

**GEORGE MASON UNIVERSITY  
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT  
Education Leadership Program**

**EDLE 636, Section 601, Summer 2017  
Adult Motivation and Conflict Management in Education Settings (3 credits)**

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**Schedule Information**

**Meeting Times:** Monday & Wednesday - 6/14/17 – 7/31/17  
Meeting in rooms 2002/2004 except on these dates:  
6/21/17 Room 2011 7/10/17 Room 2011

**Location:** Kelly Leadership Center  
14715 Bristow Road  
Manassas VA 20112  
Room 2011 or Rooms 2002/2004

**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, guest practitioner presentations, group presentation, individual research, case studies, simulations, and 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.
- 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.
- 3.1c Candidates demonstrate an ability to manage time effectively and deploy financial and human resources in ways that promote student achievement.
- 3.2a Candidates demonstrate the ability to involve staff in conducting operations and setting priorities using appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision.
- 5.1a Candidates demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.
- 5.2a Candidates demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.
- 5.3a Candidates make and explain decisions based upon ethical and legal principles.
- 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.

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 access [and 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. Conduct a case study of a plan for differentiated compensation by applying the results of research regarding motivation and a variety of compensation plans;
4. Review and apply models of leadership as they relate to creating conditions that recruit, retain and lead to improvement of teaching; and
5. Investigate, evaluate and apply to school settings research regarding models of 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 apply them to the creation of such conditions
3. Exercise leadership skills that engender and support such conditions
4. Apply conflict management skills in developing and maintaining such conditions

### **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 Task Stream. 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.
  - f. The ultimate goal is to function as *a community of learners*.
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.

### **Relationship of Course to Internship**

Although the internship is a separate course, the Education Leadership program has integrated "embedded experiences" into course work. This means that some of the work for this class is related to the internship. Students may write about embedded experiences in their internship journals and Collective Records, but they can only count over and above the minimum 320 hours required for the internship.

### **Course Materials**

Kowalski, Theodore J. *Case Studies on Educational Administration [6<sup>th</sup> edition]*. Boston: Pearson Education, Inc.

Whitaker, Todd (2013) *What Great Principals Do Differently: 18 Things That Matter Most[2<sup>nd</sup> Edition]*. New York: Routledge.

Kosmoski, G & Pollack, D. (2005). *Managing Difficult, Frustrating, and Hostile Conversations: Strategies for Savvy Administrators*. [2<sup>nd</sup> Edition]. Thousand Oaks: Corwin Press.

#### *Recommended:*

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

Additional Resources will be listed in the weekly schedule and will be available on Blackboard.

#### 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 my expectation 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.

### 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 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 and the contribution 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, 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.

**Written assignments [2]: 55 points** There are two main writing assignments for this course: 1) a paper reporting the results of a leader's experience with conflict management (25 points), and 2) a paper on creating conditions for teacher motivation (30 points). All written work should be **of the highest quality**. See detailed assignment sheets and assessment rubrics at the end of this syllabus.

**Individual Presentation: 20 points**

Each student will select and present a Case Study from one of the prescribed texts for the course and lead the class in brief discussion highlighting both *conflict management* and *adult motivation*.

**Group Assignment: 10 points** Groups will present on a selected article related to Collaborative Inquiry: Professional Development and Teacher Motivation.

**BOTH WRITTEN ASSIGNMENTS must be submitted electronically, through Blackboard.**

Late work: I expect all students 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 Blackboard by the due date.

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

**TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT**

Every student registered for any EDLE course with a required performance-based assessment is required to submit this assessment, [**Paper on Creating Conditions for Teacher Motivation and Interview on Conflict Management**] to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.”

**Professional Dispositions**

Candidates are expected to exhibit professional behaviors and dispositions at all times. Consistent with our mission to educate exceptional leaders who act with integrity and respect for others, candidates are not permitted to record a class themselves by any means without prior expressed consent of the instructor -- except for class recordings made to accommodate requests presented by the George Mason University's Office of Disability Services.

**Plagiarism:** Candidates must avoid plagiarizing the work of others. Specifically, when referencing a source or author, candidates must give appropriate source documentation; and when using direct quotes, candidates must use quotations, provide page numbers, and ensure that credit is given to the author of quoted material. If a candidate's work contains plagiarism, the candidate will receive no credit for the assignment.

### **Core Values Commitment**

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Candidates 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 <http://gse.gmu.edu/>.

### **George Mason University Policies and Resources for Candidates**

#### *Policies*

- Candidates must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- Candidates must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- Candidates 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 candidates **solely** through their Mason email account.
- Candidates with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor [See <http://ods.gmu.edu/>].
- Candidates must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

#### *Campus Resources*

- Support for submission of assignments to TK20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support candidates as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- 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 candidates' personal experience and academic performance (See <http://caps.gmu.edu/>).

- The George Mason University Office of Candidate Support staff helps candidates negotiate life situations by connecting them with appropriate campus and off campus resources. Candidates in need of these services may contact the office by phone (703-993-5376). Concerned candidates, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason candidate or the community by going to <http://candidatesupport.gmu.edu/>, and the OSS staff will follow up with the candidate.
- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.
- For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

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**Tentative weekly schedule: EDLE 636 (Word)**

Session	DATE	TOPICS	READING/ASSIGNMENTS
1	06-14-2017	Introductions to the course Review of Syllabus & Assignments Review of Case Study Structures for Problem- Solving & Decision Making	Introduction to Kowalski, Whitaker, and Kosmoski
2	06-19-2017	Introduction to Effective Human Relations Improving Personal and Organizational Communications	Kowalski: Chapters 1 & 2 Whitaker: Chapters 1 & 2 Kosmoski: Chapter 1
3	06-21-2017	Maslow's Hierarchy of Needs Understanding Your Personal Communications Style	Whitaker: Chapters 3 & 4 Kowalski: Chapters 3 & 4 View Daniel Pink [The Puzzle of Motivation] Kosmoski: Chapter 2
4	06-26-2017	<b>On-line</b> Intrinsic vs. Extrinsic Motivation Discussion	Whitaker: Chapters 5, 6 & 7 Kowalski: Chapters 5, 6 & 7 Kosmoski: Chapter 3 <i>Read: Herzberg, F. (2003). One more time: How do you motivate employees? Harvard Business Review, 81 (1). 87-96.</i>

			View Dan Ariely's TED Talk: 'What Makes Us Feel Good About Work'
<b>5</b>	<b>06-28-2017</b>	<p style="text-align: center;"><b>Online</b> Motivating Yourself and Others</p> <p style="text-align: center;">What Motivates Teachers to Stay and Improve?</p>	<p>Borman, G. D. &amp; 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</p> <p>Morgan, M., Ludlow, L., Kitching K., O'Leary, M. &amp; 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</p> <p style="text-align: center;">Whitaker: Chapters 8, 9 &amp; 10 Kowalski: Chapters 8, 9 &amp; 10 Kosmoski: Chapter 4</p>
<b>6</b>	<b>07-05-2017</b>	Strategies for Conflict Management & Resolution	<p style="text-align: center;">Whitaker: Chapters 11&amp;12 Kowalski: Chapters 11&amp;12 Kosmoski: Chapter 5</p> <p style="text-align: center;"><b>Written Assignment 1</b> <b>Conflict Interview Due (25 points)</b></p>
<b>7</b>	<b>07-10-2017</b>	Conflict Management—a second model examined	<p style="text-align: center;">Whitaker: Chapters 13 &amp; 14 Kowalski: Chapters 13 &amp; 14 Kosmoski: Chapter 6</p> <p>Shetach, A. (2009). The four-dimensions model: A tool for effective conflict management. <i>International Studies of Management &amp; Organization</i>, 39, 82–106. doi: 10.2753/IMO0020-8825390304</p> <p><i>A Matter of Honor [part 2] View Simon Sinek's talk 'Inspiring Action'</i></p>
<b>8</b>	<b>07-12-2017</b>	Personal Values Influence Ethical Choices	<p style="text-align: center;">Whitaker: Chapters 15 &amp; 16 Kowalski: Chapters 15 &amp; 16 Kosmoski: Chapter 7</p>
<b>9</b>	<b>07-17-2017</b>	Resolving Conflict and Dealing with Difficult People Managing Complex Change	<p style="text-align: center;">Whitaker Chapter 17 &amp; 18 Kowalski: Chapters 17&amp;18 Kosmoski: Chapter 8</p>
<b>10</b>	<b>07-19-2017</b>	Distributive Leadership Team Building a Leadership Strategy	<p>Spillane, J.P. (2009). Managing to lead: Reframing school leadership and management. <i>Phi Delta Kappan</i>, 91(3), 70-73.</p> <p style="text-align: center;">Whitaker 19 &amp; 20 Kowalski: Chapters 19 &amp; 20 Kosmoski Chapter 9</p> <p style="text-align: center;"><b>Written Assignment 2</b></p>

			<b>Creating Conditions (30 points)</b>
<b>11</b>	<b>07-24-2017</b>	Finalizing the Readings Collaborative Inquiry: Professional Development and Teacher Motivation	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. Kowalski Chapter 21& 22 Kosmoski Chapter 10
<b>12</b>	<b>07-26-2017</b>	Group Investigation & 'Round Table' Class Discussion	<b>Group Assignment Presentations (20 points)</b> (Each group reads ONE)  Barth, R. (2006). Improving relationships within the schoolhouse. <i>Educational Leadership</i> , 63(6), 8-15. DuFour, R. (2004). What is a "professional learning community"? <i>Educational Leadership</i> , 61(8), 6-11. Jacobson, D. (2010). Coherent instructional improvement and PLCs: Is it possible to do both? <i>Phi Delta Kappan</i> , 91 (6), 38-45. Vescio, V. Ross, D. & Adams, A. (2008). A review of research on the impact of professional learning communities on teaching practice and student learning. <i>Teaching and Teacher Education</i> 24, 80–91. 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.
<b>13</b>	<b>07-31-2017</b>	<b>Wrap-up</b>  Course Evaluations  Valuing Workforce Diversity and Inclusion  The Changing Roles of Men and Women	Discussion of Creating Conditions paper Whitaker: Chapters 19 & 20 Kowalski: Chapters 23 & 24 Kosmoski: Chapters 11& 12

### Assignment: Individual Presentation (20 points)

Individual class members will choose a chapter from one of the prescribed texts for the class and lead the class in a discussion/review of issue. The presenter should highlight the conflict management and resolution and adult motivational theories.

The case study should be presented in a manner that ensures that it is both interactive and engaging. Where applicable outside research/references should be included. Approximately 30 minutes.

### RUBRIC EDLE 636: Case Study Presentation

Dimensions	Criteria Levels			
	exceeds expectations (4)	meets expectations (3)	approaches expectations (2)	falls below expectations (1)
<b>Introduction (25%)</b>	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.
<b>Conflict Management &amp; Resolution follows Case Study method (35%)</b>	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.
<b>Leadership, Motivation examined (30%)</b>	Multiple leadership styles and adult motivation theories are thoroughly explored and discussed.	Two [minimally] leadership styles and motivation theories are discussed.	One leadership style and/or one motivation theory is discussed.	No leadership styles or motivation theories discussed.
<b>Presentation (10%)</b>	Clearly and concisely presented; occasions excellent discussion.	Mostly clear and concise on presentation; somewhat interactive.	Clearly <b>or</b> concisely presented, but not both.	Unclear presentation; no time allowed for interaction or discussion.

**Written Assignment #1: 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,
- 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.

This is a short paper (5 +/- pages).

**RUBRIC**

**EDLE 636: Interview on Conflict Management**

Dimensions	Criteria Levels			
	exceeds expectations (4)	meets expectations (3)	approaches expectations (2)	falls below expectations (1)
<b>Interview procedure (10%)</b>	Procedure is described, 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.
<b>Description of workplace conflict (20%)</b>	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.
<b>Analysis (40%)</b>	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.
<b>Conclusion (20%)</b>	Conclusions are drawn 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.
<b>Mechanics (10%)</b>	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.

**Written assignment #2: Paper on Creating Conditions for Teacher Motivation  
(30 points)**

This paper will address at least one condition in your school that affects teachers' motivation to stay in the profession and in the school and to improve their impact on student learning. It may be a condition that is missing, that needs to be altered or that should be elaborated in some way. The paper should include:

- a. an introduction that describes the condition to be addressed and how it will be addressed
- b. a statement of rationale that includes a description of the school context that makes the proposed change in condition important and appropriate, including a clear statement of the problem that will be solved by the change in condition and how the proposed change in condition builds on, corrects or supplies a missing condition in the school
- c. an additional statement of rationale that indicates why the proposed change in condition is important to teacher motivation and student learning and on what bases, supported by research, practice and reason, you believe the proposed change will exert the desired impact
- d. a statement of expected results from the change, including process and substantive outcomes
- e. an action plan, including a description of each action to be taken, when it will be completed, who will be responsible for completing it, what resources will be required to complete it, and what evidence will be accepted that it has been accomplished as desired
- f. an evaluation plan that captures the process and substantive results and specifies how the data will be gathered and analyzed, and
- g. a conclusion summarizing the proposed change, and why it is important and believed to be effective.

This is a short paper (5+/- pages).

**RUBRIC  
EDLE 636: Creating Conditions for Teacher Motivation  
(30 points)**

Dimensions	Criteria Levels			
	exceeds expectations (4)	meets expectations (3)	approaches expectations (2)	falls below expectations (1)
<b>Introduction (10%)</b>	The paper begins with a succinct statement of purpose which describes briefly the school condition to be addressed that affects teacher motivation and how it will be addressed.	The proposal begins with a statement of purpose which relates generally to a condition that affects teacher motivation and how it will be addressed. A brief description of the proposed how the	The statement of purpose is vague or worded in such a way that the meaning is unclear.	The statement of purpose and/or description is missing or wholly inadequate.

		change will be addressed is provided.		
<b>Rationale: Context (10%)</b>	The rationale includes a concise description of the school context and why it makes the proposed change in condition important and appropriate. It includes a clear statement of the problem to be solved by the change in condition and how the proposed change builds on, corrects or supplies a missing condition in the school.	The rationale omits the description of school context, the proposed change or how the proposed change builds on, corrects or supplies a missing condition in the school.	The rationale's statement of the proposed change omits two of the three required elements.	The rationale is wholly inadequate or missing.
<b>Rationale: Theory of action (25%)</b>	The rationale includes a concise and well supported description of why the condition to be addressed is important to teacher motivation and student learning, and on what bases (research, practice and reasoning) the writer believes the proposed change will have the desired effect.	The rationale describes why the condition to be addressed is important to teacher motivation, but provides inadequate research support and/or reasoning regarding why the proposed change will have the desired effect; or provides adequate research support on the desired effect, but fails to address adequately the importance of the proposed change to teacher motivation and student learning.	The rationale inadequately presents both the importance of the proposed change and the research support regarding expected results.	The rationale is wholly inadequate or missing.
<b>Expected Results: (10%)</b>	Expected results include specific process outcomes to monitor and evaluate the implementation of	The expected results are included, but two or more of them are unclear in their intent and/or relation to the condition to be	Either process or substantive results are missing.	Expected results are missing, unclear or unrelated to the condition

	the change, as well as substantive outcomes to measure the attainment of the desired effect(s).	changed.		to be changed.
<b>Action Plan (20%)</b>	The action plan includes a description of each action to be taken, when it will be completed, who will be responsible for completing it, what resources will be required to complete it, and what evidence will be accepted that it has been accomplished as desired.	The action plan includes the required descriptions, but some of the descriptions are unclear in their intent or in their relation to the proposed change.	The action plan omits one or more of the required descriptions.	The action plan is wholly inadequate or missing.
<b>Evaluation Plan (10%)</b>	The evaluation plan captures the process and substantive results and specifies how the data will be gathered and analyzed.	The evaluation plan captures most of the process and substantive results and specifies how the data will be gathered and analyzed.	The evaluation plan omits process or substantive results and/ or how the data will be gathered and analyzed.	The evaluation plan is wholly inadequate or missing.
<b>Conclusion (5%)</b>	The paper ends with a summary of the proposed change, and why it is important and believed to be effective.	The paper ends with a summary of the proposed change but is unclear on importance and effectiveness, or is clear regarding importance and effectiveness but fails to summarize the proposed change clearly.	The conclusion is unclear or unrelated to the proposed change.	The conclusion is unclear or unrelated to the proposed change.
<b>Organization (5%)</b>	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 logical progression of ideas.



<b>Mechanics (5%)</b>	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.
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**Assignment: Group Case Study Presentation (20 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 text, class readings and discussions, and outside research for same.

**RUBRIC EDLE 636: Group Case Study Presentation**

Dimensions	Criteria Levels			
	exceeds expectations (4)	meets expectations (3)	approaches expectations (2)	falls below expectations (1)
<b>Introduction (25%)</b>	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.
<b>Conflict Management &amp; Resolution follows Case Study method (35%)</b>	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.
<b>Leadership, Motivation examined (30%)</b>	Multiple leadership styles and adult motivation theories are thoroughly explored and discussed.	Two [minimally] leadership styles and motivation theories are discussed.	One leadership style and/or one motivation theory is discussed.	No leadership styles or motivation theories discussed.
<b>Presentation (10%)</b>	Clearly and concisely presented; occasions excellent discussion.	Mostly clear and concise on presentation; somewhat interactive.	Clearly <b>or</b> concisely presented, but not both.	Unclear presentation; no time allowed for interaction or discussion.

# Rubric

## EDLE 636: Class Participation

### 15 Points

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