education Settings: A Case Study Approach**

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**Prerequisites**

EDLE 620 Organizational Theory and Leadership Development  
EDLE 690 Using Research to Lead School Improvement  
EDLE 791 Administrative Internship

**Schedule Information**

**Location:** Thompson Hall – L028

**Meeting times:** 7:20-10:00 P.M.; Wednesdays; January 25 - May 16, 2012

**Course Description: Adult Motivation and Conflict Management in Education Settings: A Case Study Approach**

This course uses case studies and simulations to examine conflict mediation and resolution skills, and safety and security issues. It focuses on character and ethics education in schools, coaching and mentoring, and adult motivation to support positive behaviors in work settings.

**Nature of Course Delivery**

A variety of instructional methods are used in this course, including large-and small-group instruction, cooperative learning activities, media use, group presentation, individual research, case studies, simulations, as well as written and oral assignments.

**National Standards and Virginia Competencies**

The course addresses selected Virginia Department of Education (VADOE) Competencies, The **Interstate School Leaders Licensure Consortium (ISLLC)** Standards, and Educational Leadership Constituent Council (ELCC) (NCATE) Standards.

Specific ELCC standards addressed include:

- 1.3b Candidates develop plans and processes for implementing the vision (e.g., articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork, structuring significant work, ensuring appropriate use of student assessments, providing autonomy, supporting innovation, delegating responsibility, developing leadership in others, and securing needed resources). Candidates demonstrate an understanding of the role effective communication skills play in building a shared commitment to the vision.
- 3.1a Candidates demonstrate the ability to optimize the learning environment for all students by applying appropriate models and principles of organizational development and management, including research and data driven decision making with attention to indicators of equity, effectiveness, and efficiency.
- 3.1c Candidates demonstrate an ability to manage time effectively and deploy financial and human resources in ways that promote student achievement.
- 3.2a Candidates demonstrate the ability to involve staff in conducting operations and setting priorities using appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision.
- 5.1a Candidates demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.
- 5.2a Candidates demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.

- 5.3a Candidates make and explain decisions based upon ethical and legal principles.
- 6.1a Candidates act as informed consumers of educational theory and concepts appropriate to school context and can demonstrate the ability to apply appropriate research methods to a school context.
- 6.1h Candidates demonstrate the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities.
- 6.2a Candidates demonstrate the ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of an ongoing dialogue with representatives of diverse community groups.

Specific VADOE standards addressed include:

- a7 Knowledge, understanding, and application of planning, assessment, and instructional leadership that builds collective professional capacity, including identification, analysis, and resolution of problems using effective problem-solving techniques
- b1 Knowledge, understanding and application of systems and organizations, including systems theory and the change process of systems, organizations and individuals, using appropriate and effective adult learning models
- b3 Knowledge, understanding and application of systems and organizations, including information sources and processing, including data collection and data analysis strategies
- b4 Knowledge, understanding and application of systems and organizations, including using data as a part of ongoing program evaluation to inform and lead change
- b7 Knowledge, understanding and application of systems and organizations, including effective communication skills including consensus building, negotiation, and mediation skills.
- c2 Knowledge understanding and application of management and leadership skills that achieve effective and efficient organizational operations, including principles and issues of supervising and leading others to ensure a working and learning climate that is safe, secure, and respectful of a diverse school community
- c3 Knowledge understanding and application of management and leadership skills that achieve effective and efficient organizational operations, including management decisions that ensure successful teaching and learning including, human resources management and development, theories of motivation, change in school culture, innovation and creativity, conflict resolution, adult learning and professional development models
- c8 Knowledge understanding and application of management and leadership skills that achieve effective and efficient organizational operations, including application of data-driven decision making to initiate and continue improvement in school and classroom practices and student achievement
- d4 Knowledge understanding and application of the conditions and dynamics impacting a diverse school community, including principles of effective two-way communication, including consensus building and negotiation skills
- e2 Knowledge, understanding and application of the purpose of education and the role of professionalism in advancing educational goals, including integration of high quality, content rich, job-embedded professional learning that respects the contribution of all faculty and staff members in building a diverse professional learning community
- e3 Knowledge, understanding and application of the purpose of education and the role of professionalism in advancing educational goals, including reflective understanding of theories of leadership and their application to decision-making in the school setting
- e4 Knowledge, understanding and application of the purpose of education and the role of professionalism in advancing educational goals, including intentional and purposeful effort to model professional, moral, and ethical standards as well as personal integrity in all interactions
- f1 Knowledge understanding and application of basic leadership theories and influences that impact schools including concepts of leadership including systems theory, change theory, learning organizations and current leadership theory
- f2 Knowledge understanding and application of basic leadership theories and influences that impact schools including concepts of leadership including historical leadership theories including organizational theory, motivational theory, political and social systems theory to practical situations

## Content

All of the EDLE program goals are active, to a greater or lesser extent, in this course. The primary purpose of this course is to help students consider how as school leaders they may use relevant research regarding the creation of conditions in schools that will cause teachers to be attracted to teaching, to stay in the school and in teaching, and to improve their practice and their impact on increasing student learning.

## Course Objectives

Students will:

1. Investigate, evaluate and apply results of research regarding motivation to adults in school settings
2. Explore and apply the results of research regarding factors related to teacher recruitment, retention and improvement, including methods of creating a culture of continuous improvement through professional support, collaboration and professional development
3. Using case studies and/or simulations, apply a variety of strategies, including effective consensus-building and negotiation skills to reduce conflict among students and staff, to improve school safety and security, and build an inclusive and respectful school environment that promotes a culture of high performance expectations
4. Conduct a case study of a plan for differentiated compensation by applying the results of research regarding motivation and alternative compensation plans
5. Investigate, evaluate and apply to school settings models of leadership regarding conflict management

## Student Outcomes

Successful students will emerge from the course able to:

1. Demonstrate knowledge and ability to create conditions that will attract teachers, retain teachers and motivate teachers to improve their practice and student learning
2. Identify motivation principles and how to apply them within the school community
3. Identify qualities of ethical behavior of educational leaders
4. Identify issues that create conflict in school settings and develop working strategies to promote resolution
5. Demonstrate the application of leadership skills that engender and support the use of coaching and mentoring practices to facilitate ongoing improvement
6. Apply conflict management skills in developing and maintaining a positive school environment

## Teaching and Learning

Each class will include a variety of activities and exercises. Out-of-class work will rely, in part, on the use of TaskStream. Specific process goals for the class appear below.

1. Classes will reflect a balance of activities that encourage high quality, ethical leadership. To promote an atmosphere that allows us to accomplish this, we will:
  - a. start and end on time;
  - b. maintain (flexibly) a written agenda reflecting objectives for each class;
  - c. agree to disagree respectfully during class discussions;
  - d. strive to be open to new ideas and perspectives; and
  - e. listen actively to one another.
2. Student work will reflect what is expected from leaders. As such, students are expected to:
  - a. write papers that are well researched, proofread, submitted in a timely fashion, and conform to APA guidelines;
  - b. participate actively in class discussions in a manner that challenges the best thinking of the class; and
  - c. provide constructive feedback to others both on their ideas and on their written work, striving to learn from each other and to test each other's ideas.
3. We will endeavor to create a classroom climate that approximates what we know about learning organizations. As such, it is important that we create conditions that allow 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:
  - a. come fully prepared to each class;
  - b. demonstrate appropriate respect for one another;
  - c. voice concerns and opinions about class process openly;
  - d. engage in genuine inquiry;
  - e. recognize and celebrate each other's ideas and accomplishments; and
  - f. display an awareness of each other's needs.

## Relationship of Course Goals to Program Goals

Student outcomes and activities for this course are related to the following GMU/EDLE program goals:

1. Understand the complexities of change in schools.
2. Develop and demonstrate the knowledge, skills, and dispositions necessary to create and maintain learning environments that value diversity, continual knowledge acquisition, instructional leadership, innovative and ethical decision-making, reflective practice and successful achievement of all school-aged youth.

## **Course Materials**

There is no required text, but required readings are listed on the class schedule below and may be found under resources on TaskStream.

### ***Recommended Resource***

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> edition). Washington, D.C. American Psychological Association.

Additional Resources will be listed in the weekly schedule and will be available on TaskStream.

### ***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 expected 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 expected that all students have access to standard word processing software that can be read by Microsoft Office 2007.

### ***Use of Technological Devices***

Regarding the use of electronic devices (such as laptops, cell phones, etc.), please be respectful of your peers and your instructor and do not engage in activities that are unrelated to class. Such disruptions show a lack of professionalism and will result in a negative impact on your participation grade.

## **Course Requirements, Performance-based Assessment, and Evaluation Criteria**

### ***Attendance and Class Participation***

Students are expected to attend each scheduled class, actively participate in class discussions, and interact with both, the instructor and their classmates.

### ***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 in learning groups and the contributions you make to class discussions. The overall weights of the various performances are as follows:

### ***Class participation: 15 points***

Students are expected to participate actively in class discussions, informal group activities, and serve as critical friends to classmates. Attendance is expected for all classes. **If an unavoidable conflict prevents the student from either arriving on time or being in attendance, it is expected that (s)he will notify the instructor in advance.** 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.

### **Formal group presentation: 15 points**

Students will be presented with a case outlining specifics for the development of a new model for teacher compensation. Working collaboratively, students will develop an alternative compensation system that not only includes variables specified by the fictionalized school board, but ensures that teachers view the new compensation system as fair and easy to understand.

### **Written assignments: 70 points**

Three written assignments will be completed during the semester. A description and directions for each assignment and a rubric for grading each assignment are included at the end of this syllabus. ALL WRITTEN 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 coursework.

*Late work:* Students are expected to submit their work on time, meaning no later than by midnight of the due date. Papers due on a day when you are absent must be submitted via TaskStream by the due date. Papers initially submitted more than 48 hours late will not be graded. Papers submitted late, but less than 48 hours late will be eligible for a grade, but the grade will be discounted by 10% for each day late.

*Rewrites:* Students may rewrite a paper (other than the final paper) and re-submit the paper for re-grading within one week of receiving the paper back. It is not recommended that students consider re-writing papers with scores of 3.5 or higher. If you wish to discuss your work, I am willing to do so at a time of mutual convenience.

Grading scale:

A+	100
A	95-99
A-	90-94
B+	87-89
B	83-86
B-	80-82
C	75-79
F	0-74

Core Values Commitment: 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

### **College of Education and Human Development Statement of Expectations**

- Students are expected to exhibit professional behavior and dispositions. <http://cehd.gmu.edu/assets/docs/cehd/Dispositions%20for%20a%20Career%20Educator.pdf>
- Students must follow the guidelines of the University Honor Code. See <http://academicintegrity.gmu.edu/honorcode/>
- Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.
- Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See [www.gmu.edu/student/drc](http://www.gmu.edu/student/drc) or call 703-993-2474 to access the DRC.

### **George Mason University Policies and Resources for Students**

- Academic integrity (honor code, plagiarism) – Students must adhere to guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Mason Email – 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, division, 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/1301ge.html>].
- Counseling and Psychological Services – 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 counseling, workshops, and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].

- Office of Disability Services – 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 <http://ods.gmu.edu/>].
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- The Writing Center (Optional Resource) – 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/>].
- University Libraries (Optional Resource) – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See <http://library.gmu.edu/>].
- Core Values Commitment: 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.
- GSE contact information/website: <http://gse.gmu.edu/>

**EDLE 636**  
**Adult Motivation and Conflict Management in Education Settings**  
**COURSE SCHEDULE**

<b>Week</b>	<b>Date</b>	<b>Topics</b>	<b>Reading/Writing Assignment Due</b>
1	1/25	<p>Introductions</p> <p>Course expectations, procedures, and agreements</p> <p>Review of Leadership Theories</p>	<p><i>Reading #1</i>  Vroom, V. H. &amp; Jago, A.G. (2007). The role of the situation in leadership. <i>American Psychologist</i>, 62, 17–24. doi: 10.1037/0003-066X.62.1.17</p> <p><i>Reading #2</i>  Whitaker, T. (2003). Power Plays of Difficult Employees. <i>The School Administrator</i>. American Association of School Administrators, 2(6), p. 12-16.</p>
2	2/01	<p>Theories of Motivation</p> <p>Stimulating the <i>State of Flow</i></p>	<p><i>Reading #3</i>  Deci, E.L., Koestner, R. &amp; Ryan, R. M. (1999) A Meta-Analytic Review of Experiments Examining the Effects of Extrinsic Rewards on Intrinsic Motivation, <i>Psychological Bulletin</i> Vol. 125, No. 6, 627-668, American Psychological Association, Inc. 0033-2909/99.</p> <p><i>Reading #4</i>  Csikszentmihalyi, M. (1997). Finding flow. <i>Psychology Today</i>, 30(4), 46-48, 70-71.</p>
3	2/08	<p>Review of collective expectations</p> <p>Motivation in the workplace  Herzberg theory  Intrinsic  Extrinsic</p>	<p><i>Reading #5</i>  Herzberg, F. (2003). One more time: How do you motivate employees? <i>Harvard Business Review</i>, 81 (1), 87-96.</p> <p><i>Reading #6</i>  Abuhamdeh, S. &amp; Csikszentmihalyi, M. (2009). Intrinsic and extrinsic motivational orientations in the competitive context: An examination of person–situation interactions. <i>Journal of Personality</i>, 77, 1615-1635. DOI: 10.1111/j.1467-6494.2009.00594</p>
4	2/15	<p>Pair-Share Clocking Exercise</p>	<p><b>Bring draft copy of writing assignment #1 (Position Paper on Extrinsic and Intrinsic Motivation)</b></p>
5	2/22	<p>What Motivates Teachers to Stay and Improve?</p> <p>Collaborative Activity  Top Ten List</p>	<p><b>Writing assignment # 1 due.</b></p> <p><i>Reading #7 &amp; #8 (Two of the articles below)</i>  Borman, G. D. &amp; Dowling, N. M. (2008). Teacher attrition and retention: A meta-analytic and narrative review of the research. <i>Review of Educational Research</i>, 78, 367–409. doi:10.3102/0034654308321455</p> <p>Diamantes, T. (2004) March. What Principals Think Motivates Teachers. <i>Journal of Instructional Psychology</i>.</p> <p>Gaurino, C.M., Santibañez, L. &amp; Daley, G. A. (2006). Teacher recruitment and retention: A review of the recent empirical literature. <i>Review of Educational Research</i>, 76, 173–208. doi: 10.3102/00346543076002173</p> <p>Hornig, E.L. (2009). Teacher tradeoffs: Disentangling teachers' preferences for working conditions and student demographics. <i>American Educational Research Journal</i>, 46,</p>

			690–717. doi:10.3102/0002831208329599
<b>Week</b>	<b>Date</b>	<b>Topics</b>	<b>Reading/Writing Assignment Due</b>
6	2/29	Analysis and Presentation of Survey Findings	<b>Bring survey findings for review and discussion</b>  <i>Reading #9</i> Read one additional article from the list above
7	3/07	Conflict Management  Case Analysis <i>A New Assistant Superintendent is Chosen Over an Internal Candidate</i>  Formative Evaluation	<i>Reading #10</i> Shetach, A. (2009). The four-dimensions model: A tool for effective conflict management. <i>International Studies of Management &amp; Organization</i> , 39, 82–106. doi: 10.2753/IMO0020-8825390304
8	3/14	<h1>Spring Break</h1>	
9	3/21	Clocking Procedure: Conflict Management Interview Paper	<b>Bring draft of written assignment #2 (Interview on Conflict Management) due.</b>
10	3/28	Distributed Leadership and Teacher Commitment  Case Analysis <i>The Move From Associate Chair to Department Chair</i>	<b>Written assignment #2 due</b> <i>Reading #11</i> Hulpia, H., Devos, G. (2010). How distributed leadership can make a difference in teachers' organizational commitment: A qualitative study. <i>Teaching and Teacher Education</i> , 26, 565-575. <i>Reading #12</i> Spillane, J.P. (2009). Managing to lead: Reframing school leadership and management. <i>Phi Delta Kappan</i> , 91(3), 70-73
11	4/04	Social Intelligence  Emotional and Social Competency Inventory	<i>Reading #13</i> Goleman, D., & Boyatzis, R. (2008). Social Intelligence and the Biology of Leadership. <i>Harvard Business Review</i> , 86 (9), 74-81.
12	4/11	Differentiated Compensation and Pay for Performance:  Formal Group Assignment and Introduction of Case: Whoville Independent School District	<i>Reading #14</i> Brill, Sam & McCartney, Abby. (2008) Stopping the revolving door: Increasing teacher retention. <i>Politics &amp; Policy</i> , 36(5), 750-774. <i>Reading #15</i> Hulleman, C. S. & Barron, K. E. (2010). Performance pay and teacher motivation: Separating myth from reality. <i>Phi Delta Kappan</i> , 91(8), 27-31. <i>Reading #16</i> Springer, M. G. & Gardner, C. D. (2010). Teacher pay for performance: Context, status, and direction. <i>Phi Delta Kappan</i> , 91(8), 8-15.
13	4/18	Group Presentation:	Collaborate with group members to develop an alternative compensation

		Alternative Compensation Plans	plan incorporating the findings from the Top Ten Survey Findings (2/29)
<b>Week</b>	<b>Date</b>	<b>Topics</b>	<b>Reading/Writing Assignment Due</b>
14	4/25	Collaborative Inquiry: Professional Development and Teacher Motivation	<p><i>Reading #17 &amp; #18</i> (Read two of the following articles for the group investigation)</p> <p>Barth, R. (2006). Improving relationships within the schoolhouse. <i>Educational Leadership</i>, 63(6), 8-15.</p> <p>Jacobson, D. (2010). Coherent instructional improvement and PLCs: Is it possible to do both? <i>Phi Delta Kappan</i>, 91 (6), 38-45.</p> <p>Saunders, W.M., Goldenberg, C. N. &amp; Gallimore, R. (2009). Increasing achievement by focusing grade-level teams on improving classroom learning: A prospective, quasi-experimental study of Title I schools. <i>American Educational Research Journal</i>, 46 (4), 1006–1033. doi: 10.3102/0002831209333185</p> <p>Wood, D. (2007). Teachers' learning communities: Catalyst for change or a new infrastructure for the status quo? <i>Teachers College Record</i>, 109 (3), 699–739.</p>
15	5/02	Wrap-up Course Evaluation	<b>Writing Assignment #3 (Creating Conditions for Teacher Motivation) due</b>

## Written Assignment #1: Position Paper on Extrinsic and Intrinsic Motivation (20 points)

This paper will begin with an introduction that includes a thesis statement on the relative importance of extrinsic and intrinsic motivation in retaining teachers and in leading them to increase their impact on student learning. The introduction is followed by the body of the paper which presents the argument or justification for the thesis statement. The argument should be bolstered by research (with appropriate citations), by practice and by reason. The paper should conclude with a summary of the argument.

### RUBRIC EDLE 636: Position Paper on Extrinsic and Intrinsic Motivation

Dimensions	Criteria Levels			
	exceeds expectations (4)	meets expectations (3)	approaches expectations (2)	falls below expectations (1)
<b>Introduction and Thesis (15%)</b>	The paper starts with an introduction that states succinctly the thesis or position of the paper and how it will be supported.	The paper starts with an introduction that states the thesis of the paper, but is unclear in indicating how the position will be supported	The thesis is unclear.	The paper lacks an introduction entirely, or the introduction is unrelated to the intended purpose of the paper.
<b>Argument (50%)</b>	The paper includes a well developed and supported (by research, practice and reason) argument regarding the relative importance of extrinsic and intrinsic motivation in retaining teachers and in leading them to increase their impact on student learning.	The paper includes a logical argument that lacks sufficient support.	The paper includes an argument that is poorly developed and supported.	The argument is unclear or missing.
<b>Conclusion (15%)</b>	The conclusion summarizes the salient points of the argument.	The conclusion summarizes the argument, but introduces additional information or omits salient points.	The conclusion is included but is unclear or unrelated to the argument.	The conclusion is missing.
<b>Evidence (10%)</b>	The argument is supported by detailed examples from research and/or practice.	The argument is supported by general statements of practice and or beliefs.	The evidence fails to bolster the argument.	The evidence is unclear or missing.
<b>Organization (5%)</b>	The paper is powerfully organized and fully developed.	The paper includes a logical progression of ideas aided by clear transitions.	The paper lacks effective transitions.	The paper lacks a logical progression of ideas.
<b>Mechanics (5%)</b>	Nearly error-free, reflecting clear understanding and thorough proofreading. It follows APA format.	Occasional grammatical errors and questionable word choice. It follows, in the main, APA format.	Errors in grammar and punctuation, but spelling largely correct. It does not follow APA format.	Frequent errors in spelling, grammar, and punctuation. It does not follow APA format.

## Written Assignment #2: Interview on Conflict Management (20 points)

You will interview a current education administrator (identity withheld) about an actual workplace conflict that he or she manages. This paper should include:

- a) a description of the interview procedure including at least ground rules, documentation, setting, questions and length,
- b) a description of the conflict, including interviewee's role, issues involved, how the conflict was addressed, and the result,
- c) an analysis of the management of the conflict in relation to concepts of leadership and motivation, and
- d) a conclusion which includes reflections on the quality of the conflict management, what might have been done differently and why, and lessons learned from the interview by the interviewer.

### RUBRIC EDLE 636: Interview on Conflict Management

Dimensions	Criteria Levels			
	exceeds expectations (4)	meets expectations (3)	approaches expectations (2)	falls below expectations (1)
<b>Interview procedure (10%)</b>	Procedure is described clearly, including at least ground rules, documentation, setting, questions and length.	Procedure is described but at least one of the elements (ground rules, documentation, setting, questions or length) is unclear.	Procedure is described, but at least two of the elements (ground rules, documentation, setting, questions and length) are unclear.	Procedure is entirely unclear or missing.
<b>Description of workplace conflict (20%)</b>	Conflict is described clearly, including interviewee's role, issues involved, how the conflict was addressed, and the result.	Conflict is described with one of the elements (interviewee's role, issues, how addressed or result) unclear.	Conflict is described with two of the elements unclear.	Conflict is described with all of the elements unclear or the description is missing.
<b>Analysis (40%)</b>	Management of the conflict is analyzed clearly and insightfully in relation to concepts of leadership and motivation.	Management of the conflict is analyzed, but the relationship to leadership <i>or</i> motivation is unclear.	Management of the conflict is analyzed, but the relationship to leadership <i>and</i> motivation is unclear.	Analysis is missing or unrelated to the conflict as described.
<b>Conclusion (20%)</b>	Conclusions are drawn clearly, regarding the quality of the conflict management, what might have been done differently and why, and lessons learned by the interviewer.	Conclusions are drawn, but one of the elements is unclear (quality, different approach or lessons learned).	Conclusions are drawn, but two of the elements are unclear.	Conclusions drawn are unclear, unrelated to the management of the conflict or missing.
<b>Mechanics (10%)</b>	Error free; clearly & professionally written.	Error free for the most part; clearly written for the most part.	Some spelling, grammar and mechanical errors.	Multiple spelling, grammar and mechanical errors.

### Written assignment #3: Paper on Creating Conditions for Teacher Motivation (30 points)

This paper will address at least one condition in your school that affects teachers' motivation to stay in the profession and in the school and to improve their impact on student learning. It may be a condition that is missing, that needs to be altered or that should be elaborated in some way. The paper should include:

- a) an introduction that describes the condition to be addressed and how it will be addressed
- b) a statement of rationale that includes a description of the school context that makes the proposed change in condition important and appropriate, including a clear statement of the problem that will be solved by the change in condition and how the proposed change in condition builds on, corrects or supplies a missing condition in the school
- c) an additional statement of rationale that indicates why the proposed change in condition is important to teacher motivation and student learning and on what bases, supported by research, practice and reason, you believe the proposed change will exert the desired impact
- d) a statement of expected results from the change, including process and substantive outcomes
- e) an action plan, including a description of each action to be taken, when it will be completed, who will be responsible for completing it, what resources will be required to complete it, and what evidence will be accepted that it has been accomplished as desired
- f) an evaluation plan that captures the process and substantive results and specifies how the data will be gathered and analyzed, and
- g) a conclusion summarizing the proposed change, and why it is important and believed to be effective.

The paper should follow APA format.

#### RUBRIC

#### EDLE 636: Creating Conditions for Teacher Motivation

Dimensions	Criteria Levels			
	exceeds expectations (4)	meets expectations (3)	approaches expectations (2)	falls below expectations (1)
<b>Introduction (10%)</b>	The paper begins with a succinct statement of purpose which describes briefly the school condition to be addressed that affects teacher motivation and how it will be addressed.	The proposal begins with a statement of purpose which relates generally to a condition that affects teacher motivation and how it will be addressed. A brief description of the proposed how the change will be addressed is provided.	The statement of purpose is vague or worded in such a way that the meaning is unclear.	The statement of purpose and/or description is missing or wholly inadequate.
<b>Rationale: Context (10%)</b>	The rationale includes a concise description of the school context and why it makes the proposed change in condition important and appropriate. It includes a clear statement of the problem to be solved by the change in condition and how the proposed change builds on, corrects or supplies a missing condition in the school.	The rationale omits the description of school context, the proposed change or how the proposed change builds on, corrects or supplies a missing condition in the school.	The rationale's statement of the proposed change omits two of the three required elements.	The rationale is wholly inadequate or missing.
<b>Rationale: Theory of action (25%)</b>	The rationale includes a concise and well supported description of why the condition to be addressed is important to teacher motivation and student learning, and on what bases (research, practice and reasoning) the writer believes the proposed change will have the desired effect.	The rationale describes why the condition to be addressed is important to teacher motivation, but provides inadequate research support and/or reasoning regarding why the proposed change will have the desired effect; or provides adequate research support on the desired effect, but fails to address adequately the importance of the proposed change to teacher motivation and student learning.	The rationale inadequately presents both the importance of the proposed change and the research support regarding expected results.	The rationale is wholly inadequate or missing.
<b>Expected Results: (10%)</b>	Expected results include specific process outcomes to monitor and evaluate the implementation of the change, as well as substantive outcomes to measure the attainment of the desired effect(s).	The expected results are included, but two or more of them are unclear in their intent and/or relation to the condition to be changed.	Either process or substantive results are missing.	Expected results are missing, unclear or unrelated to the condition to be changed.
<b>Action Plan (20%)</b>	The action plan includes a description of each action to be taken, when it will be completed, who will be responsible for completing it, what resources will be required to complete it, and what evidence will be accepted that it has been accomplished as desired.	The action plan includes the required descriptions, but some of the descriptions are unclear in their intent or in their relation to the proposed change.	The action plan omits one or more of the required descriptions.	The action plan is wholly inadequate or missing.

<b>Evaluation Plan (10%)</b>	The evaluation plan captures the process and substantive results and specifies how the data will be gathered and analyzed.	The evaluation plan captures most of the process and substantive results and specifies how the data will be gathered and analyzed.	The evaluation plan omits process or substantive results and/ or how the data will be gathered and analyzed.	The evaluation plan is wholly inadequate or missing.
<b>Conclusion (5%)</b>	The paper ends with a summary of the proposed change, and why it is important and believed to be effective.	The paper ends with a summary of the proposed change but is unclear on importance and effectiveness, or is clear regarding importance and effectiveness but fails to summarize the proposed change clearly.	The conclusion is unclear or unrelated to the proposed change.	The conclusion is unclear or unrelated to the proposed change.
<b>Organization (5%)</b>	The paper is powerfully organized and fully developed.	The paper includes a logical progression of ideas aided by clear transitions.	The paper lacks effective transitions.	The paper lacks logical progression of ideas.
<b>Mechanics (5%)</b>	Nearly error-free, reflecting clear understanding and thorough proofreading. It follows APA format.	Occasional grammatical errors and questionable word choice. It follows, in the main, APA format.	Errors in grammar and punctuation, but spelling largely correct. It does not follow APA format.	Frequent errors in spelling, grammar, and punctuation. It does not follow APA format.

### Group Presentation: Alternative Compensation Plans (15 Points)

This assignment presents students with a compensation case involving a fictional school district. The district is interested in developing a new teacher compensation model which will reward teachers primarily for their instructional performance or *effectiveness*, based in part on objective measures of student learning such as state standardized tests and other assessments. You will present a redesign of the compensation model. The specifics of this assignment will be informed by existing samples, current research, and the findings of the survey administered in February, 2012. Rubric TBD.

### EDLE 636: Class Participation (15 Points)

#### Rubric

Dimensions	Criteria Levels			
	exceeds expectations (4)	meets expectations (3)	approaches expectations (2)	falls below expectations (1)
<b>Attendance (40%)</b>	Exemplary attendance, no tardies	Near perfect attendance, few tardies	Occasional (1-3) absences or tardies	Frequent (>3) absences or tardies
<b>Quality of Questions, Interaction (20%)</b>	Most queries are specific and on point. Deeply involved in class dialogue. Challenges ideas, seeks meaning.	Often has specific queries, stays involved in class dialogue, though sometimes tentative or off-base.	Asks questions about deadlines, procedures, directions or for help with little specificity. Little discussion of ideas.	Rarely asks questions of any quality.
<b>Effort (20%)</b>	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.
<b>Engagement (20%)</b>	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.