George Mason University
College of Education and Human Development
Education Leadership Program

EDLE 620.602
Organizational Theory & Leadership Development
3 credits, Summer 2021
Meeting Day: Thursdays; May 20 through July 22, 2021; 4:45-7:45 p.m.
Synchronous and Asynchronous Virtual Classroom

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Office Hours:	Online - by appointment

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 course is delivered through a combination of synchronous and asynchronous online sessions 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 incorporates a variety of instructional methods, including large-and small-group instruction, cooperative learning activities, Internet assignments, lectures, individual presentations, case studies, simulations, and written and verbal assignments. The course will be available by 5/27/21.

Under no circumstances may students participate in online class sessions (either by phone or the 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.

All students are required to review the *Safe Return to Campus and Remote Learning Guidance for Students Enrolled in CEHD Courses***. This document is posted on the Blackboard course site. It can be accessed via the Navigation Pane in the section titled, Course Orientation. You may also review the [FAQs for a Safe Return](#).**

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 the course requirements.
- **Video/Screen casting Tools**: You will use Kaltura, Jing, or Camtasia to record presentations that are consistent with assignment descriptions and instructions.
- **Group Work:** You will use **Google Docs** to complete the collaborative aspects of your assigned group work. The work products will be posted on Blackboard Discussion Boards for class commentary and assessment.
- The following software plug-ins for Pcs and Macs respectively, are available for free download by clicking on the link next to each plug-in:
  · **Adobe Acrobat Reader: http://get.adobe.com/reader/**
  · **Windows Media Player:** https://support.microsoft.com/en-us/help/14209/get-windows-media-player

  · **Apple QuickTime Player: www.apple.com/quicktime/download/**

Online Expectations

- **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.
- **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 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. Updates will be posted on the Bb site.
- **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 accommodations to ensure accessibility must be registered with George Mason University Disability Services and provide the instructor with a Faculty Contact Sheet. Academic accommodations are initiated through Faculty Contact Sheets and are not retroactive.

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 enhanced institutional performance

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 first class is intended to introduce students to theory and practice in school leadership. Theory introduced in this class through readings, mixed media, and engagement activities will be used throughout the program to frame the candidate's thinking about leadership practice and decision making.

National Standards and Virginia Competencies

Each M.Ed. licensure course includes at least one Performance-Based Assessments (PBA) as required by the program. The PBA for this course is the Reframing Paper. The course addresses a variety of the **NELP Standards**, focusing primarily on the following: Standards 1.1, 1.2, 3.3, 4.3, 4.4, and corresponding components of the Virginia Standards for School Leaders:

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.

The **NELP** standards for building-level leadership preparation address the most critical knowledge and skill areas for beginning building-level educational leaders. These standards align to national leadership practice standards and research on effective leadership practice, input from key stakeholder communities, and the four Council for the Accreditation of Educator Preparation (CAEP) principles—(A) The Learner and Learning, (B) Content, (C) Instructional Practice, and (D) Professional Responsibility. The Education Leadership Department began the transition to NELP standards in the fall of 2020 and students beginning his/her program on or after that time will be following the NELP standards.

NELP Standard Component 1.1 Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.

NELP Standard Component 1.2 Program completers understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation.

NELP Standard Component 3.3 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff.

NELP Standard Component 4.3 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being.

NELP Standard Component 4.4 Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner.

Required Course Texts

Bolman, L., & Deal, T. (2017). *Reframing organizations: Artistry, choice, and leadership* (6th ed.). Jossey-Bass.
Fullan, M. (2020). *Leading In a Culture of Change* (2nd ed.). Jossey-Bass.

Recommended Course Text

American Psychological Association (2020). *Publication Manual of the American Psychological Association* (7th ed.). American Psychological Association.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Graded assignments account for 75% of the overall grade, and online course participation accounts for 25%. Rubrics for the Performance-Based Assessments are included at the end of this syllabus. Students are expected to submit all assignments, on time, in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Assignments: (75%)

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

1. Platform of Beliefs   20%
2. Autoethnography – Part 1 of 3   25%
3. Reframing Paper   30%

Participation and Reflection Requirements (25%)

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. Each week there will be assignments, prompts, and activities students must participate in. In this course, participation points are accrued by unit, rather than per learning activity. The assessment rubric for class participation can be found at the end of the syllabus.

Expectations for Written Work

Use appropriate grammar.
Spell correctly.
Writing should be the caliber of a graduate student.
Type all work.
Use Times Roman or Arial 12-point font.
Write clearly.
Include a cover page with name, date & assignment.
Find a good proofreader.
Follow APA guidelines (double space, references, etc.)
Avoid plagiarism.

Expectations for Group Presentations

Each team member has a clearly identifiable role of contribution.
Practice conflict resolution and consensus-building.
Use clear transitions.
Proofread multimedia in use.

Grading Scale:

A+	=	100 percent	B+	=	89 - 86 percent	C	=	79 - 75 percent
A	=	99 - 95 percent	B	=	85 - 83 percent	F	=	74 percent or below
A -	=	94 - 90 percent	B-	=	82 - 80 percent			

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 emergencies that have been discussed and approved by the instructor in advance of the due date. In addition, a deduction of 2 points will apply for every day the assignment is submitted late.

EDLE 620.602 Weekly Course Schedule (Summer 2021)

Note: At the instructor's discretion, the topic, reading schedule, and asynchronous and synchronous sessions may be amended during the semester. Please refer to the Weekly Schedule on Blackboard for the most up-to-date version of the Course Schedule.

FORMAT* (A) Asynchronous   (S) Synchronous

DATE	FORMAT	TOPICS	ACTIVITIES/READINGS/ ASSIGNMENTS
5/27	S	Orientation Overview of Leadership & Change Vision	
6/03	S	Leadership Theories	Fullan Chapters 1, 2, 3
6/10	S	Beliefs and Values Organizational Theories and Change	Fullan Chapters 4, 5, 6
	A1 Due: Platform of Beliefs 6/10 and 6/16		
6/17	S	Bridging Theory and Practice Making Sense of Organizations	Fullan Chapter 7 Bolman and Deal Chapters 1, 2
6/24	S	The Structural Frame The Human Resource Frame	Bolman and Deal Chapters 3, 5 B&D (Chapters 6, 7)

DATE	FORMAT	TOPICS	ACTIVITIES/READINGS/ ASSIGNMENTS
7/01	S	The Political and Symbolic Frames	B&D (Chapters 9, 10, 12, 13)
	A2 Due: Autoethnography 7/01		
7/08	A	Reframing Paper	Simulation: Managing Change Article
7/15	S	Reframing Leadership	B&D (Chapters 15, 16, 17, 18) Discussion of Simulation
7/22	S or A	Improving Leadership Practice and Wrap-up	B&D (Chapters 19, 20) Review of Article
	A3 Due: Reframing Paper 7/22		

<u>Professional Dispositions</u>

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

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

<u>Core Values Commitment</u>

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/**.

<u>GMU Policies and Resources for Students</u>

Policies

- George Mason University takes pride in the diversity of our university community. We aim to create an environment at Mason, in our classrooms and beyond, that is inclusive, inspirational, and focused on the needs of those we serve. Please view the Mason Diversity Statement for more information.

- Mason is an Honor Code university; please see the Office for Academic Integrity for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously, and violations are treated gravely. Students must adhere to the guidelines of the Mason Honor Code (see http://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 the George Mason University Office of Disability Services (ODS). Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ds.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 the 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.

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

Copyright: 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 email (don't cite or forward someone else's email 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, unless the materials are made available through a fair use claim or consistent with the TEACH Act.

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/

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

Appendix A:

The following rubric presented on the next pages will be used to assess the TK20 performance for this course.

EDLE 620 Reframing Case Analysis Rubric

Criteria	Exceeds Expectations 1	Meets Expectations 2	Approaching Expectations 3	Falls Below Expectations 4
Thesis and 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 **NELP 1.1** 15%	The case is described thoroughly, with clear delineation of the critical events relating to the school improvement effort, evaluation of the existing mission and vision processes and statements and an understanding of school variables to include comprehensive knowledge of data use, technology, equity, diversity, digital citizenship, and community.	The case is described generally with delineation of the critical events relating to the school improvement effort, evaluation of the existing mission and vision processes and statements and an understanding of school variables to include general knowledge of data use, technology, equity, diversity, digital citizenship, and community.	Description of the case is incomplete or poorly constructed, demonstrating candidate's inadequate knowledge of the critical events relating to the school improvement effort, evaluation of the existing mission and vision processes and statements and a lack of understanding of school variables to include limited knowledge of data use, technology, equity, diversity, digital citizenship, and community.	Description of the case is largely missing or wholly inadequate, hence provides no evidence related to candidate knowledge on standard.

Criteria	Exceeds Expectations 1	Meets Expectations 2	Approaching Expectations 3	Falls Below Expectations 4
Case analysis - Framing **NELP 1.2** 15%	The initial frame identified includes a comprehensive description and explanation of the improvement process, including the diagnosis, design, implementation, and evaluation of the case.	The initial frame identified includes a sufficient description and explanation of the improvement process, including the diagnosis, design, implementation, and evaluation of the case.	The initial frame identified includes a limited description and explanation of the improvement process, including the diagnosis, design, implementation, and evaluation of the case.	The initial frame identified includes a minimal description and explanation of the improvement process, including the diagnosis, design, implementation, and evaluation of the case.
Case analysis - Reframing **NELP 4.3** 15%	At least one additional theoretical frame is clearly and accurately described and used to re-analyze the case, demonstrating mastery of skills to develop school policies or procedures that cultivate equitable, inclusive, and culturally responsive practice among teachers and staff.	At least one additional theoretical frame is adequately described and used to re-analyze the case, demonstrating mastery of skills to develop school policies or procedures that cultivate equitable, inclusive, and culturally responsive practice among teachers and staff.	At least one additional theoretical frame is minimally described and used to re-analyze the case, demonstrating mastery of skills to develop school policies or procedures that cultivate equitable, inclusive, and culturally responsive practice among teachers and staff.	At least one additional theoretical frame is inadequately described and used to re-analyze the case, demonstrating mastery of skills to develop school policies or procedures that cultivate equitable, inclusive, and culturally responsive practice among teachers and staff.

Case analysis **Framing OR Reframing** **NELP 3.3** 10%	Framing or Reframing analysis includes logical plans or processes for evaluating the root causes of inequity and bias.	Framing or Reframing analysis includes adequate plans or processes for evaluating the root causes of inequity and bias.	Framing or reframing analysis includes minimal plans or processes for evaluating the root causes of inequity and bias.	Framing or reframing analysis includes unclear plans or processes for evaluating the root causes of inequity and bias.

Criteria	Exceeds Expectations 1	Meets Expectations 2	Approaching Expectations 3	Falls Below Expectations 4
Reflection **NELP 4.4** 15%	Clear and comprehensive recommendations for collaborative reflection that engage faculty in gathering, critically interpreting, synthesizing, and using data to evaluate, monitor, and modify the improvement effort in a coherent, equitable and systematic manner.	Adequate recommendations for collaborative reflection that engage faculty in gathering, critically interpreting, synthesizing, and using data to evaluate, monitor, and modify the improvement effort in a coherent, equitable, and systematic manner.	Includes few recommendations for collaborative reflection that engage faculty in gathering, critically interpreting, synthesizing, and using data to evaluate, monitor, and modify the improvement effort in a coherent, equitable, and systematic manner.	Includes no recommendations for collaborative reflection that engages faculty in gathering, critically interpreting, synthesizing, and using data to evaluate, monitor, and modify the improvement effort in a coherent, equitable, and systematic manner.
Support **NELP 1.2** 10%	Superiorly developed ideas and/or evidence from theory or research are appropriately used to support analysis of school improvement effectiveness.	Adequately developed ideas and/or evidence from theory or research are reasonably used to support analysis of school improvement effectiveness.	Minimally developed ideas and/or evidence from theory or research are vaguely used to support analysis of school improvement effectiveness.	Few to no solid Inadequately developed ideas and/or evidence from theory or research are unclearly used to support analysis of school improvement effectiveness.
Organization of paper 5%	Paper is powerfully organized and fully developed	Paper includes the logical progression of ideas aided by clear transitions	Paper includes a brief skeleton (introduction, body, conclusion) but lacks transitions	Paper lacks a logical progression of ideas
Mechanics 5%	Nearly error-free which reflects a clear understanding of APA format and thorough proofreading	Occasional APA and/or grammatical errors and questionable word choice	Errors in grammar, APA format, or punctuation, but spelling has been proofread	Frequent errors in spelling, grammar, format and/or punctuation