

**GEORGE MASON UNIVERSITY  
COLLEGE OF EDUCATION & HUMAN DEVELOPMENT  
EDLE 816 Instructional Leadership—Curriculum and Instruction**

**Instructor:** Ed Stephenson  
**Phone:** 571.208.6178  
**Fax:** 703.782.1638  
**Website:** [www.taskstream.com](http://www.taskstream.com)  
**e-mail:** [lstephe1@gmu.edu](mailto:lstephe1@gmu.edu)  
**Mailing address:** George Mason University  
4400 University Drive, MSN 3E3  
Fairfax, VA 22030-4444  
**Office hours:** By appointment

**Schedule information:**

**Location: 208 Innovation Hall**

**Meeting days: Tuesdays and Thursdays**

**Meeting times: 4:30-7:10 p.m.**

**Course Description**

**EDLE 816: Instructional Leadership—Curriculum and Instruction. (3:3:0)**

This course focuses on curriculum and instruction theory, policy, and practice with a research emphasis on instructional leadership. Students develop research proposals to investigate instructional leadership in schools and districts, and relate instructional leadership to their own specific research interests.

**Course Objectives**

Taught in tandem with EDLE 818, this course immerses students in theory and research that shape perspectives on curriculum and help define instructional leadership. Central to the notion of instructional leadership is the school leader's role in activities such as curriculum design and the support of effective pedagogy. The course examines instructional leadership through the following lenses: 1) Classical, progressive and critical perspectives on curriculum and pedagogy; 2) the purpose of education and rationales for various curricula; 3) the impact of curricular and pedagogical ideas on teaching practice; and 4) the relationship between curriculum and assessment. Students become familiar with theories and philosophies of curriculum and instruction, as well as empirical research that explain instructional leadership. Students will emerge from the course with a clear understanding of how instructional leadership might be investigated and if/how it informs their own specific research interests.

In addition to pre-determined readings and experiences, students will engage in independent investigations of literature related to instructional leadership. The course is designed around the theme of connecting *theory, research, and practice*. Thus, we will explore the types of questions listed below:

1. Theory:

- What is “a curriculum”? Who determines the curriculum students receive? What are the differences among a curriculum, mandated content standards, and assessment?
- How does pedagogy relate to or interact with curriculum? Who decides which pedagogy is appropriate in a particular setting?
- How do leaders address issues of who is teaching what to whom and in what context?
- What does it mean to improve student and school performance?
- What is meant by the term “instructional leadership”?
- How does leadership theory inform instructional leadership specifically?

2. Research:

- How has curriculum changed in the NCLB era? To what degree are there variations in curriculum from state to state, district to district, school to school, or classroom to classroom? What has happened to curricula outside the “core”? How do principals and other leaders influence curricula?
- How have standardization and assessment influenced pedagogy? What is the alignment between pedagogy taught in pre-service training compared to what is needed/valued in schools? What do principals and other leaders know about pedagogy and in what ways do they act on their knowledge?
- What place do curriculum and pedagogy have in efforts to improve student achievement and the overall quality of the educational experience?

3. Practice:

- How will theory and research about curriculum, pedagogy, and leadership influence your work as an educational leader?
- In what ways do current practices diverge from what theory and research suggest? What are the reasons behind these divergences?
- How do university preparation programs (both teacher education and education leadership) interact with school districts in support of instruction generally and instructional leadership specifically?

## **Student Outcomes**

Students who successfully complete this course will be able to:

1. Demonstrate clear understanding of major theories of curriculum, pedagogy, and instructional leadership through discussion, presentation and written paper assignments;
2. read research literature and present persuasive written and oral critiques;

3. engage in conversation to explore topics in their field of interest that represent opportunities for future investigation;
4. use theory to frame researchable questions and use extant literature to inform research problems relating to instructional leadership; and
5. further develop their ability to write doctoral-level papers.

### **National Standards**

The following Education Leadership Constituent Council standards are addressed in this course:

- 2.2 Provide effective instructional program
- 2.3 Apply best practice to student learning
- 5.1 Acts with integrity
- 5.3 Acts ethically
- 6.1 Understand the larger context
- 6.2 Respond to the larger context
- 6.3 Influence the larger context

### **Nature of Course Delivery**

The central methods for learning in this course will be research-based inquiry and discussion. Broadly speaking, your primary responsibilities will be to: 1) Read the literature; 2) Share your questions, reflect on your experiences, and engage in productive discussion that uses research to inform practice; and 3) Share your written work and provide feedback to others in a respectful fashion.

1. Classes will reflect a balance of activities that enable students to participate actively in the development of their *personae* as scholars. 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. support our points of view with evidence;
  - 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 scholars. Students are expected to:
  - a. write papers that are well researched, proofread, submitted in a timely fashion, and consistent with 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. Therefore, 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:

- a. come fully prepared to each class;
- b. demonstrate appropriate respect for one another;
- c. voice concerns and opinions about class process openly;
- d. recognize and celebrate each other's ideas and accomplishments; and
- e. show an awareness of each other's needs.

### **Course Materials**

Cuban, L. (2009). *Hugging the middle: How teachers teach in an era of testing and accountability*. New York: Teachers College Press.

Dworkin, M.S. (1988). *Dewey on education: Selections*. New York: Teachers College Press.

Eisner, E. (2002) *The educational imagination: On the design and evaluation of school programs* (3<sup>rd</sup> ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

Popham, W.J. (2010). *Everything school leaders need to know about assessment*. Thousand Oaks, CA: Corwin.

Books are available in the GMU Bookstore in the Johnson Center. In addition to the books, there will be a number of required readings available from the Johnson Center library's e-reserves. Information about accessing e-reserves will be provided on the first day of class.

The following chapters from:

Shulman, L. (2004). *The wisdom of practice: Essays on teaching, learning, and learning to teach*. San Francisco: Jossey-Bass.

Chapter 10: Teaching Alone, Learning Together: Needed Agendas for the New Reforms

Chapter 13: Research on Teaching: A Historical Perspective

Chapter 15: Aristotle Had it Right: A Theoretical Activity

Chapter 16: Joseph Jackson Schwab (1909 – 1988)

To complete required assignments successfully, students will need to have access to a personal computer with internet access, and the ability to use basic word processing and e-mail. Correspondence by e-mail will use your Mason e-mail account. We will also use TaskStream to facilitate communication, to post assignments and class handouts, and to submit written work for assessment.

## **Grading**

Consistent with expectations of doctoral courses in Education Leadership, grading is based heavily on student performance on written assignments. The assignments constructed for this course reflect a mix of skills associated with synthesis and critique. Overall, written work will be assessed using the following broad criteria:

- Application of concepts reflected in class discussion and readings, and your ability to pick the most salient concepts and apply them.
- Creativity and imagination; papers provide an opportunity to speculate, to float questions or ideas reflecting your appreciation of the literature.
- Organization and writing. A clear, concise, and well-organized paper will earn a better grade.

Additionally, a portion of your 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 leadership and participation - 20 points**

Students are expected to participate actively in problem based learning, which involves substantial small group work and public presentation. Class participation also involves large and small group discussions and serving as a critical friend to other students.

As stated earlier, 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. Likewise, 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 - 80 points**

The four papers required for this course are based on problem-based learning projects you will work on in small groups. Papers will be written using group conclusions as presented to the whole class and your own independent thinking. The four problems are as follows:

1. Informing Your Research Interest (10 points)
2. Literature Critique: Bridging Research to Practice (10 points)
3. Mapping the Research Terrain (15 points)
4. Statement of a Research Problem and Paper Presentation Proposal (35 points)  
(**Performance-Based Assessment**; combined with EDLE 818)

Late work: It is expected that student work will be submitted on time. Late assignments may receive a deduction in points; however, assignments will not be accepted more than **48 hours** after a due date.

Rewrites: Students who receive a grade lower than 3.5 may re-write their papers. All re-writes are due one week after the student receives the initial grade and comments.

### **Grading scale:**

A+	=	100 points
A	=	95-99 points
A-	=	90-94 points
B+	=	87-89 points
B	=	84-86 points
B-	=	80-83 points
C	=	75-79 points
F	=	below 75 points

### **CEHD/GSE Expectations for All Students**

The College of Education and Human Development (CEHD) and the Graduate School of Education (GSE) expect that all students abide by the following:

- 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 to students 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.
- Students are expected to exhibit professional behaviors and dispositions at all times.

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.

### *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/>].

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

**Schedule of classes with readings:**

<b>Date</b>	<b>Topics</b>	<b>Readings, assignments</b>
<b>Session 1 May 21</b>	<ul style="list-style-type: none"> <li>• Introductions.</li> <li>• Conducting a literature review.</li> <li>• What’s mine and what’s theirs? Avoiding plagiarism</li> <li>• Finding literature.</li> <li>• Instruction, leadership, and instructional leadership.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Dworkin, up to p. 33</li> </ul>
<b>Session 2 May 23</b>	<ul style="list-style-type: none"> <li>• Schwab’s views on the dangers of “either/or” thinking and competing conceptual frameworks within a discipline (pluralism).</li> <li>• How do these ideas appear and play out in policy, curriculum and leadership today?</li> <li>• What meaning do these ideas have for connecting theory, research, and practice?</li> </ul>	<ul style="list-style-type: none"> <li>➤ Shulman chapter 16 (I-VI)</li> <li>➤ Find empirical research</li> </ul>
<b>Session 3 May 28</b>	<ul style="list-style-type: none"> <li>• Schwab’s four commonplaces</li> <li>• How does leadership relate to the four commonplaces?</li> </ul>	<ul style="list-style-type: none"> <li>➤ Schulman, chapter 16 (V-VII)</li> <li>➤ Find empirical research</li> </ul>
<b>Session 4 May 30</b>	<ul style="list-style-type: none"> <li>• What is the relationship between teaching and learning?</li> <li>• Evaluating different perspectives on teaching (cognitive, behavioral, and moral).</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Assignment #1 due</b></li> <li>➤ Shulman, chapters 10 &amp; 13</li> </ul>
<b>Session 5 June 4</b>	<ul style="list-style-type: none"> <li>• What is curriculum?</li> <li>• Sorting curriculum from curriculum standards and assessment requirements</li> </ul>	<ul style="list-style-type: none"> <li>➤ Eisner, chapters 1 – 6</li> <li>➤ Find empirical, theoretical, and/or practical publications</li> </ul>
<b>Session 6 June 6</b>	<ul style="list-style-type: none"> <li>• How leaders lead teachers</li> <li>• How teachers change reforms</li> <li>• The art of critique</li> <li>• Puzzling through implementation</li> </ul>	<ul style="list-style-type: none"> <li>➤ Eisner, chapters 9 &amp; 11</li> <li>➤ Find empirical, theoretical, and/or practical publications</li> </ul>
<b>Session 7 June 11</b>	<ul style="list-style-type: none"> <li>• Conservative, progressive, and hybrid teaching approaches and the impact of reform efforts on their use by teachers and schools.</li> <li>• What is “liberal education” and where does it relate to the conservative-progressive continuum?</li> </ul>	<ul style="list-style-type: none"> <li>➤ Cuban, introduction and chapter 1</li> <li>➤ Shulman, chapter 15</li> <li>➤ <b>Assignment #2 due</b></li> </ul>



Date	Topics	Readings, assignments
<b>Session 8</b> <b>June 13</b>	<ul style="list-style-type: none"> <li>• The conservative-progressive continuum in different contexts (technology and socio-economic/racial diversity).</li> <li>• Using Cuban’s research as an example of how to organize research into useful themes supported by a structured research design and methodology.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Cuban, chapters 2-3 and Appendix.</li> <li>➤ Find empirical, theoretical, and/or practical publications</li> </ul>
<b>Session 10</b> <b>June 14</b> <b>(Electronic Session)</b>	<ul style="list-style-type: none"> <li>• Dewey’s legacies.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Dworkin p.34 to the end</li> </ul>
<b>Session 9</b> <b>June 18</b>	<ul style="list-style-type: none"> <li>• Applying Eisner in research and practice.</li> <li>• Making sense of research—mapping the terrain.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Eisner, chapters 12 – 14</li> <li>➤ <b>Assignment #3 due</b></li> </ul>
<b>Session 10</b> <b>June 20</b>	<ul style="list-style-type: none"> <li>• How have standards and assessments impacted curricula?</li> <li>• What are leadership responses to new accountability rules?</li> <li>• Who is responsible for student outcomes?</li> </ul>	<ul style="list-style-type: none"> <li>➤ Cuban chapters 4-5</li> </ul>
<b>Session 11</b> <b>June 25</b>	<ul style="list-style-type: none"> <li>• Peer editing and assistance</li> <li>• Using assessments to evaluate <ul style="list-style-type: none"> <li>➤ Student performance</li> <li>➤ Teacher performance</li> <li>➤ School performance</li> <li>➤ District performance</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Popham, chapters 1 - 5</li> </ul>
<b>Session 12</b> <b>June 27</b>	<ul style="list-style-type: none"> <li>• What do assessment results communicate to the community?</li> <li>• Working with the community of scholars <ul style="list-style-type: none"> <li>➤ Dissertation research and defense</li> <li>➤ Peer-reviewed presentations</li> <li>➤ Peer-reviewed journal articles</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Popham, chapters 6 – 10</li> <li>➤ <b>Assignment #4 due</b></li> </ul>

## **Paper #1: Informing Your Research Interest**

### **10 Points**

#### **Rationale**

This course, similar to others in the EDLE Specialization/Concentration, requires you to explore literature beyond required readings. The purpose of your exploration is to build a literature base that will support a defensible dissertation proposal and, ultimately, a dissertation.

The primary theme of this course is instructional leadership. Such a statement begs the question, however: Leadership for what? In this paper you will answer that question by investigating (i.e., reading and analyzing) a segment of the instructional leadership literature and relating it to your own research interests as defined up to this point. If the most important activities in schools involve teaching and learning, then it makes sense to bridge research about leadership to the practice of teaching and learning in some fashion.

Writing this paper involves the critical process of drawing from the ideas and conclusions in what you read to build a case for conducting your own research. Many students struggle with this process in a variety of ways. This is an opportunity to learn and practice using published research in a scholarly manner.

#### **Tasks**

1. Find a minimum of five (5) peer-reviewed empirical (i.e., not synthesis or theoretical) peer-reviewed journal articles that are focused on some aspect of instruction. These articles should also be related to your research interests. (Hint: **Do not** find three “throwaway” articles and two good ones. Remember, you are building your literature base. On a practical level, you will need all five, and more, for a later assignment.)
2. Select the two most helpful articles and read them thoroughly. (You may want to employ the annotated bibliography template you have encountered in earlier classes.)
3. Write a persuasive essay of approximately 7 pages that contains the following:
  - An introductory paragraph that orients the reader to the general topic of your paper and introduces a one-sentence thesis
    - The thesis states the main point you want to demonstrate or prove: “My research interest about \_\_\_\_\_ is informed by research about \_\_\_\_\_ and \_\_\_\_\_ because . . . .”
  - A précis (“a concise summary of essential points, statements or facts” (Merriam-Webster, 2011) for each of the two articles—be sure that each précis has some relationship to your thesis
  - An analytical portion (the majority of the paper) that uses ideas from the two articles to make the arguments that support your thesis
  - A conclusion that captures the new understanding you have achieved as a result of engaging with the two articles on which you focused for the paper
  - Proper citations and a bibliography (as opposed to a reference list) that includes all five sources you found.

## Assessment Rubric for Informing Your Research Interest

	<b>Exceeds Expectations 4 points</b>	<b>Meets Expectations 3 points</b>	<b>Approaching Expectations (2 points)</b>	<b>Falls Below Expectations 1 point</b>
<u>Introduction (15%)</u> The introduction orients the reader to the purpose of the paper and presents the paper's thesis.	The introduction provides a roadmap regarding the author's research interest, and clearly foreshadows the paper's main points through the thesis.	The introduction provides an adequate orientation to the paper and a thesis is presented. The thesis may not be analytical or clearly stated.	The introduction is vague and does not adequately orient the reader to the paper.	The introduction does a poor job of orienting the reader to the paper.
<u>Precis (20%)</u> Each précis should provide enough information about the article used in this paper to give the reader a clear sense of the topic and conclusions.	Each précis is clear and informative. The author makes connections to the thesis so that the reader is able to grasp why the article is important.	Each précis is generally clear, but some important points appear to be missing. Connections to the thesis may not be entirely clear.	One or the other précis lacks clarity and there is no apparent relationship to the thesis.	A précis may be missing or completely inadequate.
<u>Analysis (35%)</u> Both articles should help to validate the thesis.	The analysis provided clearly demonstrates the validity of the thesis. The author's original arguments are very well supported by the articles with very clear connections between the articles and the author's research interests.	The analysis is logical and supportive of the thesis. Connections between published research and the author's research interests may not be entirely clear.	Analysis is greatly limited and summary of article content is provided in its place. Original arguments may be missing. Connections to the author's research interests are unclear.	Analysis is missing and/or invalid.
<u>Conclusion (10%)</u> The conclusion finishes the paper by explaining what the author has learned.	The conclusion follows logically from the body of the paper and provides a vivid description of what the author learned as a result of engaging with the research.	The conclusion follows logically from the body, but is more of a summary than a statement about what was learned.	The conclusion has only a tenuous relationship to the body of the paper. Lessons learned are missing.	The conclusion is missing or does not follow logically from the body of the paper.
<u>Mechanics and APA (10%)</u> Your written work should always represent you as accurate and precise.	The paper is nearly error-free, which reflects clear understanding APA format and thorough proofreading.	The paper contains occasional grammatical errors, questionable word choice, and minor APA errors.	Errors in grammar and punctuation are present, but spelling has been proofread. There are several violations of APA format.	The paper contains frequent errors in spelling, grammar, punctuation, and APA format.

## **Paper #2: Literature Critique: Bridging Research to Practice**

### **10 Points**

#### **Rationale**

An effective critic finds both positive and negative attributes of the subject she or he is criticizing.

There is a great deal of literature that purports to explain how student performance can be improved through the adoption of a particular curriculum, a specialized pedagogy, or some sort of combination. Ideas are often promoted as being research-based. The ultimate claim that an article or a book might make is that it describes “best practices” in a particular subject area and/or for a specific population of students.

Understanding the difference between potentially good ideas that are grounded in theory and research and apparently good ideas that have no foundation in theory or research is important for both scholars and practitioners. As a scholar, you need to be able to distinguish among good research, poor and/or biased research, and no research. As a leader in your school or district, you will be more effective if you can help others make such distinctions. This assignment is intended to help you become a more highly developed connoisseur of publications in the area of curriculum and instruction.

#### **Tasks**

To complete this writing assignment, follow the steps below:

1. Find five (5) more articles (i.e., no repeats from Assignment #1) that focus on curriculum and/or pedagogy. This time, the articles can be theoretical, empirical, or practically oriented.
2. Select two articles (Remember: no throwaways because all five will be used later.) from among the five to criticize along the following dimensions:
  - Is the purpose of the article clearly stated?
  - Is the article significant (e.g, does it present a new point of view, does it fill in a gap in the literature, is it applicable in practice)?
  - Does the article have a persuasive theoretical foundation?
  - Are the research design and methods clearly explained?
  - Are the findings credible?
  - What do you conclude about the validity and usefulness of the article?
    - Does the article inform practice in a responsible and logical way?
    - Does the article inform your own research interest?
3. For all of the above bullet points, be certain to explain why you believe as you do. Go beyond providing analysis of the articles by giving and justifying your beliefs.
4. Write a coherent critique of each article. You may write a unified essay in which you have a thesis that covers both articles, or you may write independent essays for each article. Choose the option that you believe will be most helpful for thinking about your research interest. Be sure to include a brief summary of each article so that the reader will have a reasonable idea of their content.
5. Use proper citations and write a bibliography (as opposed to a reference list) that includes all five sources you found.

This paper should be approximately seven pages.

## Assessment Rubric for Literature Critique: Bridging Research to Practice

	<b>Exceeds Expectations 4 points</b>	<b>Meets Expectations 3 points</b>	<b>Approaching Expectations 2 points</b>	<b>Falls Below Expectations 1 point</b>
<u>Introduction (15%)</u> The introduction orients the reader to the purpose of the paper and introduces the articles you are criticizing. (Note: the descriptors are written for a unified essay, but can also be applied to each independent essay, if that is the author's choice.)	The introduction describes the articles and foreshadows important conclusions through the thesis.	The introduction provides an adequate description of the articles criticized and suggests a general roadmap for the paper.	The introduction is vague and does not adequately orient the reader to the paper.	The introduction is either missing or insufficient; there is little consideration of reader's perspective.
<u>Critique of Articles' Content (45%)</u> The paper's author must be clear about the quality of the articles' statement of the problem, theoretical foundation (or conceptual framework), methodology, and findings.	Criticisms of the articles' content are fair and persuasive. Logical arguments are presented that convince the reader of the point of view presented in the paper. Vivid examples and details are employed in the analysis.	Criticisms of the articles' content make sense and follow logically from what is revealed about article content.	Criticisms of the articles' content are difficult to follow or in some ways do not seem valid.	The paper does not contain a critical analysis, but tends to summarize the articles.
<u>Critique of Articles' Implications (30%)</u> The paper's author needs to explain what the articles mean to her or him.	Clear and convincing connections are made between the articles' findings and implications and the paper author's research interests <u>and</u> practice.	Connections are made between the articles' findings and implications and the paper author's research interests <u>or</u> practice.	Connections between the articles' findings and implications and the paper author's research interests and/or practice are weak.	Connections between the articles' findings and implications and the paper author's research interests and/or practice are missing or illogical.
<u>Mechanics and APA (10%)</u> Your written work should always represent you as accurate and precise.	The paper is nearly error-free, which reflects clear understanding APA format and thorough proofreading .	The paper contains occasional grammatical errors, questionable word choice, and minor APA errors.	Errors in grammar and punctuation are present, but spelling has been proofread. There are several violations of APA format.	The paper contains frequent errors in spelling, grammar, punctuation, and APA format.

## **Paper #3: Mapping the Research Terrain**

### **15 points**

#### **Rationale**

As you build your literature base for the research you will ultimately conduct for your dissertation, it is important to create some sort of organizing scheme that allows you to think about how different publications inform each other, disagree, or do not relate; and more important you need to know how they inform your own research interest. A small example: Within the distributed leadership literature, there are two broad schools of thought. One view is that distributed leadership is revealed through task analysis—the more widely tasks are distributed throughout the organization, the greater the degree of distributed leadership (e.g., Spillane, Halverson, & Diamond, 2004). A very different view is that the quality or nature of the work that is distributed from the leader to others reveals the extent to which leadership is distributed (e.g., Elmore, 2000; Gronn, 2008).

This assignment requires you to make sense of literature you find in a different way from the first two assignments. This time, you need to present a useful organization of the literature with which you have now become familiar.

#### **Tasks**

1. Find five (5) more articles (i.e., no repeats from Assignments #1 or #2) that focus on curriculum and/or pedagogy. This time you need to have read all five carefully before completing the paper. The articles may be theoretical or empirical in nature.
2. Using all 15 articles you have found for the first three paper assignments in this course (and you may add others if appropriate), write an essay that explains how this literature fits together (or not). Be sure to include:
  - A clear introduction that introduces the topic with a thesis that explains what you intend to demonstrate in the paper
  - Analysis of the 15 articles that explains their relationships to one another and to your research interest
    - Note: you will need to provide very brief summaries of article content as you engage in your analysis so the naïve reader can follow your arguments
  - A graphic representation of your main points about how the literature fits together and relates to your research interest
    - Think of this as somewhat broad categories arranged into a concept map
    - The graphic should follow logically from the text
  - A conclusion that re-states your thesis and summarizes what you have learned as a result of thinking about your literature in this way
3. Be sure to use proper APA citation and reference (You will have a reference list this time, not a bibliography.) format.
4. Your paper should be approximately 15 pages.

## Assessment Rubric Mapping the Research Terrain

	<b>Exceeds Expectations 4 points</b>	<b>Meets Expectations 3 points</b>	<b>Approaching Expectations 2 points</b>	<b>Does Not Meet Expectations 1 point</b>
<u>Introduction (10%)</u> The introduction orients the reader to the purpose of the paper and presents the paper's thesis.	The introduction draws the reader into the paper effectively. The thesis is clear and analytical, explaining in general terms the author's organizing scheme for the literature.	The introduction orients the reader to the paper. The thesis is apparent, though not entirely clear.	The introduction explains what is in the paper, but lacks a clear and analytical thesis.	The introduction is weak. The paper lacks a clear thesis.
<u>Analysis of the Literature (50%)</u> The analysis must be focused on a specific organizing scheme for the literature.	The author presents a clear and persuasive set of arguments about how the literature found fits together and informs the author's research interest. Relationships among the publications and between the publications (individually and as a whole) and the author's research interest are clearly explained.	The author presents a logical organizing scheme and discusses how the literature informs his or her research interest.	Relationships among different articles and/or to the author's research interest are not clear.	The paper is more descriptive than analytical. It is not clear how the articles relate to one another and/or to the author's research interest.
<u>Graphic Representation (20%)</u> Presenting ideas graphically is an important communication tool.	The graphic representation follows logically from the text and enhances the reader's understanding of what the author presented in writing.	The graphic representation follows logically from the text, but may not present any additional insight.	The graphic representation is not a good fit with the text, but it is easy to understand.	The graphic representation is confusing or appears to be unrelated to what was presented in the text.
<u>Conclusion (10%)</u> The conclusion finishes the paper by explaining what the author has learned.	The conclusion follows logically from the body of the paper, and begins with a re-worded statement of the thesis. How the author's research interest has been informed by analysis of the literature is clearly explained.	The conclusion is related to the thesis but is not entirely persuasive. How the research interest has been informed may not be entirely clear.	The conclusion is mostly a summary and does not support the thesis and/or does not relate the literature to the author's research interest.	The conclusion drawn does not appear to be related to the thesis or supported by logical arguments.
<u>Mechanics and APA (10%)</u> Your written work should always represent you as accurate and precise.	The paper is nearly error-free, which reflects clear understanding APA format and thorough proofreading.	The paper contains occasional grammatical errors, questionable word choice, and minor APA errors.	Errors in grammar and punctuation are present, but spelling has been proofread. There are several violations of APA format.	The paper contains frequent errors in spelling, grammar, punctuation, and APA format.

**Paper #4: Statement of a Research Problem and Paper Presentation Proposal**  
**35 points**  
**Performance-Based Assessment**

**Rationale**

This assignment requires students to establish a research focus by writing a statement of their research problem that would be appropriate for a dissertation proposal or dissertation. In addition to practicing writing a statement of their research problem, students are required to write a proposal for a paper presentation at the annual convention of the University Council for Educational Administration (UCEA). Thus, students practice two very important skills: 1) providing a persuasive argument for investigating a particular research problem, and 2) persuading peer reviewers that their research is worthy of presentation. Students are expected to be novices, not experts, in both processes.

This is the culminating assignment for the course in which you will put the literature you have found to work for you. The skill of using research in this way is vital to scholarship.

**Tasks**

1. Write a statement of your research problem that has the following components:
  - A brief introduction that orients the reader to the topic
  - A statement of purpose—What do you intend to learn from your research?
  - A statement of significance—Why is it important to conduct this research?
  - Two – four research questions
2. Write a literature review that demonstrates the need/significance of your work’s contribution to the body of existing scholarly research in your area. The review should cite a minimum of 8-10 relevant scholarly sources.

**Assessment Rubric for Statement of a Research Problem and Paper Presentation Proposal**

	<b>Exceeds Expectations 4 points</b>	<b>Meets Expectations 3 points</b>	<b>Approaching Expectations 2 points</b>	<b>Falls Below Expectations 1 point</b>
<u>Introduction</u> (10%) Introduction orients the reader to the purpose of the paper—a discussion of your intended research focus.	The introduction draws the reader into the paper effectively. The thesis is clear and analytical, dealing directly with purpose and significance, and requires demonstration through coherent arguments and support from published literature.	The introduction orients the reader to the paper. The thesis is apparent, though not entirely clear. It may be more descriptive than analytical.	The introduction explains what is in the paper, but lacks a clear and analytical thesis.	The introduction is weak. The paper lacks a clear thesis.



<p><u>Purpose (10%)</u> It is important to explain to the reader what you wish to study.</p>	<p>The purpose is clear and compelling and well supported by published literature, if possible. Purpose is explained from multiple perspectives (e.g., practical and academic) in a logical and persuasive manner.</p>	<p>The purpose of the research is clear and engaging.</p>	<p>The purpose is apparent, but confusing.</p>	<p>The purpose is missing or unclear.</p>
<p><u>Significance (25%)</u> It is important to explain to the reader why it is meaningful to pursue your chosen topic.</p>	<p>The significance is clear and compelling and well supported by published literature. Significance is explained from multiple perspectives (e.g., practical and academic) in a logical and persuasive manner, and significance is clearly linked to purpose.</p>	<p>The author weaves together persuasive arguments regarding the significance of the topic that follow logically from the stated purpose.</p>	<p>Significance is apparent, but not well supported by literature and/or seems unrelated to purpose.</p>	<p>Significance is unclear or missing.</p>
<p><u>Research Questions (25%)</u> Readers need to know research questions to help them understand the research.</p>	<p>The research questions are inclusive and stimulating. The questions are clearly and persuasively linked to purpose and significance.</p>	<p>A reasonable set of questions is presented. The questions clearly follow from purpose and significance.</p>	<p>The questions not very informative or researchable. Links to purpose and significance may not be clear.</p>	<p>The questions are inadequate.</p>
<p><u>Literature Review (30%)</u> It is important for the reader to see the importance of your research in the context of existing literature.</p>	<p>The review uses timely and foundational peer-reviewed literature in a manner that shows a clear need for the student's research to fill a gap in, or extend, the current body of scholarly work.</p>	<p>The review uses a variety of relevant peer-reviewed literature in a manner that allows the reader to see how the student's research could contribute to the current body of scholarly work.</p>	<p>The review's use of relevant peer-reviewed research is inconsistent, making it difficult to determine the contribution of the student's research to the current body of scholarly work.</p>	<p>The review's use of peer-reviewed literature as a vehicle for demonstrating relevance to the current body of scholarly work is either missing or unclear.</p>