

**GEORGE MASON UNIVERSITY
GRADUATE SCHOOL OF EDUCATION
Education Leadership Program**

EDLE 620.601, ACPS/APS 6
Organizational Theory and Leadership Development
3 credits, Spring 2020
Tuesdays, 1/21/20 through 4/21/20, 4:30 to 7:30pm
TC Williams HS, Room A229

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Course Description

EDLE 620 Organizational Theory and Leadership Development (3:3:0)

University Catalog Course Description

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.

Co-requisite: Application to the Education Leadership Program.

Course Overview

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.

Nature of Course Delivery

This course will be delivered using a hybrid (25% online) format. Consistent with the EDLE program goals and approach to leadership preparation, we will engage in a variety of learning activities in class, including exercises, debates, oral presentations, and analyses of cases. Students will serve as critical friends for each other, including providing periodic feedback on written assignments.

Class activities and assignments will emphasize connecting theory and research on leadership and school organization with the realities of professional educator's work in schools. Since an important component of any leader's learning involves balancing action and reflection, assignments will emphasize using theory and research as a lens for reflecting on leadership practice, and on sharing thoughts and opinions about the ways leaders impact teaching and learning in schools.

Teaching and Learning.

- Each class will mirror as much as possible effective leadership practice and will reflect good management. We will:
 - start and end on time;
 - maintain and follow a written agenda for each class;
 - listen first to understand, then seek to be understood; and
 - work toward common goals in a professional and cordial manner.
- As they develop and refine oral presentation skills, students will
 - work individually and in groups to develop strategies for addressing organizational problems or challenges;
 - engage in a variety of learning activities, including case studies and simulations, and present their analysis orally; and
 - assess the oral effectiveness of peers.
- Students are expected to apply what they have learned previously to the writing assignments for this course and to their self-assessments and assessments of peers.
- **We will endeavor to create a classroom climate that approximates what we know about effective leadership dispositions and the attributes of learning organization.** As such, 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:
 - Come fully prepared to each class;
 - Demonstrate appropriate respect for one another;
 - Voice concerns and opinions about class process openly;
 - Recognize and celebrate each other's ideas and accomplishments;
 - Show an awareness of each other's needs.

Course Objectives

- This course 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. Students taking this class will:
 - refine their perspectives on education administration as they hone their leadership skills;
 - develop a personal philosophy of education and a personal vision relating to their leadership practice;
 - assess their leadership strengths and areas for development;
 - understand leadership roles in schools and school districts in settings characterized by diversity;
 - use various social science perspectives as the foundation for advocacy and change;
 - learn how to work with the larger community;
 - develop oral and written communication skills; and
 - develop leadership savvy by deepening understanding of how organizations function and how leaders influence school change and improvement. To accomplish that end students will
 - review meanings of leadership and the role leaders play in school change and improvement;
 - articulate a vision for effective school leadership and beliefs about leadership, teaching, and learning;
 - learn four major frameworks for analyzing organizational behavior and outcomes;
 - clarify which framework(s) students find most useful for informing their own leadership styles and choices;
 - apply skills, knowledge, and dispositions gained through the Education Leadership Program to the analysis of case studies and in role-playing exercises involving leadership behavior and school change.

Student Outcomes

At the conclusion of this course, successful students should be able to:

- Articulate their core beliefs about teaching, learning, and leadership, and relate these to their vision of effective school leadership;
- Analyze educational issues using four major frameworks for analyzing organizational behavior and outcomes;
- Connect major leadership and organizational theories, and apply these to the understanding of real-world puzzles associated with leadership practice;
- Articulate the leadership role(s) they aspire to take at the conclusion of their program of study;
- Begin to articulate how they plan to develop their leadership capabilities in the near future.

Relationship of Course Goals to Program Goals

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.

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 class may be related to your internship. You may write about embedded experiences in your internship journal and Collective Record, but they can only count over and above the minimum 320 hours required for the internship. However, EDLE 620 is typically taken prior to enrolling in EDLE 791, Internship; hence it is unlikely that any class work would be included in the Collective Record.

National Standards and Virginia Competencies

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

Course Materials

Required Texts.

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

Recommended Texts.

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

Fullan, M. (2001). *Leading in A Culture of Change*. San Francisco: Jossey-Bass.

Additional Readings and Materials. Selected articles and other materials will be available on our Blackboard class site. Required readings will be noted on the tentative weekly schedule.

Outside-of-class resources

All students are required to activate and monitor their GMU e-mail accounts. If you are uncertain about how to do this, please see me. I *strongly recommend* that you do not forward your Mason e-mail to a different account because attachments are often lost that way. It is best to check e-mail directly from your Mason account daily.

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. Online access is vital for this class. All students are required to use Mason's Blackboard portal as part of this course. This is an Internet site at which I will post vital information for the course and through which we will communicate from time to time. Samples of student work will be archived on this site for purposes of course, program, and college assessment. It is my expectation that all students have access to standard word processing software that can be read by Microsoft Office (2003, 2007, 2010 or 2013).

Course Requirements, Performance-based Assessment, and Evaluation Criteria

Attendance. Students are expected to attend every class on time and to remain in class until it ends. If you are ill or have an emergency that prevents you from attending class, please call or e-mail me in advance. If you miss more than one class, you arrive late to multiple classes, and/or you leave class early multiple times, you will be subject to loss of participation points.

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.

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. The presence and appropriateness of application of concepts embedded in assigned readings and other materials and reinforced in classroom activities
2. The quality of analysis, synthesis, and application
3. The clarity, concision and organization of writing

Specific performances and weights. 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 20 points. Students are expected to participate actively in class discussions, in group activities, and in serving as critical friends to other students. 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 - 80 points. Several different types of performance-based assignments will be completed during the semester. Each assignment relates to the application of leadership and organizational theory in school settings. *A description of each assignment and a rubric for grading each assignment are included at the end of this syllabus.* The Reframing assignment is the program-level Performance-Based Assessments for this course.

Submitting papers. Papers are due as indicated on the tentative schedule that follows. *All assignments* must be submitted electronically, through Blackboard.

Late work. Students' work is expected on time, meaning no later than by midnight of the due date.

Grading scale.

A+	=	100+ percent
A	=	95 – 100
A-	=	90 – 94
B+	=	86 – 89
B	=	83 – 85
B-	=	80 – 82
C	=	75 – 79
F	=	74 or below

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 <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced 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>
- **Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:**

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/policies-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/>.

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

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EDLE 620.601 Course Schedule (Spring, 2020)

Note:

WEEK	DATE	UNIT	LESSON	ACTIVITIES/READINGS/ ASSIGNMENTS
1	Jan 21	1	Course Overview; Lesson 1: Vision, Beliefs, and Values	Course Syllabus Course Content <i>Reading: Vision: Essential Scaffolding [Murphy & Torre]</i> Video: Simon Sinek: How Great Leaders Inspire Action
2	Jan 28	1	Lesson 2: Core Beliefs & Leadership Values	<i>Reading: ASCD –Values, Practices & Actions...</i> Case Study: <i>Who Should Decide the School’s Vision?</i> Video: Beliefs versus Values Decision Making <u>Assignment #1 examined</u>
3	Feb 4 *online*	2	Lesson 1: Defining & Theorizing Leadership	<i>Readings: [i] The Short and Glorious History of Organizational Theory..[ii] Sergiovanni—Eight Basic Competencies</i>

				Video: John Kotter—Perils of Confusing Management & Leadership **Assignment #1 due**
4	Feb 11	2	Lesson 2: Organizational Theory and Schools Leadership	Reading: The Short & Glorious History of Organizational Theory [part 2] Case Study: ‘A Matter of Honor’ [simulation] Video: Taylor’s Scientific Management
5	Feb 18 *online*	2	Lesson 3: Bridging Theory and Practice	Leadership 102: Ethical Dilemmas—[i] Heinz Dilemma [ii] Podcast on Ethical Leadership Video: Roses in Concrete Student Podcasts
6	Feb 25	3	Lesson 1: Making Sense of Organizations	Readings: [i] B&D Ch. 1, 2; [ii] Ethical Dilemmas in Teaching Practice Video: 4 Frames
7	Mar 3	3	Lesson 2: The Structural Frame	Structural Frame-- Readings: B&D Ch. 3, 4, 5 Video: **Assignment #2 [Group response to Case Study [session 4]**
8	Mar 10	3	Lesson 3: The Human Resource Frame	Human Resource Frame-- Readings: B&D Ch. 6, 7, 8 Student-led Case Studies [a] Structural Frame; [b] Human Resource Frame Video: Restructuring LWPEs
9	Mar 17 *online*	3	<u>Independent Research – SIP for Reframing Paper</u>	Review Reframing Paper description and rubric Class BlogChat
10	Mar 24	3	Lesson 4: The Political Frame	Political Frame-- Readings: B&D Ch. 9, 10, 11 Video: Education System Reform
11	Mar 31	3	Lesson 5: The Symbolic Frame	Symbolic Frame-- Readings: B&D Ch. 12, 13, 14

				<i>Student-led Case Studies [a] Political Frame; [b] Symbolic Frame</i> Video: Building a Positive School Climate Class Blog
	SPRING BREAK		Apr 6 –10	No Class
12	Apr 14	4	Lesson 1: Reframing Leadership and Change	Integrating Frames-- <i>Readings: B&D Ch. 15, 16, 17, 18</i> Video Case Study: Michelle Rhee Integrating Frames [small group in-class presentations]
13	Apr 21	4	Course Themes Revisited	<i>Readings: B & D, Ch. 19, 20</i> ** Assignment #3 due to Tk 20**

Assignment #1: Autoethnography-Part One
(20 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.

**Autoethnography-Part One Assessment Rubric
(20 points)**

Dimension	Criteria Level			
	Exceeds Expectations—4	Meets Expectations—3	Approaching Expectations—2	Falls Below Expectations—1
<p>Provocative Memory (10%) The paper begins with a story based on a memory that brings the reader into the story.</p>	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.
<p>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 statement and foreshadowing of how it will be supported.</p>	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.
<p>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</p>	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.

philosophy and support the thesis.				
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: Leadership Case Analysis

(25 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.

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
(35 points)

Rationale

Bolman and Deal (2008) say that the essence of reframing is examining the same situation from different perspectives to develop a more holistic picture. To practice this critical leadership skill, you will reconsider a school improvement project focused on instruction that you've experienced in the last year or two at your school. You will **analyze the project as a case using multiple frames** to see what you can learn about the specific project and about leadership generally.

Process

- Briefly describe the improvement or change:
- What was the performance or achievement gap being addressed by the change?
- How were data or evidence employed to determine or explain the gap?
- What was the specific goal?
- What strategy or action was used to promote improvement? (What was the objective of the school improvement project?)
- To what degree did collaboration take place? Was it meaningful? Helpful?
- What was the rationale for using this strategy to promote improvement? (Why did anyone think implementing the action plan would bring about the specific improvement you sought?) What was the theory of action behind the project?
- What happened, and what did you learn from implementation of this project?

Product

Step back and consider the bases for your description—what frame are you using when you describe and analyze the change? Discuss your conclusions explicitly in terms of the use of the frame. What does the use of this conceptual lens help you understand about the case?

Then, select **one or more other frames** to examine the case:

- What do you learn by analyzing this case through the lens of this frame?
- Do you see different opportunities, challenges, or outcomes from an alternative perspective?

Reflecting on your frame analysis:

- Was the improvement effort successful? To what degree? How do you know?

- Most important: *What actions would you take to make the improvement effort in your case more effective? Do any of these actions involve changing the school planning process? In what ways?*

HINT: It seems likely that you would select the structural or human resources frames instinctively. As a comparison, try to select the political or symbolic frames—these may provide you with the best opportunities to see different things in the same case. In your thesis, be sure to explain which frames you are using and why. In the body of your paper, develop what you believe to be the primary features of each frame (be brief, but let me know that *you know* what’s unique and valuable about the frame as a way of seeing), and what you learn about the case by using the frame.

This paper (8 +/- pages) must be word-processed and conform to APA format.

**Reframing Assessment Rubric
(35 points)**

Dimension	Criteria Level			
	Exceeds Expectations-4	Meets Expectations-3	Approaching Expectations-2	Falls Below Expectations-1
Thesis & introduction (10%)	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.	The 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.	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.	There is no clear introduction or purpose.
Description of school improvement case: Presenting information pertinent to the improvement of the school’s educational environment (ELCC 1.2) (15%)	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.	The case is described generally with reference to important data or information that drove school change.	Description of the case is incomplete or poorly constructed.	Description of the case is largely missing or wholly inadequate.

<p>Case analysis - Framing: Using theories relevant to building, articulating, implementing, and stewarding a school vision (ELCC 1.1) (15%)</p>	<p>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.</p>	<p>The frame used to present the case initially is identified, discussed, and applied as a conceptual lens for understanding the case.</p>	<p>Analysis is weak or incomplete, or superficially considers the application of the frame to the analysis.</p>	<p>Analysis is unrelated to the case, is largely missing, or wholly inadequate.</p>
<p>Case re-analysis - Reframing: Promoting continual and sustainable school improvement (ELCC 1.3) (20%)</p>	<p>At least one additional theoretical frame is clearly and thoroughly described, and used to re-analyze the case. Analysis includes plans or processes for continuous improvement on the basis of the re-analysis.</p>	<p>At least one additional theoretical frame is briefly described and used as a conceptual lens for re-analyzing the case.</p>	<p>Re-analysis is weak or incomplete, or superficially considers the application of at least one additional theoretical frame.</p>	<p>Re-analysis is unrelated to the case, is largely missing, or wholly inadequate.</p>
<p>Reflection: Evaluation of school progress and ideas for revising school plans (ELCC 1.4) (20%)</p>	<p>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.</p>	<p>General lessons derived from frame analysis are presented.</p>	<p>Suggested actions are superficial or weakly related to the analysis and re-analysis.</p>	<p>Suggested actions are largely missing or wholly inadequate.</p>
<p>Support Assessing organizational effectiveness (10%)</p>	<p>Specific, developed ideas and/or evidence from theory or research are used to support analysis of school improvement effectiveness.</p>	<p>Supporting theory or research used to support analysis of school effectiveness lacks specificity or is loosely developed.</p>	<p>The paper presents some supporting ideas and/or evidence in analysis of the school improvement case.</p>	<p>Few to no solid supporting ideas or evidence are presented.</p>

Organization of paper (5%)	The paper is powerfully organized and fully developed.	The paper includes a logical progression of ideas aided by clear transitions.	The paper includes skeletal structure (introduction, body, conclusion) but lacks transitions.	The paper lacks a logical progression of ideas.
Mechanics and APA (5%)	The paper is nearly error-free, reflecting clear understanding of mechanics and APA and thorough proofreading.	The paper contains occasional grammatical errors and questionable word choice.	Errors in grammar and punctuation are frequent, but spelling has been proofread.	The paper contains frequent errors in spelling, grammar, and punctuation.

Class Participation Assessment Rubric
10 points

Dimension	Criteria Levels			
	exceeds expectations (4)	meets expectations (3)	approaches expectations (2)	falls below expectations (1)
Attendance (30%)	Exemplary attendance, no tardies	Near perfect attendance, few tardies	Occasional (1-3) absences or tardies	Frequent (>3) absences or tardies
Quality of Questions and Interaction (20%)	Most queries are specific and on point. Deeply involved in class dialogue. Challenges ideas, seeks meaning.	Often has specific queries, stays involved in class dialogue, though sometimes tentative or off-base.	Asks questions about deadlines, procedures, directions or for help with little specificity. Little discussion of ideas.	Rarely asks questions of any quality.
Effort (20%)	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 (rarely volunteers) Seeks easiest duties within groups.	Actively avoids involvement. Complains about others and uses excuses to explain deficiencies.
Demonstration of preparation for class (30%)	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.	Demonstrates preparation and readiness periodically.	Is unable to demonstrate readiness for class