GEORGE MASON UNIVERSITY
College Of Education and Human Development
Education Leadership Program

EDLE 620.DL3
Organizational Theory & Leadership Development

Fall 2019, 3 credit hours

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Office Hours:	Online - Mondays, 4:30 – 6:30 p.m. and by appointment via Skype
Course Term:	August 26 – December 7, 2019

Co-requisite(s): Application to the Education Leadership Program.

Course Description

EDLE 620: *Organizational Theory and Leadership Development* (3:3:0) Studies basic organizational theories and models of leadership and management. Emphasizes shared leadership in professional environments, communication skills, systems thinking, and personal and organizational change. Bridges theory to practical applications in educational settings.

General Goals: Organizational Theory and Leadership Development is intended to provide students with an opportunity to explore meanings of leadership in schools, leaders' role in school change and restructuring; and ways school leaders make sense of school organization. Students will explore both how organizations function and leadership choices within organizations, and they will have an opportunity to begin to develop a vision of their leadership practice and situate this practice within a perspective of how school organizations work.

Course Delivery Method
This is a 100% online course using an **asynchronous** format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on August 24, 2019.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technology Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course. Per university policy in compliance with federal law, the professor will only communicate with students via their GMU email accounts, and will be unable to respond to emails sent from other accounts (i.e., Gmail, Yahoo, work email, etc.). Any announcements regarding the course will be sent to your GMU account.   I will respond to emails within 48 hours, excluding weekends.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- **Video/Screencasting Tools**: You will use Kaltura, Jing, or Camtasia to record your introduction videos and Platform of Beliefs assignment.

Group Work: You should use **Google Docs** to complete your Collaborative Leadership Case assignment and Blackboard Discussion Boards to participate in various learning activities throughout the semester.

- The following software plug-ins for PCs and Macs, respectively, are available for free download:
- [Adobe Acrobat Reader: https://get.adobe.com/reader/]
- [Windows Media Player: https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/]
- [Apple Quick Time Player: www.apple.com/quicktime/download/]

On-line Expectations

- **Course Week:** Because online courses do not have a "fixed" meeting day, our week will **start** on Tuesdays [August 26th] and **finish** on Mondays [December 16th]. Major Assignments notwithstanding, all Journals and Discussion Boards should be completed **on or before the Friday of the course week.**

- **Log-in Frequency**: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.
- **Participation**: Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence**: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- **Technical Issues**: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload**: Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Instructor Support:** Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- **Netiquette:** The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- **Accommodations:** Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Required Readings

*Course Texts***:**
Bolman, L., & Deal, T. (2017). *Reframing organizations: Artistry, choice, and leadership* (6th ed.). San Francisco: Jossey-Bass.

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

Recommended:
Fullan, Micheal. (2001). *Leading in a Culture of Change (2nd edition).* Jossey-Bass.

Course Learning Objectives

1. Understand the meaning and significance of the education leader's personal vision and core beliefs in school organizations;
2. Explore and differentiate traditional and critical leadership and organizational theories and their relationship to the study and practice of education leadership; and
3. Engage multiple conceptual and theoretical tools and strategies for observing, describing, and analyzing leadership cases for organizational change and school improvement.

Course Learning Outcomes

Students who successfully complete this course will be able to:

1. Define, identify, and articulate the meaning and significance of the education leader's personal vision and core beliefs in school organizations.
2. Construct and articulate a vision of effective school leadership as supported by their personal values and core beliefs around leadership, teaching, and learning.
3. Demonstrate knowledge of traditional and critical leadership and organizational theories and their relationship to the field of education leadership.
4. Compare and contrast the theoretical assumptions and traditional organizational theories that inform Bolman & Deal's four-frame model for analyzing organizational behaviors and outcomes.
5. Develop leadership cases that reflect connections between leadership and organizational theory, research, and practice.
6. Analyze leadership cases and scenarios through the practice of framing and reframing.

Program Learning Objectives

The Education Leadership program is designed to prepare candidates for leadership and management positions in a variety of educational settings. The program emphasizes an understanding of the complexities of change in schools, communities, and organizations. This is the first class in the licensure sequence in Education Leadership and is therefore intended to introduce students to theory and practice in school leadership. Theory introduced in this class will be used throughout the program to frame candidate's thinking about leadership practice and decision making.

National Standards and Virginia Competencies

Each M.Ed. licensure course has at least one Performance-Based Assessment (PBA) as required by the program. The PBA for this course is the Reframing Paper.

The course addresses a variety of the **ELLC Standards**, focusing <u>primarily</u> on the following: Standards 1.1, 1.2, 1.3, 1.4, and corresponding components of the Virginia Standards for School Leaders:

1. The program in administration and supervision preK-12 shall ensure that the candidate has demonstrated the following competencies:
    a. Knowledge understanding, and application of planning, assessment, and instructional leadership that builds collective professional capacity, including:
        (7) Identification, analysis, and resolution of problems using effective problem-solving techniques;
        (8) Communication of a clear vision of excellence, linked to mission and core beliefs that promotes continuous improvement consistent with the goals of the school division.
    b. Knowledge, understanding and application of systems and organizations, including:
        (1) Systems theory and the change process of systems, organizations and individuals, using appropriate and effective adult learning models; (2) Aligning organizational practice, division mission, and core beliefs for developing and implementing strategic plans;
    e. Knowledge, understanding and application of the purpose of education and the role of professionalism in advancing educational goals, including;
        (3) Reflective understanding of theories of leadership and their application to decision-making in the school setting;
        (5) Intentional and purposeful effort to model continuous professional learning and to work collegially and collaboratively with all members of the school community to support the school's goals and enhance its collective capacity.
    f. Knowledge understanding and application of basic leadership theories and influences that impact schools including;
        (1) Concepts of leadership including systems theory, change theory, learning organizations and current leadership theory;
        (2) Historical leadership theories including organizational theory, motivational theory, political and social systems theory to practical situations;
        (3) Identify and respond to internal and external forces and influences on a school.

<u>Grading</u>

Students can earn a total of 500 points in this course. Graded assignments account for 75% (375 points) of the overall grade, while online course participation accounts for 25% (125 points).

Assignment Descriptions **(75% or 375 points of total grade)**

The three graded assignments required for this course are as follows:

Assignment #1: Autoethnography-Part One [100 points]

Rationale

Over the next couple of years, you will be asked at three points to reflect in writing on your life in relation to what you are learning or have learned over time and in this program. This assignment represents the first section of a three-part autoethnography that you will be asked to complete. Parts two and three will be written about half-way through your internship and at the close of the internship respectively.

An autoethnography is a blending of an autobiography (story of self) and ethnography (study of culture) that represents one form of qualitative research. The purpose of this three-part assignment (i.e., personal, professional, and transformational ethnographic moments) revolves around having you reflect on your own history as it relates to the development of your values and philosophy, and the impact of this program on your growth as a leader.

Process

In this first section you are asked to impart your story growing up by reflecting on your family history, your school experiences and key moments in your life (leading to what some call "epiphanies") that affected the ways you believe and act. Part two will treat your professional work history. Part three will address transformational experiences in this program.

Product

The first part of this paper should be a provocative memory that brings the reader into your life story. Then provide an introduction that tells the reader your thesis (e.g., what experiences were most important to your development and why) and foreshadows how you will go about supporting it, followed by the body of the paper which represents an account of your family history, school experiences and any key moments that impacted your life. Wrap up the paper with a conclusion that restates your thesis and summarizes the support you have provided for it.

The paper should be double spaced (APA format) and be approximately 6-9 pages long.

DUE DATE: on or before September 10th

Assignment #2: Leadership Case Analysis (75 points)

For this assignment, you will work collaboratively in **small groups** to analyze a leadership case provided by the instructor.   Informed by the theories discussed in the course, group members will be required to address the following in their case analysis:

- Clearly describe the context of the leadership case, to include student and faculty demographics; social, cultural, economic, and political forces; and the surrounding community
- Clearly describe the leadership challenge central to the case and any key details essential to understanding the case
- Describe how you would address this leadership challenge supported by relevant theories, readings, and professional experience that have informed your proposed leadership approach and actions

Submission Instructions:
This assignment will be developed using Google Docs to facilitate collaboration in the case analysis. The expected length for this assignment is one collaborative document - 5 to 7 typewritten, double-spaced pages using 12 pt. font and 1-inch margins on all sides OR a video presentation no more than 5 minutes long that addresses all assignment requirements.

DUE DATE: on or before October 14th .

Assignment #3: Reframing Paper (200 points)

In this assignment, you will write a paper that demonstrates your ability to use multiple frames from the four-frame model to analyze a **school improvement project** that has taken place at your school within the last two years. **This assignment is the Performance-Based Assessment (PBA) for this course and must be uploaded to Tk20. Your paper should reflect your understanding of the key theories and assumptions that support each of Bolman & Deal's four frames** and their application to school leadership practice. Expected length: 8-10 pages.

Submission Instructions:
Upload your paper into Tk20 via the Assessment tab on the course site.

DUE DATE: on or before December 7th.

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, The Reframing Paper, 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 F nine weeks into the following semester.

Participation Requirements **(25% or 125 points of total grade)**

To maximize learning and engagement in the online environment, students are expected to participate actively in asynchronous class discussions, asynchronous and synchronous group activities, and serve as critical friends to other students. In this course, participation points are given by unit, rather than per learning activity. Below is a list of all required learning activities, by unit, which will count toward your overall participation grade. Please refer to the Course Participation Rubric for details.

Unit 1 (20 pts.)
- Journal--Vision & Motivation
- Discussion Board--Personal Vision

Unit 2 (30 pts.)
- Journal—Beliefs and Values
- Discussion Board-- Who Inspires You?
- Discussion Board—Assignment 2 [parts 1 and 2]

Unit 3 (60 pts.)
- Activity: The Structural Frame
- Activity: The Human Resource Frame
- Activity: The Political Frame
- Activity: The Symbolic Frame

Unit 4 (15 pts.)
- Discussion Board—Integrating Frames
- Journal-- Final Reflection

Grading Scale

A+   500+ points
A   475 – 500
A-   450 – 474
B+   435 - 449

B	415 - 434
B-	400 - 414
C	375 - 399
F	Below 375 points

Course Policies

Assignments are due by 11:59 p.m. on the dates listed on the syllabus. Late assignments will not be accepted except in emergency situations that have been discussed and approved by the instructor in advance of the due date. Please take advantage of instructor office hours and availability to get assistance prior to assignment deadlines.

Professional Dispositions

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

See https://cehd.gmu.edu/students/polices-procedures/

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/

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).

- 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 Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at

the time the written letter from Disability Services is received by the instructor (see https://ds.gmu.edu/).

- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/ .

Other reminders:

GMU Add/Drop Policy: The last day to drop this class without any penalty is provided on the GMU academic calendar page http://registrar.gmu.edu/calendar/. It is the student's responsibility to check to verify that they are properly enrolled, as no credit will be awarded to students who are not.

Plagiarism Statement: Plagiarism means using the exact words, opinions, or factual information from another person without giving that person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes; a simple listing of books and articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in an academic setting (Statement of English Department at George Mason University).

Plagiarism and the Internet: Copyright rules also apply to users of the Internet who cite from Internet sources. Information and graphics accessed electronically must also be cited, giving credit to the sources. This material includes but is not limited to e-mail (don't cite or forward someone else's e-mail without permission), newsgroup material, information from Web sites, including graphics. Even if you give credit, you must get permission from the original source to put any graphic that you did not create on your web page. Shareware graphics are not free. Freeware clipart is available for you to freely use. If the material does not say "free," assume it is not. Putting someone else's Internet material on your web page is stealing intellectual property. Making links to a site is, at this time, okay, but getting

permission is strongly advised, since many Web sites have their own requirements for linking to their material.

If you have questions about when the contributions of others to your work must be acknowledged and appropriate ways to cite those contributions, please talk with the professor or utilize the GMU Writing Center.

Academic Integrity & Inclusivity: This course embodies the perspective that we all have differing perspectives and ideas and we each deserve the opportunity to share our thoughts. Therefore, we will conduct our discussions with respect for those differences, meaning we each have the freedom to express our ideas, but we should also do so keeping in mind that our colleagues deserve to hear differing thoughts in a respectful manner, i.e. we may disagree without being disagreeable. http://integrity.gmu.edu/

Diversity, Religious Holiday: Please refer to George Mason University's calendar of religious holidays and observations (http://ulife.gmu.edu/calendar/religious -holiday-calendar/). It is the student's responsibility to speak to the instructor in advance should their religious observances impact their participation in class activities and assignments.

Student Privacy Policy: George Mason University strives to fully comply with FERPA by protecting the privacy of student records and judiciously evaluating requests for release of information from those records. Please see George Mason University's student privacy policy https://registrar.gmu.edu/students/privacy/

Other Concerns: If you have concerns or issues relating to the content or conduct of the class, please talk with me directly. Although the specifics of these conversations are entirely confidential, they may provide me with useful suggestions that may be shared indirectly with the class to improve the learning experience for all students. As a matter of policy, I do not respond to anonymous e-mails.

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/.

EDLE 620.DL3 Weekly Course Schedule (Fall 2019)

Note: Please refer to the Weekly Schedule on Blackboard for the most up-to-date version of the Course Schedule.

WEEK	DATE	UNIT	LESSON	ACTIVITIES/READINGS/ ASSIGNMENTS
1	Aug 26 – Sep 3	1	Course Overview; Lesson 1: Vision, Beliefs, and Values	Course Syllabus Personal Leadership Vision and Discussion **Journal [1]: Vision & Motivation** **Discussion Board [1]: Personal Vision**
2	Sep 3 – Sep 9	2	Lesson 1: Defining and Theorizing Leadership	**Journal [2]: Beliefs and Values** ***Assignment #1due: Autoethnography [part 1]...due on or before September 10th***
3	Sep 10 – Sep 16	2	Lesson 2: Organizational Theory and Schools Leadership	Readings: The Short and Glorious History of Organizational Theory; The School as a Social System **Discussion Board [2]: Who Inspires You?** **small groups assigned for Assignment #2**
4	Sep 17 – Sep 23	2	Lesson 2: Organizational Theory and Schools Leadership (cont.)	**Read [think about] the Case Study:** 'A Matter of Honor'
5	Sep 24 – Sep 30	2	Lesson 3: Bridging Theory and Practice	Leadership 102: Ethical Dilemmas
6	Oct 1 – Oct 7	3	Lesson 1: Making Sense of Organizations	B&D Ch. 1, 2 Leadership 102: Ethical Dilemmas [2]
7	Oct 8 – Oct 14	3	Lesson 2: The Structural Frame	B&D Ch. 3, 4, 5 **Journal [3]: Structural Frame** ***Assignment #2 [Group response to Case Study due to Discussion Board on or before October 14th***
	Fall Break		**No Class session**	**October 15—21st]**
8	Oct 22 – Oct 28	3	Lesson 3: The Human Resource Frame	B&D Ch. 6, 7, 8 **Journal [4]: Human Resource Frame**
9	Oct 29 – Nov 4	3	Independent Research – SIP for Reframing Paper	Review Reframing Paper description and rubric

10	Nov 5 – Nov 11	3	Lesson 4: The Political Frame	B&D Ch. 9, 10, 11 **Journal [5]: Political Frame**
11	Nov 12 – Nov 18	3	Lesson 5: The Symbolic Frame	B&D Ch. 12, 13, 14 **Journal [6]: Symbolic Frame**
12	Nov 19 – Nov 25	4	Lesson 1: Reframing Leadership and Change	B&D Ch. 15, 16, 17, 18 **Discussion Board [4]: Integrating Frames**
	No Classes		**Thanksgiving Break**	**Nov 26 to Dec 2**
13	Dec 3 – Dec 7	4	Begin Reframing Paper Lesson 2: Change & Leadership	*B& D Ch. 19,20* **Journal [7]: Final Reflection Assignment #3 due [reframing Paper]on or before December 7th.**

Autoethnography-Part One Assessment
Rubric 100 points

Criteria	Criteria Level			
	Exceeds Expectations—4	**Meets Expectations—3**	**Approaching Expectations—2**	**Falls Below Expectations—1**
Provocative Memory (10%) The paper begins with a story based on a memory that brings the reader into the story.	The memory captures the attention of the reader and illustrates and/or leads to the thesis that follows.	The memory is recounted but may not be particularly interesting.	The memory is recounted but the story is unclear.	The memory is absent.
Thesis and Introduction (10%) The introduction serves to provide a bridge between the provocative memory and the body of the paper by including a thesis	The introduction follows from the provocative memory and provides a statement of thesis and foreshadows for the reader how the thesis will be supported.	The introduction follows from the provocative memory but may be missing a thesis or foreshadowing of its support.	The introduction includes neither a thesis nor foreshadowing.	The introduction is either unclear or missing.

statement and foreshadowing of how it will be supported.				
Body of Paper (50%) The body of the paper includes a description of important or key moments in family history and school experiences that lead to an indication of your values and/or philosophy and support the thesis.	The body of the paper includes a compelling account of important moments and/or epiphanies related to your family history and school experiences that support the thesis.	The body of the paper provides an account of family history and school experiences important to your development but may be loosely related to the thesis.	The body of the paper provides an account of personal history but elides either school experiences or family history.	The body of the paper addresses none of the expected elements.
Conclusion (10%) The conclusion summarizes the thesis and its supporting experiences.	The conclusion restates the thesis and summarizes succinctly the supporting accounts of family history and school experiences.	The conclusion is missing either a restatement of the thesis or a summary of supporting accounts.	The conclusion appears to be disconnected from the body of the paper.	The conclusion is missing.
Organization of Paper (10%)	The paper is powerfully organized and fully developed.	The paper includes a logical progression of ideas aided by clear transitions.	The paper includes some inconsistency in the progression of ideas.	The paper lacks a logical progression of ideas.
Mechanics and APA format (10%)	The paper is nearly error-free, reflecting clear understanding of mechanics and APA.	The paper contains occasional grammatical errors and questionable word choices.	The paper contains frequent errors in grammar and punctuation.	The paper contains frequent errors in spelling, grammar, and punctuation.

Assignment #2 Case Analysis 75 points

Criteria	Exceeds Expectations [4]	Meets Expectations [3]	Approaching Expectations [2]	Falls Below Expectations [1]
Case Study demographics & Cultural Climate described **ELCC: 4.4, 4.1** **[20%]**	The school demographics—as they impact the Case Study-- are clearly described, including subgroups and cultural climate [prose or video]	The school demographics—as they impact the Case Study—are described and include mention of both subgroups and cultural climate [prose or video]	The school demographics—as they impact the Case Study—are described in general terms [prose or video]	The school demographics—as they impact the Case Study – are mentioned, cursorily [prose or video]
Leadership challenge[s] itemized and described, including key details **ELCC: 6.3, 1.1** **[20%]**	The leadership challenges— facing Mediation-- are clearly and concisely articulated, including key details which underline those same challenges [prose or video]	The leadership challenges— facing Mediation-- are articulated, and connect to some key details supporting identified challenges [prose or video]	The leadership challenges— facing Mediation-- are hinted at, as are some of the supporting details [prose or video]	The leadership challenges— facing Mediation-- are described simply in general terms [as are some key details] [prose or video]
Descriptive analysis of solutions offered; connections to 620 course readings, discussions **ELCC: 5.3, 5.5, 1.1** **[25%]**	Descriptive analysis of solution [Mediation] to Case Study offered, and connects to 620 readings, online discussions and to main text [prose or video]	Descriptive analysis of solution [Mediation] to Case Study offered, and connects to 620 readings and online discussions [prose or video]	Descriptive analysis of solution [Mediation] to Case Study offered, and connects to 620 readings only [prose or video]	Descriptive analysis of solution [Mediation] to Case Study offered only [prose or video]
Group Process analyzed, including collaboration, division of work, room for different perspectives, and group consensus **[25%]**	Group dynamics described, including [i] collaboration, [ii] work division, [iii] room for different perspectives, and [iv] group consensus [prose or video]	Group dynamics describes 3 of the 4 elements listed [prose or video]	Group dynamics describes 2 of the 4 elements listed [at a general level] [prose or video]	Group dynamics described generally with no specificity in the 4 elements mentioned [prose or video]

Unblemished Prose [**10%**]	Final product is written/spoken in complete English and is error-free	Final product is clear, concise and mostly error-free	Final product is minimally legible and has many errors	Final product is strewn with errors and is illegible

Assignment #3 [Reframing] Rubric 200 points

Criteria	exceeds expectations	meets expectations	approaching expectations	falls below expectations
Thesis and introduction	**9 - 10 points** The introduction draws the reader into the paper and ends with a clear and compelling thesis. The introduction provides a clear roadmap for the reader, foreshadowing what the paper is intended to cover.	**8 – 8.9 points** Paper starts with a brief introduction that alludes to the purpose of the paper, contains a thesis, and provides a general foreshadowing of what is to be included.	**7 – 7.9 points** The introduction provides some indication of the purpose of the paper, but lacks a thesis and/or provides inadequate or confusing information about what is to be shared.	**0 – 6.9 points** There is no clear introduction or purpose.
Description of school improvement case (ELCC 1.2)	**13.5 – 15 points** The case is described thoroughly, with clear delineation of the critical events relating to the school improvement effort, including the data and/or information that drove school change, demonstrating	**12 – 13.4 points** The case is described generally with reference to important data or information that drove school change, demonstrating candidate's adequate knowledge of the use of evidence for learning and improvement;	**10.5 – 11.9 points** Description of the case is incomplete or poorly constructed, demonstrating candidate's inadequate knowledge of the use of evidence for learning and improvement; tactical and strategic planning; and an	**0 – 10.4 points** Description of the case is largely missing or wholly inadequate, hence provides no evidence related to candidate knowledge on standards.

	candidate's thorough knowledge of the use of evidence for learning and improvement; tactical and strategic planning; and an understanding of the variables that affect student achievement.	tactical and strategic planning; and an understanding of the variables that affect student achievement.	understanding of the variables that affect student achievement.	
Case analysis - Framing (ELCC 1.1)	**13.5 – 15 points** The frame used to initially describe the case is accurately identified, characteristics of the frame are clearly explained, and the frame is used to articulate the effectiveness of data use for school improvement in relation to school vision and goals, demonstrating candidate's thorough knowledge of theories relevant to building, articulating, implementing and stewarding school vision and improvement.	**12 – 13.4 points** The frame used to present the case initially is identified, discussed, and applied as a conceptual lens for understanding the case, demonstrating candidate's adequate knowledge of theories relevant to building, articulating, implementing and stewarding school vision and improvement.	**10.5 – 11.9 points** Analysis is weak or incomplete, or superficially considers the application of the frame to the analysis, demonstrating candidate's inadequate knowledge of theories relevant to building, articulating, implementing and stewarding school vision and improvement.	**0 – 10.4 points** Analysis is unrelated to the case, is largely missing or wholly inadequate, hence provides no evidence related to candidate knowledge on standards.

Case analysis - Reframing (ELCC 1.3)	18 – 20 points At least one additional theoretical frame is clearly and thoroughly described, and used to re-analyze the case, demonstrating candidate's thorough knowledge of continual and sustained improvement processes; school change processes; and the role of professional learning in school improvement. Analysis includes plans or processes for continuous improvement on the basis of the re-analysis.	16 – 17.9 points At least one additional theoretical frame is briefly described and used as a conceptual lens for re-analyzing the case, demonstrating candidate's adequate knowledge of continual and sustained improvement processes; school change processes; and the role of professional learning in school improvement.	14 – 15.9 points Re-analysis is weak or incomplete, or superficially considers the application of at least one additional theoretical frame, demonstrating candidate's inadequate knowledge of continual and sustained improvement processes; school change processes; and the role of professional learning in school improvement.	0 – 13.9 points Re-analysis is unrelated to the case, is largely missing, or wholly inadequate, hence provides no evidence related to candidate knowledge on standards.
Reflection (ELCC 1.4)	18 – 20 points Specific lessons derived from frame analysis are presented. Compelling arguments regarding the success of the improvement effort analyzed and how school plans might be revised are presented. Reflection demonstrates	16 – 17.9 points General lessons derived from frame analysis are presented. Reflection demonstrates candidate's adequate knowledge of effective strategies for monitoring plans to achieve school improvement goals.	14 – 15.9 points Suggested actions are superficial or weakly related to the analysis and re-analysis. Reflection demonstrates candidate's inadequate knowledge of effective strategies for monitoring plans to achieve school improvement goals.	0 to 13.9 points Suggested actions are largely missing or wholly inadequate, hence provides no evidence related to candidate knowledge on standards.

	candidate's though knowledge of effective strategies for monitoring plans to achieve school improvement goals.			
Support	**9 - 10 points** Specific, developed ideas and/or evidence from theory or research are used to support analysis of school improvement effectiveness.	**8 – 8.9 points** Supporting theory or research used to support analysis of school effectiveness lacks specificity or is loosely developed.	**7 – 7.9 points** The paper presents some supporting ideas and/or evidence in analysis of the school improvement case.	**0 – 6.9 points** Few to no solid supporting ideas or evidence are presented.
Organization of paper	**4.5 - 5 points** Paper is powerfully organized and fully developed	**4 – 4.4 points** Paper includes logical progression of ideas aided by clear transitions	**3.5 – 3.9 points** Paper includes brief skeleton (introduction, body, conclusion) but lacks transitions	**0 – 3.4 points** Paper lacks logical progression of ideas
Mechanics	**4.5 - 5 points** Nearly error-free which reflects clear understanding of APA format and thorough proofreading	**4 – 4.4 points** Occasional APA and/or grammatical errors and questionable word choice	**3.5 – 3.9 points** Errors in grammar, APA format, or punctuation, but spelling has been proofread	**0 – 3.4 points** Frequent errors in spelling, grammar, format and/or punctuation