

Student Outcomes

Students who successfully complete this course will be able to:

1. Connect major leadership theories, and apply these theories to the understanding of real world issues associated with leadership practice.
2. Analyze leadership issues using theoretical frameworks to understand leadership behavior and outcomes;
3. Articulate their beliefs about leadership, and relate these to their vision of an effective leader;
4. Describe the leadership role(s) they aspire to take during and at the conclusion of their program of study; and
5. Begin to develop their ability to write doctoral-level papers.

National Standards

The following [Education Leadership Constituent Council](#) (ELLC) standards are addressed in this course:

ELCC 1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared district vision of learning for a school.

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.

ELCC 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.

ELCC 3.4: Candidates understand and can develop school capacity for distributed leadership.

ELCC 6.2: Candidates understand and can act to influence local, district, state and national decisions affecting student learning in a school environment.

ELCC 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.

Relationship of Course Goals to Program Goals

The Ph.D. concentration in Education Leadership is designed to develop leaders who engage in research that is relevant to practice; expand their perspective; and prepare them for the next phase of their career. The concentration engages students in rigorous educational experiences that require them to develop deep and focused knowledge of leadership and organization theory, empirical research, and policy and practice in educational settings. EDLE 770 is the introductory course in the concentration. The course is intended to provide a survey of theory related to leadership and organizations in general, and scholarship applied to leadership in educational settings. Students will begin to explore their interests in research in education leadership, and begin to build the skills necessary to become successful in the field.

Nature of Course Delivery

Through readings, discussions, cooperative learning activities, case studies, and presentations, students will learn the theory, practice and impact of leadership on schools and school systems.

Content

The three primary purposes of the course are to understand and analyze the concept of leadership in organizations, explore the current research on leadership in schools and school districts, and describe the leadership role(s) you aspire to take.

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 Blackboard and web-based resources created to complement the primary text. Specific process goals for the class are as follows:

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. actively listen 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

Required Texts

Bolman, L. and Deal, T. (2013). *Reframing Organizations: Artistry, Choice and Leadership* (5th ed.). San Francisco: Jossey-Bass.

Northouse, Peter G. (2013). *Leadership: Theory and Practice* (6th ed.). Thousand Oaks, CA: Sage Publications.

The required texts are available in the GMU Bookstore, Johnson Center. Additional required readings are stored on the Blackboard site and in e-reserves.

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 Blackboard to facilitate communication, to post assignments and class handouts, however written work for assessment must be submitted using TaskStream.

Course Requirements, Performance-based Assessment, and Evaluation Criteria

Attendance

Students are expected to attend every class for its entirety. Maximum class participation points will be earned by students who attend all classes, are on time and do not leave early.

General Expectations

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

1. Application of concepts reflected in class discussion and readings
2. Creativity and imagination
3. Clarity, concision and organization

Class participation

Students are expected to participate actively in class discussions, in group activities, and in serving as critical friends to other students. 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. 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.

Students are required to lead class on at least two separate occasions. Specific instructions for these activities will be given in class. You are reminded that all materials (presentations, videos, etc.) must be accessible to all students in the class. If you use video in your presentation, contact the George Mason Assistive Technology Initiative staff (<http://ati.gmu.edu/request-services-accessible-media/>) at least one week prior to your presentation, so they can caption the video. If you are absent on your date for class leadership, this assignment cannot be made up.

Written assignments

Several different types of performance-based assignments will be completed during the semester. Each assignment relates to the application of theory and research to educational contexts. The Book Review and Reframing Leadership Case assignments are the program-level Performance-Based Assessments for this course. The directions for each assignment and a rubric for grading each assignment are described at the end of this syllabus.

ALL written assignments must be submitted electronically, through Task Stream, 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 Task Stream account to submit work for this course.

Late work

All students are expected to submit their work on time, meaning no later than by midnight of the due date. Assignments will not be accepted later than **48 hours** after a due date. Papers due on a day when you are absent must be submitted via Task Stream by the due date.

Course Grade:

- Articles of Interest (20 points)
- Book Review (20 points)
- Class Participation and Class Presentations (20 points)
- Leadership Case (20 points)
- Statement of Research Problem and Paper Presentation (20 points)

Grading Scale:

A+	100
A	95-99.5
A-	90-94.5
B+	87-89.5
B	83-86.5
B-	80-82.5
C	75-79.5
F	0-74.5

GMU POLICIES AND RESOURCES FOR STUDENTS

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- 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.
- 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/>].
- 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 stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- 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/>].

PROFESSIONAL DISPOSITIONS

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

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/>

Class Schedule

To accommodate the learning needs of class members, the topic and reading schedule may be amended during the semester. When the tentative weekly schedule is revised, revisions will be posted on Blackboard.

Session #	Date 2015	Topics	Reading/Writing Assignment
1	1/20	Course Expectations Syllabus Activity Definitions of Leadership Framing and Reframing	Pre-Class Assignment Class Syllabus Northouse, Ch. 1 Bolman and Deal, Part 1 (Ch. 1-2)
2	1/27	Leadership Traits and Skills Organizational Structures	Northouse, Ch. 2 -3 Bolman and Deal, Part 2 (Ch. 3-5)
3	2/3	Leadership Styles Situational Leadership Contingency Theory	Northouse, Ch. 5 Northouse, Ch. 6
4	2/10	Transformational Leadership	Northouse, Ch. 9
		Sunday, February 15	Assignment #1: Book Review Due
5	2/24	Book Review Forum: How does your book selection inform educational leadership? Forming Research Questions in Educational Leadership	
6	2/17	<i>The Political Frame</i> (Class Presentation)	Bolman and Deal, Part 4 (Ch. 9-11)
7	3/3	<i>The Symbolic Frame</i> (Class Presentation) Leadership and School Culture	Bolman and Deal, Part 5 (Ch. 12-14) <i>School and Staff Culture</i> , Bambrick-Santoyo (from Blackboard)
8	3/10 (GMU spring break)	School Visit to Research Leadership Issue (should occur during the school day rather than 4:30 – 7:10 p.m.)	
		Due Sunday, March 15	Assignment #2 Articles of Interest

Session #	Date 2015	Topics	Reading/Writing Assignment
9	3/17	<i>The Human Resource Frame</i> (Class Presentation)	Bolman and Deal, Part 3 (Ch. 6-8)
10	3/24	Data Driven Decision-Making and Leadership	<i>The Impact of Leadership on Student Outcomes</i> , Robinson, et. al. (Blackboard)
		Due Sunday, March 29	Assignment #3 Leadership Case Study
11	3/31	Online Activity; Articles forum knowledge sharing (School Districts Spring Break)	
12	4/7	Distributed Leadership (<i>student presentations</i>) Constituents, coalitions, stakeholder webs, and building consensus	York-Barr and Duke, Mascall and Leithwood, Hallinger and Heck, or Printy and Marks (from Blackboard) Case Study
13	4/14	Instructional Leadership (<i>student presentations</i>) Ethics and Leadership	Neumerski, Blasé and Blasé, Leithwood or Supovitz and May (from Blackboard) Northouse, Ch. 14
		Due Sunday, April 19	Assignment #4 Reframing Leadership Case
14	4/21	Final Class Activity: Your Vision of an Effective Leader	<i>What Leaders Really Do</i> , Kotter (from Blackboard)

References and Other Resources

Blasé, J. & Blasé, J. (1999). Principals' instructional leadership and teacher development:

Teachers' perspectives. *Educational Administration Quarterly*, 35, 349-378.

Heck, R.H. & Hallinger, P. (2009). Assessing the contribution of distributed leadership to school

improvement and growth in math achievement. *American Educational Research Journal* 46, 659–689.

Kotter, John. (2001). What Leaders Really Do. Reprinted in *Breakthrough Leadership* (Harvard Business Review), 85-96.

Leithwood, K. (2005). Understanding successful principal leadership: Progress on a broken front. *Journal of Educational Administration*, 43, 619- 629.

Leithwood, K. & Mascall, B. Collective leadership effects on student achievement (2008). *Educational Administration Quarterly*, 44, 529-561.

Marks, H.M., & Printy, S.M. (2003). Principal leadership and school performance: An integration of transformational and instructional leadership. *Educational Administration Quarterly*, 39, 370-397.

May, H. & Supovitz, J.A. (2011). The scope of principal efforts to improve instruction. *Educational Administration Quarterly*, 47, 332–352.

Neumerski, Catherine M. (2012). Rethinking Instructional Leadership: A Review. *Educational Administration Quarterly* 49(2) 310-347.

Robinson, V.M., Lloyd, C.A. & Rowe K. (2008).The impact of leadership on student outcomes: An analysis of the differential effects of leadership types. *Educational Administration Quarterly*, 44, 634-675.

York-Barr, J., & Duke, K. (2004). What do we know about teacher leadership? Findings from two decades of scholarship. *Review of Educational Research*, 74(3), 255-316.

Assignment #1: Book Review (20 points) **Due Sunday, February 15**

Rationale

One of the skills important to doctoral work is the ability to analyze and critically review published work with respect to the contribution of the work to the base of knowledge in the field of education, and the methodology used by the author(s). For this paper, you will produce a scholarly review of a book that has a focus on leadership. There are three goals for this assignment:

1. Assist you to develop your skills in analyzing and summarizing professional literature
2. Develop your voice in communicating your perspectives to both academicians and practitioners
3. Stimulate your interest in research regarding school and district leadership

Process

Select a book on leadership from the Reading List posted to Blackboard for EDLE 770. The book should be of interest to you and relate to leadership issues of this course. If you wish to review a book not on the Reading List, prior approval of the instructor is required. Carefully read the book you have selected, keeping in mind the contribution to the body of knowledge in leadership and the technical soundness of the work. It may be helpful to reflect upon the following questions:

- How this book has contributed to your understanding of issues in educational leadership?
- How and in what ways could this book help other educational leaders?
- How does it advance scholarship in the field of educational leadership?
- How can I use the content of this book in my current or future role as educational leader?

There is a sample book review previously published in Teachers College Record in the resources folder on *Blackboard* that may be useful to you as well.

Product

The review should include a brief summary of the work and the key contributions to the knowledge base, since the reader most likely has not read the book. The book review should be an evaluation of the work, and not just a summary. Some questions to consider in writing the book review:

- How useful was the book, and for whom?
- Did the author accomplish what they set out to do?
- Is the book coherent and well-written? What would have made it better?
- Is the book about something important? Useful to others?
- What are the primary limitations about the work?
- What questions were left unanswered?
- Were there topics ignored, or not explored in enough depth?
- Would you recommend the book to others? To whom, and why?
- What does the book teach you about your own leadership? Your future aspirations as a leader?

The book review should not exceed eight (8) typewritten pages (double-spaced), with the summary no more than one-third of the paper.

Assessment Rubric for Book Review (20 points)

	Exceeds Expectations 4 points	Meets Expectations 3 points	Approaching Expectations 2 points	Falls Below Expectations 1 point
<p><i>Introduction (15%)</i></p> <p>The introduction orients the reader to the purpose of the paper and introduces the book you are reviewing</p>	The introduction briefly describes the book reviewed, the purpose of the review itself, and foreshadows significant findings through a clear and well thought out thesis.	The introduction briefly describes the book reviewed, provides an adequate description of the purpose of the review, and/or an adequate thesis.	The introduction is vague and does not adequately orient the reader to the book reviewed or the purpose of the paper.	The introduction is either missing or insufficient; there is little consideration of the reader's perspective.
<p><i>Summary of the Book (25%)</i></p> <p>Review includes a brief summary of the contents of the book to help situate the reader.</p>	The book is described briefly yet thoroughly, with clear explanation of the author's purpose and perspective, and a delineation of the main ideas offered in the book.	The book is described adequately, with some attempt to identify the author's purpose and perspective and some delineation of the important content offered in the book.	The description of the book is incomplete or poorly constructed; little attempt is made to identify either the purpose or the main points.	The description of the book is largely ignored, wholly inadequate, or is missing.
<p><i>Evaluation of the Book (35%)</i></p> <p>Review includes an evaluation of the merits of the book</p>	An evaluation of the book is presented, discussing most of the evaluative questions, structured in a coherent and convincing manner	An evaluation of the book is included that adequately touches on many of the important evaluative questions	An evaluation of the book is included, touching on only some evaluative questions, or doing so in a shallow and unconvincing manner.	An evaluation of the book is largely absent or extremely limited.
<p><i>Conclusion (15%)</i></p> <p>The conclusion finishes the paper by summarizing the thesis, a brief summary of the review and a recommendation for future readers.</p>	The conclusion follows logically from the body of the paper and is persuasive. It summarizes the main points made in the review, and includes a clear recommendation regarding the usefulness of the book to educational leaders.	The conclusion follows logically from the body; it provides a brief summary that is largely consistent with the content of the review, and contains a recommendation regarding the usefulness of the book.	The conclusion provides a summary of some of the main points offered in the paper, but is unclear and not particularly persuasive.	The conclusion is missing or does not follow logically from the body of the paper.
<p><i>Mechanics and APA Format (10%)</i></p>	The paper is nearly error-free, which reflects clear understanding of APA format and thorough proofreading.	The paper contains occasional grammatical errors, questionable word choice, and/or minor APA errors.	Errors in grammar and punctuation and spelling are present; there are several violations of APA format.	The paper contains frequent errors in spelling, grammar, punctuation, and/or APA format.

Assignment #3: Leadership Case (20 Points) **Due Sunday, March 29**

Rationale

There are a wide variety of rather persistent leadership dilemmas in schools and other organizations. As students of leadership, and as aspiring leaders who seek to promote positive change in schools and other organizations, it is useful to thoroughly describe some of these situations as cases for analysis in leadership education and development

Process

Craft a case involving a leader's role in organizational change. You can complete this assignment individually or with a partner. It would be best if you are directly acquainted with this leader and/or you participated in the change effort. The paper itself should be modeled on the submission guidelines outlined by the editors of the *Journal of Cases in Educational Leadership*.

JCEL Criteria:

- *Focuses on timely and pertinent issues of educational leadership.*
- *Relevant to graduate students preparing for educational leadership roles and for educational professionals currently in these roles.*
- *Useful in graduate teaching environments.*
- *Presents a practical and realistic problem that requires the integration of knowledge within and/or across disciplines.*
- *Stimulates self-directed learning by encouraging students to generate questions and access new knowledge.*
- *Provides the description of a problem that can sustain student discussion of alternative solutions.*
- *Describes the context in a rich fashion, including the description of the individuals in the case.*
- *Encourages the clarification of personal and professional values and beliefs. .*
- *Authenticates the connection of theory to practice.*
- *Includes teaching notes that facilitate the use of the case for leadership development.*
- *Is clearly written with specific objectives.*

Product

Following the submission guidelines for JCEL, all cases should include:

- *Title, Author Information-* Title & author's name and institutional affiliation
- *Abstract-* A short 100 word abstract describing the topic(s) of the case and a brief synopsis of the case.
- *Text -* Sections should be typed in Times Roman font (12 pt) with page numbers centered at the bottom of the page.
- *Teaching Notes-* All cases should include "Teaching Notes" that outline how the material might be used in professional preparation programs for leaders (1-2 pages).
- *References-* References should follow the style in the 4th edition of the *Publication Manual of the American Psychological Association*.

The case should not exceed ten typewritten, double-spaced pages not counting title page and references.

Leadership Case Assessment Rubric (20 points)

	Exceeds Expectations 4 pts	Meets Expectations 3 pts	Approaching Expectations 2 pts	Falls Below Expectations 1 pt
<u>Abstract</u> (10%)	A clear and concise 100 word abstract describing the topics of the case and providing a synopsis of the case is included.	A 100 word abstract describing the topics of the case and providing a synopsis of the case is included, but it is somewhat hard to follow or omits important information.	An abstract is included, but it either exceeds the recommended length or fails to provide a clear description of the case.	The abstract is either missing or not at all useful in describing the case.
<u>Text of case</u> (30%)	A well thought out and stimulating case that meets most or all elements of a JCEL case is provided.	A case that satisfies many elements of a JCEL case is provided.	A case dealing with the leader's role in change is provided, but it lacks detail and fails to satisfy many of the elements of a JCEL case.	The case description is either missing or fails to satisfy virtually any of the elements of a JCEL case.
<u>Teaching notes</u> (30%)	Well thought out teaching notes are provided, suggesting sound approaches on how the case may best be used to develop effective leadership.	Teaching notes are provided, suggesting approaches on how the case may best be used to develop effective leadership.	Teaching notes are provided, but are either hard to follow or suggest approaches on how the case may be used that are unclear or do not make sense given the facts of the case.	Teaching notes are omitted or fail to connect well to any aspects of the case presented.
<u>Support</u> (10%)	Specific, developed ideas and/or evidence from theory or research are used to support the case and/or notes.	Supporting theory or research used to support the case lacks specificity or is only loosely developed.	The case uses some supporting ideas and/or evidence.	Few or no supporting ideas are applied.
<u>Organization of paper</u> (10%)	The case is powerfully organized and fully developed.	The case includes logical progression of ideas aided by clear transitions.	The case is rough; writing is unclear and/or lacks transitions.	The case is virtually impossible to understand; it lacks logical progression of events or ideas.
<u>Mechanics</u> (10%)	The case is nearly error-free which reflects clear understanding of APA format and thorough proofreading.	Occasional APA and/or grammatical errors and questionable word choice are present.	Errors in grammar, APA format, or punctuation are present, but spelling has been proofread.	Frequent errors in spelling, format, grammar, or punctuation are present.

Assignment #2: Articles of Interest (20 points)
Due Sunday March 15

Rationale

It is never too soon to start building the literature base that will support your research. The introductory nature of this course gives you the opportunity to explore an area without making a long-term commitment. The purpose of this assignment is for you to become familiar with a small number of empirical articles in a research area of interest to you and to practice writing about what you've learned in a manner that does more than summarize article content. This may be the first time you will have completed this kind of assignment, but it will certainly not be the last. Students are required to collect and analyze articles in many of the courses in the EDLE specialization and concentration.

Process

Identify a research area in which you would like to do more reading and in-depth analysis. This could be triggered by something you have read for this course, or it could be something completely different that you are simply interested in.

Engage in a search of **peer-reviewed, empirical** articles using search techniques learned in class. Find at least **ten** and read the abstracts. From among the ten, select **two** that will be the focus of your paper. You will be happiest if the two are related to one another.

Product

Write a brief paper (5 – 6 pages) that includes the following:

An introduction that starts out broadly, names the research topic that interests you, and narrows down to a thesis that explains what these two papers have taught you about your topic

A body that summarizes (briefly) each of the articles and analyzes their content with respect to two or more of the following:

- Research significance
- Conceptual or theoretical framework
- Methodology
- Findings
- Implications

A conclusion that re-states your thesis, explains lessons learned with respect to your own leadership work, and broadens out to explain how you hope to build your literature base in the future

A **bibliography** (We normally use a reference list, but this assignment is a little different) that includes the full references (in correct APA format) for all ten articles you found.

Articles of Interest Assessment Rubric (20 points)

	Exceeds Expectations 4 points	Meets Expectations 3 points	Approaching Expectations 2 points	Falls Below Expectations 1 point
<u>Introduction (10%)</u> Introduction orients the reader to the purpose of the paper and introduces the article you are reviewing.	The introduction very briefly describes the articles found and clearly foreshadows what the author has learned through a well-constructed, analytical thesis.	The introduction names the articles found and provides a thesis that foreshadows the direction of 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>Article Content Analysis (35%)</u> It is always important for you as an author to engage in analysis of the literature that supports your own research.	The articles found are used to make a set of clear and persuasive arguments that relate back to the thesis. Each argument supports what the author of the paper claims to have learned.	The articles found are used as the foundation for a set of arguments that relate to the thesis.	The articles found are mostly summarized with little analysis provided.	The body of the paper provides little or no support for the thesis.
<u>Article Components (25%)</u> Understanding articles based on their constituent parts is helpful for gaining a complete perspective on what can be learned from them.	The author writes about more than two of the articles' components. Discussion demonstrates insight into the nature of the components addressed.	The author writes about two or more of the articles' components in a manner that is clear and related to the thesis.	The author writes about one or more of the articles' components in a manner that shows little connection to the thesis.	There is little or no discussion of the articles' components.
<u>Conclusion (20%)</u> The conclusion should clearly explain what the paper is intended to mean to the reader.	The thesis is re-stated in new terms that make sense given the body of the paper. Lessons learned are very clear and insightful. Next steps are logically presented.	The thesis is re-stated and lessons learned are apparent. Next steps may be ambiguous or not very logical.	Required parts of the conclusion are missing or inadequate.	The paper lacks a conclusion.
<u>Mechanics (10%)</u>	The paper is nearly error-free which reflects clear understanding of APA format and thorough proofreading.	Occasional APA and/or grammatical errors and questionable word choice are present.	Errors in grammar, APA format, or punctuation are present, but spelling has been proofread.	Frequent errors in spelling, format, grammar, or punctuation are present.

Assignment #4
Statement of a Research Problem and Paper Presentation Proposal
(20 points)
Due April 19

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 UCEA paper presentation proposal that does not exceed 2,000 words and contains the following components (and in this order required by UCEA):
 - Purpose
 - Rationale and Significance
 - Theoretical framework (We will not have talked a great deal about this, so you will just need to do the best you can based on the articles you have read.)
 - Data sources and methods (This will be hypothetical for you.)
 - Findings and conclusions (Write this prospectively: “I anticipate that my research will reveal that . . .”)
 - Relationship to program theme (Although this is a component of the UCEA paper proposal format, **you are not expected to write this portion** because it will be too much of a stretch.)

**Assessment Rubric for Statement of a Research Problem and Paper Presentation Proposal
(20 points)**

	Exceeds Expectations (4 points)	Meets Expectations (3 points)	Approaching Expectations (2 points)	Falls Below Expectations (1 point)
<u>Introduction (10%)</u> The 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 employs 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.
<u>Purpose (10%)</u> It is important to explain to the reader what you wish to study.	The purpose is clear and compelling and well supported by published literature, if possible. The purpose is explained from multiple perspectives (e.g., practical and academic) in a logical and persuasive manner.	The purpose of the research is clear from at least one perspective.	The purpose is apparent, but confusing.	The purpose is missing or unclear.
<u>Significance (25%)</u> It is important to explain to the reader why it is meaningful to pursue your chosen topic.	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.	The author weaves together arguments regarding the significance of the topic that follow logically from the stated purpose.	Significance is apparent, but not well supported by literature and/or seems unrelated to purpose.	Significance is unclear or missing.
<u>Research Questions (15%)</u> Readers need to know the research questions to help them understand the research designed to answer them.	The research questions are inclusive and stimulating. The questions are clearly and persuasively linked to purpose and significance.	A reasonable set of questions is presented. The questions clearly follow from purpose and significance.	The questions are neither very informative nor researchable. Links to purpose and significance may be unclear.	The questions are inadequate.
<u>UCEA Proposal (30%)</u> Writing a proposal such as this is an important component of scholarly work.	The proposal is well written and persuasive. It responds to each criterion and does not exceed the 2,000 word limit.	The proposal is clearly written and responds to each criterion listed.	The proposal is inconsistent or may have left out one or more of the criteria.	The proposal is difficult to understand or may be incomplete.
<u>Mechanics and APA (10%)</u> Your written work should always represent you as accurate and precise.	The paper is nearly error-free and reflects clear understanding of APA format and thorough proofreading.	The paper contains occasional grammatical errors, questionable word choice, and/or minor APA errors.	The paper contains errors in grammar and punctuation, and/or several violations of APA format.	The paper contains frequent errors in spelling, grammar, punctuation, and/or APA format.

**Class Participation and Presentations
(20 Points)**

	Exceeds expectations (4)	Meets expectations (3)	Approaches expectations (2)	Falls below expectations (1)
Attendance (10%)	Exemplary attendance with no tardies	Near perfect attendance, few tardies	Occasional (2-3) absences and/or tardies	Frequent absences and/or tardies
Quality of Questions and Interaction (15%)	Most queries are specific and on point. Deeply involved in class dialogue. Challenges ideas and 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. Infrequently discusses ideas.	Rarely asks questions of substance.
Effort (15%)	Volunteers as appropriate and often leads in group settings. Engages and brings out the best in others.	Willingly participates with instructor and classmates. Engages others.	Reluctantly participates when asked. Seeks easiest duties in groups. Tolerates others.	Actively avoids involvement when possible. Complains about others. Uses large set of excuses.
Demonstration of preparation for class (20%)	Demonstrates preparation regularly by referring to previous learning, text and other sources to contribute to class discussion and is prepared for each and every class.	Demonstrates preparation regularly by referring to previous learning, text and other sources to contribute to class discussion.	Periodically demonstrates preparation and readiness for class.	Rarely demonstrates readiness for class
Extent of engagement in class presentations (20%)	See meets expectations ...and students were provided opportunities to demonstrate initiative during the session (start discussion, ask questions, etc.)	All students were on task and participated in the discussion	A majority of the class was on task and participated in activities and/or discussion	Less than 50% of the class was on task and participated in activities and/or discussion
Content of class presentations (20%)	Classmates engage in activities and discussion to develop an understanding of the major themes of the topic	The major themes are addressed, but engagement of the class is limited	The major themes are only partially addressed, or there is minimal or opportunity for engagement	Some attention focused on significant themes, but some major areas were not addressed