

GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION & HUMAN DEVELOPMENT
EDUCATION LEADERSHIP PROGRAM
EDLE 636, Section 602, Summer 2013, (3 Credits)
Adult Motivation and Conflict Management in Education Settings: A Case Study Approach

Instructor: Dr. Michael L. McIntosh
Phone: 336-618-0263
Website: <http://www.taskstream.com>
E-mail: mmcinto4@gmu.edu
Office Hours: By appointment

Prerequisites

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

Schedule Information

Location:

Meeting times: 5:00 – 8:00 P.M.; MWF, 6/24/13 – 7/31/13

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

This course uses research, 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.
- 1.4b Candidates design or adopt a system for using data-based research strategies to regularly monitor, evaluate, and revise 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.
- 3.1b Candidates develop plans of action for focusing on effective organization and management of fiscal, human, and material resources, giving priority to student learning, safety, curriculum, and instruction.
- 2.3b Candidates apply human development theory, proven learning and motivational theories, and concern for diversity to the learning process.
- 2.3c Candidates demonstrate an understanding of how to use appropriate research strategies to promote an environment for improved student achievement.
- 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.
- 6.3b Candidates apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families.

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 and may be found under resources on TaskStream. 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.

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 20% for each day late.

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 Attendance & participation: 20 points

Attendance Policy: 10 Points

There will be a sign-in sheet that all students will initial upon arrival to class. Attendance is expected for all classes. If you must be absent, please notify me by e-mail prior to the beginning of that class. Students will earn Attendance points for each class attended:

- | | |
|------------|--------------------------------------|
| 1 point: | Attend at least 80% of class period |
| .5 points: | Attend 50 -79% of class period |
| 0 points: | Attend less than 50% of class period |

Class Participation Policy: 10 Points

All students are expected to contribute to the discussion within each class period so that everyone will benefit from a diversity of perspectives. Class Participation Points will use this policy:

EDLE 636: Class Participation Rubric (10 Points)

Dimensions	Criteria Levels			
	Exceeds Expectations (10)	Meets Expectations (8)	Approaches Expectations (5)	Falls Below Expectations (3)
Quality of Questions, Interaction (50%)	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.
Effort (30%)	Willingly participates when asked. Plays a leadership role in groups. Engages and brings out the best in others.	Willingly participates when asked. Takes on group tasks. Engages others.	Reluctantly participates when asked. Seeks easiest duties in groups. Tolerates others.	Actively avoids involvement when possible. Complains about others. Has large set of excuses.
Engagement (20%)	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.

Annotated Bibliography (Analysis of Literature): 30 points

Educational leaders must be able to utilize current research in order to make informed decisions. With this in mind, a primary objective of EDLE 636 is to have students deepen their understanding of the use of research and tools to motivate teachers to improve their practice and student learning. Choose a research question which a) involves the application of theory to motivate stakeholders to improve their practice and student learning, and b) has generated a literature base. Write an analysis of the literature which illuminates the answer to the research question(s) or the important factors involved. Select and highlight some of the most important studies, providing summarizing some of the most important details such as the sample, method, and main findings. One goal is to get training in paying particular attention to data: how good is it (based on the sample and method of the study), how strong are the results, and how can the results be interpreted? Most especially, what does the literature on your particular problem tell us to illuminate the issues involved, when interpreted as a whole? Overall, what conclusions do you draw to answer the question or address the problem? How does the research support, undermine, or suggest nuances to various theories of motivation, or even suggest new ones?

An annotated bibliography is a list of articles (or books) that includes a brief description of the work and an evaluation of its usefulness. The purpose of an annotated bibliography is to provide information about the relevance, utility, and quality of the source **for your purposes**. Not to be confused with an *abstract*, which simply gives a summary of the cited work, an annotated bibliography also describes and evaluates these points. Elements should include:

- * Brief description of the work's format and content
- * Theoretical basis and method of study
- * Results
- * Utility and significance of the work (how it can be used)
- * Your own brief impression of the work (quality and credibility)

Guidelines:

1. Choose from one of the following topics to examine
 - A) Strategies to attract, recruit and retain good teachers
 - B) Successful strategies to motivate student learners
 - C) Promoting ethical behavior in educational leaders
 - D) Effective conflict resolution strategies for schools and communities
 - E) Value of effective professional development for teachers and administrators
 - F) Effective strategies to motivate educators toward self-improvement

2. Find a number of research articles (theoretical works, empirical studies, and syntheses) that connect to your topic. You might identify several articles that are review pieces or syntheses of the literature themselves, but you should also concentrate on identifying primary research (i.e., papers that present an analysis using quantitative or qualitative methods to contribute to the knowledge base on your topic). Most of your research can be accomplished on the Internet, with support from your school library, the public library, and/or GMU libraries.
3. Prepare an ANNOTATED BIBLIOGRAPHY using at least ten (10) of the most important papers you found. **Seven of the sources must be recent (2008-2013) and three (3) can be older.** Remember the key to an annotated bibliography: **Summarize – Assess -Reflect**
4. Your annotated bibliography should include a statement of the topic and research question you are investigating and five or more annotated entries using the format provided in class. References must be in APA format.
5. Part of becoming an instructional leader is utilizing research to inform decision- making. As your conclusion, write an assessment of how you could apply this research to your leadership practice.

Annotated Bibliography Assessment Rubric (30 points) Due: 26 July 2013

Levels	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
Criteria:				
Statement of question: A clear statement of the question helps to guide the reader.	The paper begins with a clear statement of the question, which specifically relates to topic chosen.	The paper begins with a statement of the question, which generally relates to topic chosen.	The statement of the research question is evident, but is vaguely worded or poorly spelled out. It is difficult to discern a clear focus for the research.	The statement of the research question is missing or wholly inadequate.
Bibliographic entries – content of summaries: (40%) Articles read and reviewed should contain original research or useful reviews of research.	Annotated entries provide a clear and concise summary of each research source. Each entry includes: <ul style="list-style-type: none"> • an overview of the research • method and findings • an assessment of its utility and credibility 	Annotated entries provide a summary of each research source. Each entry includes a brief overview of the research and an assessment of its utility and credibility, but may be lacking in specificity.	Annotated entries provide a general overview of research sources, but lack detail or are missing significant elements needed to make the entries useful.	Annotated entries are severely lacking in detail, rendering them of little use.
Bibliographic entries – focus and quality (20%) Articles read must focus on and inform the research question.	All entries clearly and specifically answer the research question. Sources are well balanced, including original research and synthesis pieces from high-quality, credible sources.	Most entries clearly answer the research question. Entries are included from quality sources, but are dominated by synthesis pieces; original research is not evident.	Most entries relate only generally to the research question. One or more entries are included from questionable sources, reflecting largely opinion pieces rather than original research or syntheses of research.	The connection between annotated entries and the research question is difficult to discern. Entries are dominated by material from questionable sources: a review of research is not evident.
Bibliographic entries – quantity (10%)	Ten or more annotated summaries are presented. Seven of the sources are recent (2008-2013) and three (3) can be older	Ten annotated summaries are presented. Seven of the sources are recent (2008-2013) and three (3) can be older	At least eight annotated summaries are presented and/or less than seven of the sources are recent (2008-2013) and three (3) can be older	Less than eight annotated summaries are presented and/or less than seven of the sources are recent (2008-2013) and three (3) can be older
Conclusion (10%)	Assessment of how the research could be applied to leadership practice is	Assessment makes some references to how the research might inform	Assessment of research is discussed with minimal detail.	There is no assessment/conclusion.

	discussed in detail.	leadership practice.		
Mechanics (10%) Your written work should be scholarly and precise.	Entries are nearly error-free and are completed and presented in APA format.	Entries contain occasional grammatical errors and/or questionable word choice and conform to APA format.	Entries contain several errors in grammar and punctuation and do not conform to APA format.	Entries are unclear and do not conform to APA format.

Facilitator of In-Class Discussions: (30 points). Schedule to be generated.

Each student is asked to sign up as a *facilitator* for one class in the session. The facilitator will take the lead responsibility for facilitating class discussion of one *topic* for that class. The facilitator will make a formal presentation of materials and should be prepared to lead us through what he or she deems important in a preferred and time-efficient manner. The facilitator should attempt to facilitate a discussion of the topic by *including several key discussion questions*. Each facilitator will be allotted 35-40 minutes to the discussion of the topic(s). (Maximum of two facilitators per class)

Sign-ups will occur early in the session to generate a schedule. Students are encouraged to sign up based on interest. You sign up by submitting your name via electronic mail to the instructor and a schedule will be generated. Spaces will be allotted on a first-come first served basis. Obviously, students may not sign up to be a facilitator for a class for which another student has already signed up.

As facilitator of a class, you will facilitate a topic on the syllabus with the following guidelines:

- A. Generate an original case study of a motivational problem within your chosen topic. It is most welcome for the case study to be a real problem from one’s work setting. However, it can be partially or fully fiction as well. If you would like, email it to the instructor for feedback and simple suggestions. If possible, email it to the class members one day in advance of class (normally, class time will be provided to read the case).
- B. Facilitate the consideration and discussion of a *specialty* topic of your choice. This may include the same topic as that you are focusing on for your final project. The facilitator may also ask the class to complete a *modest* reading (less than 5 pages if at all possible; if the article is longer, perhaps narrow it to the 15 pp. you want us to read) by bringing 20 copies to distribute on the previous class (this is the preferred method of distributing the article; however, an acceptable alternative is sending the instructor an electronic copy to upload onto Blackboard by the previous class).

Rubrics for Facilitator Role

Organization (20%)	Uses the benchmarks of good thinking to review the article; discussion questions are appropriate for the topic, organized, and time is managed efficiently
Content (20%)	Covers topic in-depth; facts precise, explicit, and elaborated throughout; includes details; discussion questions focus group on the central issue(s); creates curiosity.
Research (20%)	Reviews or researches information sufficiently; personal ideas and information are incorporated.
Quality of interaction (20%)	Presents with originality; uses unique approach that enhances the quality of interaction.
Presentation mechanics (20%)	Engaging, provocative, and captures the interest of the group; maintains this throughout the session.

Written assignments: 20 points

Two 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.

Written Assignment #1: Position Paper on Extrinsic and Intrinsic Motivation (10 points) Due: 28 June 2013

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)
Introduction and Thesis (15%)	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.
Argument (40%) ELCC 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.	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.
Evidence (20%) ELCC 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.	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.
Conclusion (15%) ELCC 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.	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.
Organization (5%)	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.
Mechanics (5%)	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 (10 points) Due: 12 July 2013

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

- a description of the interview procedure including at least ground rules, documentation, setting, questions and length,
- a description of the conflict, including interviewee's role, issues involved, how the conflict was addressed, and the result,
- an analysis of the management of the conflict in relation to concepts of leadership and motivation, and
- 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)
Interview procedure (10%)	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.
Description of workplace conflict (20%) ELCC 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.	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.
Analysis (40%) ELCC 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.	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 or motivation is unclear.	Management of the conflict is analyzed, but the relationship to leadership and motivation is unclear.	Analysis is missing or unrelated to the conflict as described.
Conclusion (20%) ELCC 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.	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.
Mechanics (10%)	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.

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

- 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 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/>

Week	Date	Assignments	Points
1	<u>28 June 2013</u>	Written Assignment #1: Position Paper on Extrinsic and Intrinsic Motivation	(10 points)
2			
3	<u>12 July 2013</u>	Written Assignment #2: Interview on Conflict Management	(10 points)
4		Facilitator of In-Class Discussions:	(30 points).
5	<u>26 July 2013</u>	Annotated Bibliography	(30 points)

NOTE: Attendance & Participation points are earned throughout the entire session. (20 Points)

See Course Outline for Required Readings.