

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

**EDLE 620, Section 602, Summer 2012
Organizational Theory and Leadership Development**

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Office Hours: Mondays and Wednesday, 1-3 pm

Schedule Information

Location: Oakton High School library
Meeting times: Tuesdays and Thursdays (4:30-7:30, June 19-July 31)

Course Description: EDLE 620 (Organizational Theory and Leadership Development 3:3:0)

Studies basic organizational theories and models of leadership and management. Emphasizes shared leadership in professional environments, communication skills, and the process of personal and organizational change. Bridges theory to practical applications in educational settings.

Course Delivery

Class sessions will consist of brief lectures, discussions, and role playing. Students will benefit from and contribute to the learning experience to the extent that they are prepared and ready to participate in each class meeting.

National Standards and Virginia Competencies

EDLE 620 addresses a variety of the ELCC Standards, focusing primarily on the following:
ELCC Standards:

- ELCC Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.
- 1.2 Articulate a vision
- 1.3 Implement a Vision
- 1.4 Steward a Vision

ELCC Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

6.1 Understand the larger context

The Virginia competencies that are addressed are as follows:

- 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.

Student Outcomes

Upon completion of this course, students will be able to: 1) Describe connections between leadership and organizational practices and theories, and apply them to current leadership challenges and opportunities 2) Articulate their core beliefs about teaching, learning and leading, and relate these to their vision of effective school leadership 3) Demonstrate an understanding of a variety of effective strategies for bringing about personal and organizational change.

Course Objectives

Students participating in this course will understand organizational theory and development, and their connections with effective school research and practice. They will understand the change process, and begin to apply it (later demonstrating application as they design, develop and complete a school improvement project through coursework in EDLE 690 and EDLE 791). Students will also be expected to understand and articulate their beliefs about leadership, its characteristics and traits, and how school leadership is changing in the second decade of the twenty first century.

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 EDLE 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 candidates' thinking about leadership practice and decision making.

Relationship of Course to Internship

The internship experience for all students begins during the second semester of their enrollment in the EDLE program. EDLE 620 does not include "imbedded internship experiences."

Course Materials

Readings- Required:

Bolman, Lee and Deal, Terrence (2008). *Reframing Organizations: Artistry, Choice and Leadership*. (4th ed.). San Francisco, CA: Jossey-Bass.

Readings- Highly Recommended:

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

Outside of Class Resources

Online access is vital for the successful completion of this course and is important if we experience school shutdowns due to the weather or other problems. **All students are now required to activate their GMU e-mail accounts.** If you are uncertain as to 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 home or at school 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. 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 2007.

Course Requirements, Performance-based Assessment and Evaluation Criteria

Attendance

Students are expected to attend every class for its entirety. Maximum class participation points can only 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 discussions 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 various performances are as follows:

Class Participation (20 points)

Students are expected to actively participate in class role plays, discussions, and during all large and small group activities. Attendance is expected for all classes. If you must be absent, please notify me by e-mail or telephone. More than one absence will result in a reduction in participation points. Arriving at class late or leaving from class early may result in a loss of points.

There will be numerous opportunities for students to demonstrate initiative during EDLE 620. Some examples include: Volunteering to lead small group class time activities; Reporting out small group findings to the entire class; Verbally questioning and/or challenging others' assumptions and stated beliefs during class discussions; Specifically citing and using previously learned materials; and Initiating discussion and student-to-student interaction.

Written Assignments (80 points)

Each written assignment relates to the application of leadership and organizational theory in school settings. The final assignment, i.e., the Reframing paper, is the program-level Performance-Based Assessments for this course.

Assignment #1- Personal Best (20 points)

Students will review the opportunities and experiences that they have had as leaders. You will select one such experience in which you performed in an exceptional manner, and describe it in a 3-4 page paper. It is strongly recommended that this experience be connected to your professional life as an educator. In the event that you have difficulty in identifying such an experience, you may write about a community based scenario. You should avoid using and writing about a teacher-student situation.

Examples of acceptable personal best scenarios include:

Chairing a school or system- based committee; Accepting responsibility for leading one or more components of a School Improvement Plan

Preparing and presenting a professional development workshop or in-service

Mentoring a colleague

Accessing and managing resources

Collaborating with parents and/or the broader community; etc

There will be four required components of this personal best paper:

- 1) Description: Describe your personal best, stating who (by title) was involved, and in what roles. When and where did this scenario occur?

- 2) Why: Why did you become involved in a leading role? (did you volunteer, were you recruited?) Did you receive additional compensation for assuming this leader role?
- 3) Evaluate your leadership: Were you successful? What could you have done differently?
- 4) Compare and contrast with leadership models, traits, theory: Using the class discussion that we have had (and any outside resources you select), how were your leader behaviors consistent with the literature and/or studies on school leadership?

NOTE: Your paper will be due on July 1. Paper length- 3 pages minimum to 4 pages maximum.

Assignment #2 - Platform of Beliefs Project (30 points)

Students will identify the core beliefs that support the foundation of their professional practice and decision-making. For this project, each of you will be involved in “presenting” (Phase one) these beliefs, as well as “reacting”(Phase two) to the beliefs presented by one of your colleagues.

Phase one--- will consist of a brief presentation during class time, in which you will address the following three components:

- 1) Identify and state 3 or 4 core beliefs that are important to you as an aspiring leader.
- 2) For each belief stated, explain why it is important, and how it connects to your other stated beliefs
- 3) For each belief stated, describe how it does and/or will impact your behavior as a school professional. How do/will others learn about your beliefs as a result of your behaviors?

For this presentation during class time, you will play the role of an aspiring leader participating in your first interview for an assistant principal position at George Mason School (your call to change this to a middle or high school). You have been asked to make a short presentation to the search committee (comprised of teachers, parents and the principal). Consider what kind of first impression you want to make with the committee. What is important to you? How can you convey who you are as an educator and a leader. The schedule for these interviews is very tight. You will have only four minutes max for your presentation.

NOTE: At the end of your presentation, you will present a two page maximum list of your core beliefs to your instructor. Be sure to save and file a copy carefully, as you will need it later in the EDLE program!

Phase two--- Each student will be required to take notes and subsequently prepare a written reaction paper relating to a presentation by one of your colleagues (you will receive information at the beginning of the class as to which student presentation will be the subject of this required paper.) Your paper will be addressed to the student, and will cover the following three elements:

- 1) Did your classmate address each of items #1, #2, and #3 from above?
- 2) From the perspective of each of the three search committee members, describe the first impression that the interviewee made with you. Did he/she connect with you---why/why not?
- 3) What constructive criticism can you offer to the interviewee (regarding “product” (content) or “process” (the presentation)

NOTE: Your paper will be due on July 17 one week after the presentations in class on July 10. You will address the paper to your cohort colleague and present it to him/her at the end of class, and provide a copy to me as well. Paper length- 2 pages minimum to 3 pages maximum.

Assignment #3 - Reframing Paper (30 points)

Students will reflect on the readings from Bolman and Deal, and thoroughly analyze a school improvement project or policy change that has occurred in their school and/or system within the past two years. This significant change in practice must be related to teaching and learning. Each student will complete a paper in which this authentic change scenario is analyzed using multiple frames (Bolman and Deal). There will be four required components of this paper:

- 1) Description: Describe the change scenario, by identifying and discussing the primary stakeholders who were involved as change agents, as well as the reactions of those who implemented and were otherwise affected by the change. Be clear as to when and where this change occurred. Discuss the rationale and goals, stated and assumed, for this change.
- 2) Analysis #1-Frame this scenario: Using one of the four Bolman and Deal frames/lenses, analyze this change, and conclude by stating whether or not it was successful (through the lens you selected). Clearly state the frame that you have selected, and cite specific assumptions* that are a part of the frame that you selected.
- 3) Analysis #2-Reframe this scenario: Select one or more of the other three frames, and analyze the change from a different perspective (as you selected). Was this change effort successful as viewed from a different frame/lens? Clearly state the frame(s) that you selected, and cite specific assumptions* that are a part of the frame that you selected.
- 4) Implications-What did you learn while using two (or more) different perspectives to reflect on the same scenario? What are the implications for your growth and development as an aspiring school leader?
*--- During our class discussions, we have discussed the text-based assumptions that serve as the foundation for each frame.

NOTE: Your paper will be due on July 27. It is expected that you will use and cite several out-of-text resources as you describe your scenario and discuss your conclusions as to whether or not this change effort was successful. Paper length—5 pages minimum to 7 pages maximum.

ALL ASSIGNMENTS (except the peer to response to Platform of Beliefs) must be submitted by the posted due dates. 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 will use taskstream to submit work for courses, as well as to prepare and submit your internship portfolio.

LATE WORK: It is expected that all students submit work on time, no later than midnight of the due date. Late projects may be accepted in extenuating circumstances, and will result in a minimum of a one letter grade reduction.

FEEDBACK: Rewrites of graded work will not be possible in EDLE 620. However, papers may be submitted in advance of the due date for feedback from the instructor. You may submit a complete paper, or any portion of it, for feedback. But you must allow at least one week in advance of the due date for the instructor to review your work and contact you electronically with feedback. NOTE: Submit papers for feedback to the instructor using an e-mail with attachment---do not use taskstream for this purpose. Once your paper has been submitted to taskstream, it will be assessed and given a final grade.

COMMUNICATION WITH INSTRUCTOR: Feel free to address any/all class related concerns with your instructor. You may use e-mail, but a better beginning option is a personal contact (before class, after class or during the break---or a scheduled office visit). IMPORTANT NOTE: When using e-mail for any purpose, please use my gmU email account(bwoody@gmu.edu), and not the taskStream e-mail option.

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

College of Education and Human Development Statement of Expectations

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

-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 must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>]

-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 solely through their Mason email account.

-Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor. Cell phones, pagers, and other communication devices are not allowed in this class. Please keep them stowed away and out of sight.

Laptops and tablets may be permitted for the purpose of taking notes only---it is the responsibility of the student to notify the instructor if you choose to do so. Engaging in activities not related to this course (gaming, gmail, chat, etc) demonstrate a lack of professionalism and will affect your participation grade.

-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 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/>]

Class Participation Rubric

	exceeds expectations- 4	meets expectations- 3	approaches expectations- 2	below expectations- 1
Attendance (15%)	Exemplary attendance (no absences, tardies or early dismissals)	Perfect attendance with one or two tardies or early dismissals	Occasional absences and/or tardies (1-2)	Frequent absences and/or tardies (3 or more)
Quality of interaction; discussion and activities, questions, comments, suggestions (30%)	Most queries are specific and on target. Deeply involved in whole class and group activities and discussions	Often has specific queries, stays involved in class activities and discussions	Asks questions about deadlines, procedures, directions. Little discussion about ideas or class topics	Rarely interacts with instructor or classmates in an appropriate manner
Effort (25%)	Volunteers as appropriate and often leads in group settings. Engages and brings out the best in others	Willingly participates with instructor and classmates. Engages others	Reluctantly participates when asked (rarely volunteers) Seeks easiest duties in group work.	Actively avoids involvement when possible. Complains about others and uses excuses to explain deficiencies
Demonstration that student is prepared for class (30%)	Demonstrates preparation for each class by referring specifically to previous learning, text and other sources to contribute to class discussion in a regular, meaningful and thoughtful manner.	Demonstrates preparation by referring generally to previous learning, text and other sources to contribute to class discussion	Demonstrates readiness periodically	Is unable to demonstrate readiness for class through readings, other homework or by relating to previous discussion

Personal Best Paper Rubric

	Exceeds expectations-4	Meets expectations-3	Approaches expectations-2	Falls below expectations-1
Thesis & Introduction (10%)	Establishes thesis in introduction and maintains a clear purpose	Evidence of thesis can be found in a clear introduction to the paper	Attempt to create a thesis statement and communicate the purpose in the introduction	There is no clear purpose to the paper (no attempt to create a thesis)
Description of personal best (20%)	The case is described thoroughly, including the rationale as to why it was selected as the "personal best"	The case is described in detail...but lacks specificity as to why it was selected as a "personal best"	Description of the case is incomplete or poorly constructed	Description of the case is missing or inadequate
Case analysis (25%)	The case is analyzed in a thorough manner using leadership models (from class and/or outside readings)	Leadership models from class and/or outside readings are noted without specificity	The analysis is weak or superficial	The analysis is unrelated to the case, or is missing or inadequate
Implications for leadership development (25%)	Lessons are derived relating to the need to develop specific leadership dispositions and/or traits	General lessons are presented relating to future actions and/or leadership development	Lessons relating to personal leadership development are superficial	Conclusions and implications are missing or 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 (intro, body & conclusions) but lacks transitions	Paper lacks logical progression of ideas
Mechanics (10%)	Nearly error-free which reflects clear understanding and thorough proofreading	A few errors and questionable word choice	Errors in grammar and punctuation that detract from message	Frequent errors in spelling, grammar, and punctuation--- lack of proofreading

Platform of Beliefs Rubric

	exceeds expectations-4	meets expectations-3	approaches expectations-2	falls below expectations-1
Attention to audience (15%)	Engaged audience and held their attention throughout with creative articulation, enthusiasm, and a clearly focused presentation	Engaged audience and held their attention most of the time by remaining on topic and presenting facts with enthusiasm	Some attempts to engage audience	Did not successfully engage audience
Clarity (15%)	Development of thesis is clear through use of specific and appropriate examples; transitions are clear	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	Exceeded or fell short of the allotted time, with no/few attempts to creatively make adjustments	Greatly missed the time target, and did not attempt to adjust presentation
Content (15%)	Exceptional use of points that clearly relates to a focused thesis; creative use of supporting material	Information relates to a clear thesis; includes many relevant points, but may sometimes be unstructured	Thesis is clear but supporting information is lacking or 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 and some mumbling	Monotone; speaker seemed uninterested in material
Written reaction (25%)	Reaction thoroughly treats each of the three required elements, and includes constructive criticism	Reaction covers all 3 of the required elements	Reaction covers 1 or 2 of the required elements; or covers all 3 in a superficial manner	Reaction fails to cover several elements and those that are covered are done so in a superficial manner

Reframing Project Rubric

Levels	exceeds expectations-4	meets expectations-3	approaches expectations-2	falls below expectations-1
Thesis & introduction (10%)	The introduction draws the readers into the paper and ends with a clear and compelling thesis. The introduction provides a clear roadmap for the readers, 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 and purpose of the paper
Description of the 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 missing or wholly inadequate
Case analysis-Framing: Assessing organizational effectiveness (15%) ELCC 1.2	The frame used to initially describe the case is accurately identified, characteristics of the frame 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 (20%) ELCC 1.3	At least one additional theoretical frame is clearly and thoroughly described, and used to re-analyze the case. Analysis includes plan or processes for continuous improvement on the basis of the re-analysis.	At least one additional 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 (20%) ELCC 1.4	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: Act as informed consumer of educational theory and concepts (10%) ELCC 6.1	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 the 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, conclusions) but lacks transitions	Paper lacks logical progression of ideas
Mechanics (5%)	Nearly error-free which reflects clear understanding and thorough proofreading	Occasional errors and questionable word choice	Errors in grammar and punctuation, but spelling has been proofread	Frequent errors in spelling, grammar, and punctuation