

**George Mason University
College of Education & Human Development
Education Leadership Program**

EDLE 636, Section DL1,
3 Credits, Fall 2020
Aug 27 – Dec. 3, 2020 | Online - Thursdays: 4:30 – 7:10 pm

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

Instructor: Dr. Farnoosh Shahrokhi
Phone: 703-615-2765 (Cellphone)
E-mail: fshahrok@gmu.edu
Skype: farnoosh shahrokhi

Mailing address: George Mason University
4400 University Drive, MSN 4C2
Fairfax, VA 22030-4444

Office Hours: On-line, Thursday 3:00 to 4:00pm by appointment via Skype or Blackboard Collaborate. I am also available by email or phone.

Course Description:

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.

Course Delivery Method Course Delivery

This is a 100% online course using synchronous and 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 26, 2029. **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**

Technical Requirements

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

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers To get a list of supported operation systems on different devices see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- 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.
- 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://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

On-line Expectations

- **Course Week:** Our synchronous sessions will be scheduled from Thursdays from 4:30-7 and the class schedule will reflect the details. Because of holidays and schedule changes, there may be some alterations to this at some point.
- **Log-in Frequency:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be 2 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 are expected to seek assistance if they are struggling with technical components of the course.
- **Technical Issues:** Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:** Expect to log in to this course **at least two times a week** to read announcements, participate in the discussions, and work on course materials when meeting asynchronously. Students are expected to attend all synchronous session. Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates** listed in the **CLASS SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Advising:** If you would like to schedule a one-on-one meeting to discuss course requirements, content or other course-related issues, and you are unable to come

to the Mason campus, we can meet via telephone or web conference. Send me an email to schedule your one-on-one session and include your preferred meeting method and suggested dates/times.

- **Netiquette:** Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post. **Be positive in your approach to others and diplomatic with your words.** I will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.
- **Accommodations:**
Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

Other Technology Reminders

Bb Collaborate: You will communicate with your colleagues and instructor using Bb Collaborate for both group collaborate sessions and the instructor's virtual office hours.

Email: All candidates are required to activate and monitor their GMU e-mail accounts. 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. Per university policy in compliance with federal law, I will only communicate with candidates 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 24 hours, excluding weekends.

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 TaskStream. Specific process goals for the class appear below.

1. Classes will reflect a balance of activities that encourage high quality, ethical leadership. To promote an atmosphere that allows us to accomplish this, we will:
 - a. start and end on time;
 - b. maintain (flexibly) a written agenda reflecting objectives for each class;
 - c. agree to disagree respectfully during class discussions;
 - d. strive to be open to new ideas and perspectives; and
 - e. listen actively to one another.
 - 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
 - a. learning environments that value diversity, continual knowledge acquisition, instructional leadership,
 - b. innovative and ethical decision-making, reflective practice and successful achievement of all school-
 - c. 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 [6th edition]*. Boston: Pearson Education, Inc.

Whitaker, Todd (2020) *What Great Principals Do Differently: 20 Things That Matter Most[3rd Edition]*. New York: Routledge.

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

Recommended:

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th 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 synchronous class for its entirety. Maximum class participation points will be earned by students who attend all classes, and actively engage in the synchronous sessions and engage in asynchronous activities required.

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:

1. **Class participation: 25 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 synchronous classes. **If you must be absent, please notify me by e-mail or phone.**

2. **Written assignments [2]: 55 points**

Two written assignments will be completed during the semester. A description and directions for each assignment and a rubric for grading each assignment are included at the end of this syllabus.

3. **Simulation Case: 10 points**

Students will engage in simulation and respond based on their learning.

4. **Group Assignment: 10 points**

Groups will present on a selected article related to Collaborative Inquiry: Professional Development and Teacher Motivation. **Both 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

Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/>

Core Values Commitment

The College of Education and 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 <https://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 <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- 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.

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

Tentative Class Schedule

Green week are synchronous session.

Weeks	Date	Topic	Readings/Assignments
Week 1	Aug 27	Review Syllabus	<p>Synchronous Session. Check Bb Collaborate Ultra to join class.</p> <ul style="list-style-type: none"> • View Gandhi Video Clip • <i>Read Introduction to Kowalski</i>
Week 2	Sep 3	Maslow’s Hierarchy of Needs	<p>Synchronous Session. Check Bb Collaborate Ultra to join class.</p> <ul style="list-style-type: none"> • Introduction of a key motivational theory • Read Kosmoski’s chapter 1 • Read Whitaker chapters 1-3 • Read Case Study: A Bully’s Threat
Week 3	Sep 10	Intrinsic vs. Extrinsic Motivation	<p>Synchronous Session. Check Bb Collaborate Ultra to join class.</p> <ul style="list-style-type: none"> • Read: Deci, E.L., Koestner, R. & Ryan, R. M. (2001). Extrinsic rewards and intrinsic motivation in education: Reconsidered once again. <i>Review of Educational Research, 71</i>, 1-27. doi: 10.3102/00346543071001001 • View Daniel Pink [The Puzzle of Motivation]

Week 4	Sep 17	Intrinsic vs. Extrinsic Motivation Discussion	<p>Asynchronous Session</p> <ul style="list-style-type: none"> • Read Why Incentive Plans Don't Work- • Read Case Study: An Ambitious Assistant Principal • Read Whitaker 4-6 • Read Kosmoski, Chapter 2
Week 5	Sep 24	Employee Motivation, Herzberg theory & Flow [Assignment #1 Examined]	<p>Synchronous Session. Check Bb Collaborate Ultra to join class.</p> <ul style="list-style-type: none"> • <i>Read: Herzberg, F. (2003). One more time: How do you motivate employees? Harvard Business Review, 81 (1). 87-96.</i> • Read: Finding Flow • View Dan Ariely's TED Talk: 'What Makes Us Feel Good About Work'
Week 6	Oct 1	Teacher Retention and Attrition	<p>Synchronous Session. Check Bb Collaborate Ultra to join class.</p> <ul style="list-style-type: none"> • Read: Whitaker 7-8 • Read Borman, G. D. & Dowling, N. M. (2008). Teacher attrition and retention: A meta-analytic and narrative review of the research. <i>Review of Educational Research, 78</i>, 367–409. doi:10.3102/0034654308321455 • Morgan, M., Ludlow, L., Kitching K., O'Leary, M. & Clarke, A. (2010). What makes teachers tick? Sustaining events in new teachers' lives. <i>British Educational Research Journal, 36</i>, 191–208. doi: 10.1080/01411920902780972 • <i>Read Case Study: Break the Rules & Pay the Price</i>
Week 7	Oct 8	Strategies for Conflict Management & Resolution. Application: The Plagiarism Problem	<p>Synchronous Session. Check Bb Collaborate Ultra to join class.</p> <ul style="list-style-type: none"> • Read: Kosmoski chapters 3 & 5 • View Thomas Kilmann explained • Read Thomas Kilmann Article • Read Case Study: A Matter of Honor **Assignment #1 Due**
Week 8	Oct 15	Conflict Management -a second model examined	<p>Synchronous Session. Check Bb Collaborate Ultra to join class.</p> <ul style="list-style-type: none"> • Shetach, A. (2009). The four-dimensions model: A tool for effective

			<p>conflict management. <i>International Studies of Management & Organization</i>, 39, 82–106. doi: 10.2753/IMO0020-8825390304</p> <ul style="list-style-type: none"> • View Simon Sinek’s talk ‘Inspiring Action’
Week 9	Oct 22	Asynchronous Group Work	<p>*Assignment #2 is due**</p>
Week 10	Oct 29	Distributive Leadership	<p>Synchronous Session. Check Bb Collaborate Ultra to join class.</p> <ul style="list-style-type: none"> • Watch Simon Sinek's video titled: "How Great Leaders Inspire Action" • Hulpia, H., Devos, G. (2010). How distributed leadership can make a difference in teachers’ organizational commitment: A qualitative study. <i>Teaching and Teacher Education</i>, 26, 565- 575. • Spillane, J.P. (2009). Managing to lead: Reframing school leadership and management. <i>Phi Delta Kappan</i>, 91(3), 70-73. • Read: Whitaker 9 & Kosmoski 6 & 8 • Read Case Study: Let’s Not Rap
Week 11	Nov 5	<p>Simulation Case Study examined</p> <p>Finalizing the Readings Collaborative Inquiry: Professional Development and Teacher Motivation</p> <p>Group Investigation & ‘Round Table’ Class Discussion</p>	<p>Synchronous Session. Check Bb Collaborate Ultra to join class.</p> <ul style="list-style-type: none"> • Read: Kosmoski 9 & 11 • Read: Whitaker 15 & 18 • Read: Whitaker 16, 17 & 19 • Read: Kosmoski 12 <p>(Each group reads ONE)</p> <ul style="list-style-type: none"> • 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

			<p>instructional improvement and PLCs: Is it possible to do both? <i>Phi Delta Kappan</i>, 91 (6), 38-45.</p> <ul style="list-style-type: none"> • 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.
Week 12	Nov 12	High Achievers Dealing with Volatile Issues	<p>Synchronous Session. Check Bb Collaborate Ultra to join class.</p> <ul style="list-style-type: none"> • Watch the TED Talk by Tan Le on immigration • Watch the U-Tube video below about The New America [Charter] Schools
Week 13	Nov 19		<p>Synchronous Session. Check Bb Collaborate Ultra to join class.</p> <ul style="list-style-type: none"> • Case Study Simulation • Read Case Study: Even on Saturdays
Week 14	Nov 26	Thanksgiving Holiday	NO CLASS
Week 15	Dec 3	Wrap-Up and final presentations	<p>Synchronous Session. Check Bb Collaborate Ultra to join class.</p> <ul style="list-style-type: none"> • Collaborative Inquiry Presentations

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

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

Rubric
EDLE 636: Position Paper on Extrinsic and Intrinsic Motivation

Dimensions	Criteria Levels			
	Exceeds expectations (4)	Meets expectations (3)	Approaches expectations (2)	Falls below expectations (1)
Introduction and Thesis (15%)	The paper starts with an introduction that states succinctly the thesis or position of the paper and how it will be supported.	The paper starts with an introduction that states the thesis of the paper, but is unclear in indicating how the position will be supported	The thesis is unclear.	The paper lacks an introduction entirely, or the introduction is unrelated to the intended purpose of the paper.
Argument (50%)	The paper includes a well developed and supported (by research, practice and reason) argument regarding the relative importance of extrinsic and intrinsic motivation in retaining teachers and in leading them to increase their impact on student learning.	The paper includes a logical argument that lacks sufficient support.	The paper includes an argument that is poorly developed and supported.	The argument is unclear or missing.
Conclusion (15%)	The conclusion summarizes the salient points of the argument.	The conclusion summarizes the argument, but introduces additional	The conclusion is included but is unclear or unrelated to the argument.	The conclusion is missing.

		information or omits salient points.		
Evidence (10%)	The argument is supported by detailed examples from research and/or practice.	The argument is supported by general statements of practice and or beliefs.	The evidence fails to bolster the argument.	The evidence is unclear or missing.
Organization (5%)	The paper is powerfully organized and fully developed.	The paper includes a logical progression of ideas aided by clear transitions.	The paper lacks effective transitions.	The paper lacks a logical progression of ideas.
Mechanics (5%)	Nearly error-free, reflecting clear understanding and thorough proofreading. It follows APA format.	Occasional grammatical errors and questionable word choice. It follows, in the main, APA format.	Errors in grammar and punctuation, but spelling largely correct. It does not follow APA format.	Frequent errors in spelling, grammar, and punctuation. It does not follow APA format.

Written Assignment #2: Interview on Conflict Management (25 points)

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

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

Rubric
EDLE 636: Interview on Conflict Management

Dimensions	Criteria Levels			
	Exceeds expectations (4)	Meets expectations (3)	Approaches expectations (2)	Falls below expectations (1)

Interview procedure (10%)	Procedure is described, including at least ground rules, documentation, setting, questions and length.	Procedure is described but at least one of the elements (ground rules, documentation, setting, questions or length) is unclear.	Procedure is described, but at least two of the elements (ground rules, documentation, setting, questions and length) are unclear.	Procedure is entirely unclear or missing.
Description of workplace conflict (20%)	Conflict is described clearly, including interviewee's role, issues involved, how the conflict was addressed, and the result.	Conflict is described with one of the elements (interviewee's role, issues, how addressed or result) unclear.	Conflict is described with two of the elements unclear.	Conflict is described with all of the elements unclear or the description is missing.
Analysis (40%)	Management of the conflict is analyzed clearly and insightfully in relation to concepts of leadership and motivation.	Management of the conflict is analyzed, but the relationship to leadership <i>or</i> motivation is unclear.	Management of the conflict is analyzed, but the relationship to leadership <i>and</i> motivation is unclear.	Analysis is missing or unrelated to the conflict as described.
Conclusion (20%)	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.
Mechanics (10%)	Error free; clearly & professionally written.	Error free for the most part; clearly written for the most part.	Some spelling, grammar and mechanical errors.	Multiple spelling, grammar and mechanical errors.

Rubric

EDLE 636: Class Participation (25 Points)

Dimensions	Criteria Levels			
	exceeds expectations (4)	meets expectations (3)	approaches expectations (2)	falls below expectations (1)
Attendance (40%)	Exemplary attendance, no tardies	Near perfect attendance, few tardies	Occasional (1-3) absences or tardies	Frequent (>3) absences or tardies
Quality of Questions, Interaction (20%)	Most queries are specific and on point. Deeply involved in class dialogue. Challenges ideas seeks meaning.	Often has specific queries, stays involved in class dialogue, though sometimes tentative or off-base.	Asks questions about deadlines, procedures, directions or for help with little specificity. Little discussion of ideas.	Rarely asks questions of any quality.
Effort (20%)	Willingly participates when asked. Plays a leadership role in groups. Engages and brings out the best in others.	Willingly participates when asked. Takes on group tasks. Engages others.	Reluctantly participates when asked. Seeks easiest duties in groups. Tolerates others.	Actively avoids involvement when possible. Complains about others. Has large set of excuses.
Engagement (20%)	Enthusiastically initiates discussion. Personalizes and takes ownership of activities. Always knows where class or group is.	Sometimes initiates discussion and always works well with direction. Generally knows what's going on.	Seeks direction, but does not initiate discussion. May know where class or group is.	Waits for direction. Knows little of what is going on. Cannot describe where class or group is.