

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION & HUMAN DEVELOPMENT
EDUCATION LEADERSHIP PROGRAM
EDLE 636, Section 601, Fall 2013, (3 Credits)
Adult Motivation and Conflict Management in Education Settings: A Case Study Approach**

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Prerequisites

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

Schedule Information

Location: Broad Run High School
21670 Ashburn Road
Ashburn, VA 20147
School Phone: 571-252-2300

Meeting times: 4:30 – 7:30 P.M.; Mondays; September 9, 2013 – December 9, 2013

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

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

Nature of Course Delivery

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

National Standards and Virginia Competencies

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

Specific ELCC standards addressed include:

- 1.3b Candidates develop plans and processes for implementing the vision (e.g., articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork, structuring significant work, ensuring appropriate use of student assessments, providing autonomy, supporting innovation, delegating responsibility, developing leadership in others, and securing needed resources).Candidates demonstrate an understanding of the role effective communication skills play in building a shared commitment to the vision.
- 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

Required Resource

Case Studies on Educational Administration by Theodore J. Kowalski 6th edition, Pearson Press

Recommended Resource

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

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

Outside-of-Class Resources

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

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

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

Use of Technological Devices

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

Course Requirements, Performance-based Assessment, and Evaluation Criteria

Attendance and Class Participation

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

General Expectations

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

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

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

Class participation: 15 points

Students are expected to participate actively in class discussions, informal group activities, and serve as critical friends to classmates. Attendance is expected for all classes. **If an unavoidable conflict prevents the student from either arriving on time or being in attendance, it is expected that (s)he will notify the instructor in advance.** More than one absence may result in a reduction in participation points. Arriving at class more than 30 minutes late or leaving more than 30 minutes before the end of class may result in loss of points.

Group assignment: 30 points

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

Written assignments: 55 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.

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

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

Grading scale:

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

GMU POLICIES AND RESOURCES FOR STUDENTS

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- c. 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. Regarding 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 may affect your participation grade.
- d. 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/>].
- e. 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/>].
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. Recording devices are not to be in use without the expressed written permission of the instructor.
- h. 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/>].

CORE VALUES COMMITMENT

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/>

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

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

| Week | Date | Topics | Reading/Writing Assignment Due |
|-------------|-------------|--|--|
| 1 | 9/9 | Introductions Course expectations and procedures Review of Case Study Structures for Problem-Solving & Decision Making Syllabus& Assignment review | <i>Case Study: Kate Sullivan [parts 1 and 2]</i> |
| 2 | 9/16 | Theories of Motivation Jigsaw 2 Exercise: Motivation and Cognitive Evaluation Theory | Deci, E.L., Koestner, R. & Ryan, R. M. (1999) A Meta-Analytic Review of Experiments Examining the Effects of Extrinsic Rewards on Intrinsic Motivation, <i>Psychological Bulletin</i> Vol. 125, No. 6, 627-668, American Psychological Association, Inc. 0033-2909/99. <i>Case Study: Lounge Talk</i> |
| 3 | 9/23 | Motivation in the Workplace Herzberg theory Intrinsic Extrinsic Pair-Share Clocking Exercise | Herzberg, F. (2003). One More Time: How Do You Motivate Employees? <i>Harvard Business Review</i> , 81 (1), 87-96. Csikszentmihalyi, M. (1997). Finding flow. <i>Psychology Today</i> , 30(4), 46-48, 70-71. Bring draft copy of writing assignment #1 (Position Paper on Extrinsic and Intrinsic Motivation) |
| 4 | 9/30 | Motivation Theories Examined | Writing assignment # 1 due. Halvorson, H., Higgins, T. (2013). Know What Really Motivates You. <i>Harvard Business Review</i> , (91) 3, 117-120. Vroom, V. H. & Jago, A.G. (2007). The role of the situation in leadership. <i>American Psychologist</i> , 62, 17–24. doi: 10.1037/0003-066X.62.1.17 Whitaker, T. (2003). Power Plays of Difficult Employees. <i>The School Administrator</i> . American Association of School Administrators, 2(6), p. 12-16. <i>Case Study: A Disillusioned Assistant Principal</i> |
| 5 | 10/7 | Group Investigation Exercise: What Motivates Teachers to Stay and Improve? | Borman, G. D. & Dowling, N. M. (2008). Teacher attrition and retention: A meta-analytic and narrative review of the research. <i>Review of Educational Research</i> , 78, 367–409. doi:10.3102/0034654308321455 Morgan, M., Ludlow, L., Kitching K., O’Leary, M. & Clarke, A. (2010). What makes teachers tick? Sustaining events in new teachers’ lives. <i>British Educational Research Journal</i> , 36, 191–208. doi: 10.1080/01411920902780972 <i>Case Study: A Bully’s Threat</i> |
| | 10/14 | NO CLASS | COLUMBUS DAY |

| Week | Date | Topics | Reading/Writing Assignment Due |
|------|-------|--|--|
| 6 | 10/21 | Strategies for Conflict Management & Resolution | Shetach, A. (2009). The four-dimensions model: A tool for effective conflict management. <i>International Studies of Management & Organization</i> , 39, 82–106. doi: 10.2753/IMO0020-8825390304 <i>Case Study: A Matter of Honor</i> |
| 7 | 10/28 | Conflict Management Conflict Management—a second model examined Formative Evaluation | Case Study: <i>Let the Committee Decide</i> <i>The Maverick School Board Member</i> <i>Old School Culture and a New Principal</i> |
| 8 | 11/4 | Social Intelligence Emotional and Social Competency Inventory | Goleman, D., & Boyatzis, R. (2008). Social Intelligence and the Biology of Leadership. <i>Harvard Business Review</i> , 86 (9), 74-81. |
| 9 | 11/11 | Clocking Procedure: Conflict Management Interview Paper | Bring draft of written assignment #2 (Interview on Conflict Management) due. |
| 10 | 11/18 | Distributed Leadership and Teacher Commitment Case Analysis <i>The Move From Associate Chair to Department Chair</i> | Written assignment #2 due Hulpia, H., Devos, G. (2010). How distributed leadership can make a difference in teachers' organizational commitment: A qualitative study. <i>Teaching and Teacher Education</i> , 26, 565-575. Spillane, J.P. (2009). Managing to lead: Reframing school leadership and management. <i>Phi Delta Kappan</i> , 91(3), 70-73 |
| 11 | 11/25 | Differentiated Compensation and Pay for Performance: | Brill, Sam & McCartney, Abby. (2008) Stopping the revolving door: Increasing teacher retention. <i>Politics & Policy</i> , 36(5), 750-774. Hulleman, C. S. & Barron, K. E. (2010). Performance pay and teacher motivation: Separating myth from reality. <i>Phi Delta Kappan</i> , 91(8), 27-31. Springer, M. G. & Gardner, C. D. (2010). Teacher pay for performance: Context, status, and direction. <i>Phi Delta Kappan</i> , 91(8), 8-15. <i>Case Study: Is the Devil Teaching Spelling?</i> |
| 12 | 12/2 | Workshop Class Collaborative Inquiry: Professional Development and Teacher Motivation | Collaborate with group members to develop an alternative compensation plan incorporating the findings from the Top Ten Survey Findings (10/8) Read two of the following articles in preparation for the group activity Barth, R. (2006). Improving relationships within the schoolhouse. <i>Educational Leadership</i> , 63(6), 8-15. Jacobson, D. (2010). Coherent instructional improvement and PLCs: Is it possible to do both? <i>Phi Delta Kappan</i> , 91 (6), 38-45. Saunders, W.M., Goldenberg, C. N. & Gallimore, R. (2009). Increasing achievement by focusing grade-level teams on improving classroom learning: A prospective, quasi-experimental study of Title I schools. <i>American Educational Research Journal</i> , 46 (4), 1006–1033. doi: 10.3102/0002831209333185 Wood, D. (2007). Teachers' learning communities: Catalyst for change or a new infrastructure for the status quo? <i>Teachers College Record</i> , 109 (3), 699–739. |

| Week | Date | Topics | Reading/Writing Assignment Due |
|------|------|--|--|
| 13 | 12/9 | Group Presentations: Wrap-up Course Evaluation | Assignment #3 Group Presentations |

* NOTE: The above represents an approximation of the items to be covered and the respective dates. True coverage will depend on the pace of the discussion, the collective needs of students and the professor and the demands of time. You are expected, however, to keep pace with the calendar of assigned readings. *

Written Assignment #1: Position Paper on Extrinsic and Intrinsic Motivation (30 points)

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

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

| Dimensions | Criteria Levels | | | |
|--|---|--|---|--|
| | Exceeds expectations (4) | Meets expectations (3) | Approaches Expectations (2) | Falls Below Expectations (1) |
| 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%) 6.1 Understand the Larger Context a. 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. | 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%) 2.3 Apply Best Practice to Student Learning b. Candidates apply human development theory, proven learning and motivational theories, and concern for diversity to the learning process. | 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%) 2.3 Apply Best Practice to Student Learning c. Candidates demonstrate an understanding of how to use appropriate research strategies to promote an environment for improved student achievement. | 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. |

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RUBRIC
EDLE 636: Position Paper on Extrinsic and Intrinsic Motivation -- CONTINUED

| | Exceeds expectations (4) | Meets expectations (3) | Approaches Expectations (2) | Falls Below Expectations (1) |
|--------------------------|---|--|---|---|
| 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 (25 points)

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

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

RUBRIC EDLE 636: Interview on Conflict Management

| Dimensions | Criteria Levels | | | |
|--|---|---|--|--|
| | Exceeds Expectations (4) | Meets Expectations (3) | Approaches Expectations (2) | Falls Below Expectations (1) |
| 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%) 6.2 Respond to the Larger Context a. 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. | 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%) 6.1 Understand the Larger Context h. Candidates demonstrate the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities. | Management of the conflict is analyzed clearly and insightfully in relation to concepts of leadership and motivation. | Management of the conflict is analyzed, but the relationship to leadership <i>or</i> motivation is unclear. | Management of the conflict is analyzed, but the relationship to leadership <i>and</i> motivation is unclear. | Analysis is missing or unrelated to the conflict as described. |
| Conclusion (20%) 6.3 Influence the Larger Context b. 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. | 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%) | Error free; clearly & professionally written. | Error free for the most part; clearly written for the most part. | Some spelling, grammar and mechanical errors. | Multiple spelling, grammar and mechanical errors. |

Assignment #3: Group Case Study Presentation (30 points)

In self-selected groups, choose a current controversial issue that resonates with all group members. Either [i] research and find a Case Study, or [ii] create a Case Study [using class Case Study format] that attempts to touch on the following:

[a] Leadership Styles

[b] Adult Motivational Theories

[c] Conflict Management & Resolution.

Groups will present their case study, ensuring that it is both interactive and engages peers in discussion of possible solutions. Ample reference should be made to class texts, class readings and discussions, and outside research for same.

| Dimensions | Criteria Levels | | | |
|---|---|---|---|--|
| | Exceeds Expectations (4) | Meets Expectations (3) | Approaches Expectations (2) | Falls Below Expectations (1) |
| Introduction (25%) | The case study topic is presented with clarity, and clearly connects to [i] conflict management/resolution; and [ii] adult motivation. Includes interactive activities & discussion with peers. | The case study is clearly presented; good discussion is fostered on same touching on both conflict resolution and adult motivation. | The case study is presented only in didactic terms. No peer interaction. | The case study presentation is vaguely hinted at; no interaction with peers. |
| Conflict Management & Resolution follows Case Study method (30%) | Multiple strategies are explored leading to problem resolution | Some [either, or] strategies are explored leading to problem resolution | One problem solving strategy is presented and discussed | No problem solving strategies are elicited |
| Leadership, Motivation examined (30%) | Numerous leadership styles and adult motivation theories are thoroughly explored and discussed | Several leadership styles and adult motivation theories are explored and discussed | Limited leadership styles and/or adult motivation theories are explored and discussed | Neither leadership styles nor adult motivation theories are explored and discussed |
| Organization (5%) | The presentation is powerfully organized and fully developed. | The presentation includes a logical progression of ideas aided by clear transitions. | The presentation lacks effective transitions. | The presentation lacks a logical progression of ideas. |
| Presentation (10%) | Clearly and concisely presented; occasions excellent discussion. | Mostly clear and concise on presentation; somewhat interactive. | Clearly or concisely presented, but not both. Limited discussion. | Unclear presentation; no time allowed for interaction or discussion |

EDLE 636: Class Participation Rubric (15 Points)

| Dimensions | Criteria Levels | | | |
|--|--|---|---|---|
| | exceeds expectations (4) | meets expectations (3) | approaches expectations (2) | falls below expectations (1) |
| Attendance (40%) | Exemplary attendance, no tardiness | Near perfect attendance, few tardiness | Occasional (1-3) absences or tardiness | Frequent (>3) absences or tardiness |
| Quality of Questions, Interaction (20%) | 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 (20%) | 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. |