

**GEORGE MASON UNIVERSITY  
COLLEGE OF EDUCATION & HUMAN DEVELOPMENT  
EDUCATION LEADERSHIP PROGRAM**

**EDLE 620 Section 601 Spring 2012  
Organizational Theory and Leadership Development**

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**Schedule Information**

**Location:** Broad Run High School  
21670 Ashburn Road, Ashburn, VA  
(571) 252-2300

**Meeting times:** Wednesdays; 4:30pm – 7:10pm

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

This course offers studies in 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.

**Additional Course Description**

This course provides a foundation for all of the courses that follow in the Education Leadership licensure sequence. The introductions to leadership theory, organization theory, and educational change help students to understand how schools and school systems work and change.

## **Nature of Course Delivery**

Students will participate in student-centered discussions built upon case study analysis and current writing on education change efforts. Students are expected to participate in presentations and one poster session to offer rich platforms for discussion on current issues in education. Through participation and reification, we will collectively negotiate the central concepts of the class, attempting to create new applications for schools.

## **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, 2.1, 3.1, 3.2, 6.1, and corresponding components of the Virginia Standards for School Leaders:

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

## **General Goals**

### *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, and on the use of web-based resources created to complement the primary text. Specific process goals for the class are as follows:

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.
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 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:
  - 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. show an awareness of each other's needs.

## **Course Objectives**

Students taking this course will:

1. Identify, analyze, and resolve problems using effective problem-solving techniques;
2. Communicate a clear vision of excellence, linked to the mission and core of the school division;
3. Understand theories of leadership and apply them to decision making in the school setting;
4. Understand and apply their knowledge of systems theory and organization theory;
5. Align organizational practice, division mission, and core beliefs for developing and implementing strategic plans;

6. Work collegially and collaboratively to support school goals and enhance capacity;  
and
7. Identify and respond to internal and external forces and influences on a school.

### **Student Outcomes**

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

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

### **Relationship of Course Goals to Program Goals**

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. All of the program goals are active, to a greater or lesser degree, in this course. Students will:

1. Refine their perspectives on education administration as they hone their leadership skills;
2. Develop a personal philosophy of education and a personal vision relating to their leadership practice;
3. Assess their leadership strengths and areas for development;
4. Understand leadership roles in schools and school districts in settings characterized by diversity;
5. Develop oral and written communication skills.

### **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 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. One specific and important aspect is the Platform of Beliefs developed in the second half of the course. Students will be expected to reflect on this as they complete their electronic portfolio for EDLE 791

### **Course Materials**

#### **Required Text**

Bolman, L. & Deal, T. (2008). *Reframing organizations: Artistry, choice, and leadership* (4<sup>th</sup> ed.). San Francisco: Jossey-Bass.

The required texts are available in the GMU Bookstore in the Johnson Center.

All other required reading will be available online.

Recommended:

Fullan, M. (2001). *Leading in a culture of change*. San Francisco: Jossey-Bass.

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

Outside-of-Class Resources

All students are required to use Taskstream (<http://www.taskstream.com>), CEHD's online assessment system, as part of this course. I will use TaskStream to post all handouts for the course, to receive and assess student work, and to engage in online discussions from time to time. This site will be particularly important if we experience closings because of the weather or other problems. **All papers will be submitted through Taskstream.** Thus, students are required to use word processing software and need access to a personal computer that is linked to the Internet (preferably through a high-speed connection).

**All students are required to activate their GMU e-mail accounts and check e-mail daily.** If you are uncertain about how to do this, please see me.

It is my expectation that all students have access to standard word processing software that can be read by Microsoft Office (2003, 2007 or 2010).

**Course Requirements, Performance-based Assessment, and Evaluation Criteria**

Consistent with expectations of a master's level course in the Education Leadership program, grading is based on student performance on written assignments, as well as on participation in various class activities. The assignments constructed for this course reflect a mix of skills associated with the application of leadership and organizational theory to educational contexts. 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. Organization and writing—a clear, concise, and well-organized paper will earn a better grade.

Students' grades are based on their proficiency with respect to the student outcomes for the course. Below are the basic percentages for the various kinds of work required for the class, but students should always bear in mind that grading is primarily my judgment about your performance. Grades are designed to indicate your success in completing course work, not the level of effort you put into it. The overall weights of the various performances are as follows:

### Class participation—10 points

Attendance: Students are expected to participate actively in class discussions, in group activities, and in serving as critical friends to other students. To accomplish this, students are expected to attend every class for its entirety. Emergencies sometimes arise; if you need to be absent from class, please notify me in advance by telephone or e-mail. If you miss **two classes or more**, you will lose participation points. If you come to class more than 30 minutes late or leave more than 30 minutes early, you will lose participation points. **If you are absent for a presentation, you will not receive credit for that activity and there is no way it can be made up.**

An important component of any leader's learning involves balancing action and reflection. As such, we will engage in a variety of learning activities in class, including exercises, oral presentations, and analyses of cases. I will also ask you to reflect using the Discussion Board function in TaskStream.

### Written assignments—90 points

For this course, there are four major writing assignments with specific due dates. The papers involve developing your leadership capabilities and understanding the application of organizational theory to schools. Papers are due as indicated on the schedule that follows. **All papers must be submitted via Taskstream.** You will receive feedback on this work via e-mail and TaskStream. Assignment descriptions and rubrics appear at the end of this syllabus. The final paper, Reframing, is the required performance for this course.

Students may revise and re-submit **the first two papers** assigned in this course to improve their performance. Students may **re-submit papers up to two weeks** after receiving my feedback on the previous draft. I may re-consider an assignment grade, but please do not attempt to negotiate grades.

#### *Late Work:*

I believe timely feedback is a priority in the classroom and work to return work as quickly as possible. **As a result, I will not accept any written assignments more than 48 hours after the due date.**

#### Grading scale:

A+	=	100 points
A	=	95-99 points
A-	=	90-94 points
B+	=	87-89 points
B	=	83-86 points
B-	=	80-82 points
C	=	75-79 points
F	=	below 75 points

### College of Education and Human Development Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].

- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

### **Campus Resources**

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students’ personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

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

### **Weekly Schedule (subject to change)**

<b>Session</b>	<b>Topics</b>	<b>Reading/Writing Assignment</b>
1 – 1/18	Topic: <b>Why lead for change?</b> Introduction & Class Description Cohort Expectations Using TaskStream; APA Reading Research	Bolman & Deal Part 1  Watch: <a href="http://fora.tv/2010/08/02/Linda_Darling-Hammond_The_Flat_World_and_Education">http://fora.tv/2010/08/02/Linda_Darling-Hammond_The_Flat_World_and_Education</a>
2 – 1/25	Topic: <b>What is Leadership in Education?</b> Leadership theory - from <i>classical</i> to <i>transformational</i> to <i>distributive</i> Fullan’s Model of Leadership Gillian Broner Case	The Wallace Foundation (2012)  Fullan (2001) – Intro

3 – 2/1	Topic: <b>How do we make sense of schools?</b> The Structural Frame	B & D, Part 2 (Ch. 3-5)  Gonzales (2010)
4- 2/8	Topic: <b>How do we make sense of schools?</b> Human Resource Frame	B & D, Part 3 (Ch. 6-8)  Valli & Buese (2007)
5- 2/15	Topic: <b>How do we make sense of schools?</b>  Political Frame	<b>Due – Paper #1: Personal Case (Have a hard copy of paper in class)</b>  B & D, Part 4 (Ch. 9-11)
6 – 2/22	Topic: <b>How do we make sense of schools?</b>  The Symbolic Frame	B & D, Part 5 (Ch. 12-14)  Watch: <a href="http://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action.html">http://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action.html</a>  Bring a copy of your school’s mission statement
7 – 2/29	Presentations	<b>Due - Platform of beliefs (presentation today, reflection due next class)</b>
8 – 3/7	Topic: <b>How do we interpret what we see in schools?</b>  Contemporary change efforts  Exploring the “implementation dip”	<b>Due - Paper #2: “Platform of Beliefs” (written)</b> Ch. 20 Myra & Dave Case
9 – 3/14	Topic: <b>What kind of leadership do we need for today’s schools?</b> Educational Change Leaders as Conductors	Leithwood et al. (2004)
10 – 3/21	Topic: <b>What must leaders know?</b> Theories of Action Forming questions to create	Choose one to read: Horn, I. S. (2007). Staiger, A. (2004).



	knowledge The Job Description	Rubin (2008)
11 – 3/28	Topic: <b>How do we interpret what we see in schools?</b>	<b>Due - Paper #4: Reframing</b>
12 – 4/4	<b>NO CLASS – SPRING BREAK</b>	
13 – 4/11	Mapping change efforts	Hill, P.T. & Celio, M.B. (1998).  U.S. Department of Education (2009)
14 – 4/18	Final Activities	<b>Assignment #4 Due – Journal and Summary</b>

**Paper #1: Personal Case  
Due February 15 via TaskStream**

Rationale

It is generally a good idea to begin your study of leadership by examining where you stand as a leader. This assignment is the first of many you will encounter throughout the program that ask you to be both introspective and analytical. The Education Leadership Program places great value on reflection leading to action. This is your first opportunity to reflect and to analyze a case through the use of a model.

Process

This assignment borrows from James Kouzes and Barry Posner’s book, *The Leadership Challenge*. As a part of their studies of leaders and followers, they asked leaders to write a **personal best case**, which they then discussed to discover themes about leader behavior.

For this paper, think back over your own leadership experiences and choose one that you consider to be a “personal best”—a time when you performed at your peak as a leader. Review the experience in your mind, and ask yourself:

What characterized the situation? Who was involved, where and when did it take place, and who initiated the situation?

What motivated you to get involved? How did you challenge yourself and others?

How did you build enthusiasm and excitement? How did you involve others and foster collaboration? How did you build trust and respect?

What principles and values guided you and others? How did you set an example?

Product

The above helps you describe your leadership best situation. To complete the paper, examine the leadership model Fullan presents in chapter 1 of his book. Using this model as an analytic tool, **in what ways did you excel as a leader in the situation you described above? What might you have done differently to enhance your performance? What lessons did you learn about leadership from the experience?**

**Structure your paper in the following way:**

1. Write an introductory paragraph that starts out broadly and narrows down to a one-sentence thesis that is the last sentence of the paragraph.
2. Write each body paragraph such that the topic sentence relates directly to your thesis and that the significance of the paragraph in terms of your thesis is clear.
3. Conclude with a paragraph that begins with your re-worded thesis and broadens out to explain the greater implications of your paper.

This is a short paper (4-5 pages), which must be word processed, double-spaced, and have standard margins.

**Assessment Rubric for Paper #1—Personal Best**

<b>Criteria</b>	<b>Exceeds Expectations 4</b>	<b>Meets Expectations 3</b>	<b>Approaching Expectations 2</b>	<b>Does Not Meet Expectations 1</b>
Thesis & Introduction (10%) It is important to begin every paper with an introduction that orients the reader to the topic and clearly indicates the direction the author intends to take.	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 contains a thesis and provides a general indication of what is to be included.	The introduction provides indications of the purpose of the paper and the information to be shared, but it lacks a clear thesis and/or may be confusing.	There is no clear introduction or purpose.
Description of personal best case (20%)	The case is described thoroughly, including an accounting of the “personal best” situation and why it was selected as a “personal best.”	The case is described thoroughly, but detail is lacking on why the case represents a "personal best."	Description of the case is incomplete or poorly constructed.	Description of the case is largely missing or wholly inadequate.
Case analysis (25%)	Fullan’s model is briefly summarized and then used effectively to assess how the case exemplifies effective leadership.	Fullan’s model is used adequately to assess how the case exemplifies effective leadership.	Analysis is weak or incomplete, or superficially considers the Fullan model.	Analysis is unrelated to the case, is largely missing, or wholly inadequate.
Implications for leadership development (25%)	Lessons are derived from the case relating the candidate's experiences and need to develop specific leadership dispositions	General lessons are presented relating to the candidate's experiences and leadership development.	Lessons relating to the candidate's experiences and future leadership development are superficial or	Lessons learned and implications of the case are largely missing or wholly inadequate.

	or proficiencies.		unclear.	
Organization of paper (10%)	The paper is powerfully organized and fully developed.	The paper uses a logical progression of ideas aided by clear transitions.	The paper includes a brief skeleton (introduction, body, conclusion) but lacks transitions and/or is confusing.	The paper lacks a logical progression of ideas.
Mechanics and APA Format (10%)	Nearly error-free, which reflects clear understanding and thorough proofreading.	Occasional grammatical errors, questionable word choice, and/or APA errors.	Errors in grammar, punctuation, and APA format, but spelling has been proofread.	Frequent errors in spelling, grammar, punctuation, and APA format.

**Assignment #2: Platform of Beliefs**  
**Due February 29 (presentation) and March 3 (via TaskStream)**

Rationale

The Maine School Leadership Network developed the Platform of Beliefs exercise as a tool they use with school leaders as a way of helping them identify the core beliefs that form the foundation of their decision-making and professional practice. We believe that it is important for you to identify and reflect on such beliefs so that when you step into a leadership role you will have a reliable compass. Your final internship submission requires you to re-visit and write about your Platform of Beliefs.

Process

Each person approaches a reflective exercise like this somewhat uniquely, based on past experiences, knowledge, and hopes for the future. You may want to consider the instructional and leadership challenges we have been discussing.

To create your platform (pre-writing exercise):

1. Identify 3 or so core beliefs that are important to you when you think about *teaching, learning, and leadership*.
2. For each of these, explain why it is a critically important belief, and how it relates to the other beliefs.
3. Then for each belief, expand on it by including a few principles that describe what the belief means and how it appears in school practices. What are people actually doing when this belief is manifested in behaviors?

Products

Your Platform of Beliefs is a document you will be developing throughout the program. At this stage, consider the document a work in progress. Use this exercise to reflect on the kind of leader you want to be, and to begin to develop the capacity to speak with others about this vision.

1. Come prepared to engage in a **short discussion** of your vision and beliefs (your Platform) (which will be video-taped and posted to TaskStream).

Assume you are preparing for your first interview for an assistant principal position (you choose the level—elementary middle, or high school). You have been asked to

talk to a group of faculty members about your educational philosophy. Consider what kind of first impression you want to make for the interview panel. What is important to you? How can you convey who you are as an educator and a leader? **Be certain to compose your message with the same structure as that required in the previous paper.**

You will have a **maximum** of three (3) minutes to present your Platform.

1. Written reflection: I will be posting your presentation to TaskStream. Please review it and write a brief reflection of your presentation from a *symbolic leadership perspective*. What had you hoped to communicate, and what do you think an interview panel would away from your response to the prompt? What did you learn from this experience?

This is a short reflection (1-2 pages). It must be word-processed, double-spaced, and have standard margins. The oral presentation and the written reflection are combined into one rubric.

### **Assessment Rubric for Assignment #2: Platform of Beliefs**

Criteria	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Does Not Meet Expectations 1
Attention to Audience (15%)	The speaker engaged the audience and held their attention throughout with creative articulation, enthusiasm, and a clearly focused presentation.	The speaker engaged the audience and held their attention most of the time by remaining on topic and presenting information with enthusiasm.	The speaker made little attempt to engage the audience.	The speaker did not engage the audience.
Clarity (15%)	Development of the thesis is clear through the use of specific and appropriate examples; transitions are clear and create a succinct and logical presentation.	The sequence of information is well-organized for the most part, but more clarity with transitions is needed.	Content is loosely connected, transitions lack clarity.	There is no apparent logical order for the presentation and the focus is unclear.
Presentation Length (15%)	The presentation does not exceed 3 minutes, yet is long enough to make key points.	The presentation is close to the allotted time (i.e., within 30 seconds).	The presentation exceeded or fell short of allotted time by a significant margin (30-60 seconds).	The presentation was wholly inadequate.
Content (15%)	Exceptional use of material that clearly relates to a focused thesis; creative use of supporting ideas.	Information relates to a clear thesis; many relevant points, but they are somewhat unstructured or difficult to follow.	The thesis is clear, but supporting information is disconnected.	The thesis is unclear and information appears to be random.
Speaking Skills (15%)	The speaker displays exceptional confidence with material as demonstrated through poise, clear articulation,	The speaker clearly articulates ideas, but apparently lacks confidence with the material or with	The speaker encounters several problems, including little eye contact, fast	The speaker seemed uninterested in the material and/

	eye contact, and enthusiasm.	public speaking.	speaking rate, little expression, mumbling.	or unprepared.
Written reflection (25%)	An in-depth reflection is provided that thoroughly examines the presentation from a symbolic leadership perspective, including specific lessons derived from the experience relating to dispositions and/or proficiencies associated with effective school leadership and/or the leader's role in school change.	A reflection is provided that examines the presentation and beliefs, noting some general lessons relating to dispositions and/or proficiencies associated with effective school leadership and/or the leader's role in school change.	A reflection is provided that shows some effort at relating the presentation to an understanding of effective leadership.	Reflection is superficial, mostly summarizing the presentation.

**Paper #3: Reframing**  
**Due March 28 via TaskStream**

Rationale

Bolman and Deal 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 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:

2. What was the performance or achievement gap being addressed by the change?
3. What was the specific the goal?
4. What strategy or action was used to promote improvement? (What was the objective of the school improvement project?)
5. To what degree did collaboration take place? Was it meaningful? Helpful?
6. 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?)
7. What happened, and what did you learn from implementation of this project?

Product

Step back and consider the basis 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 else can you learn by analyzing this case through the lens of this frame? Do you see different opportunities, challenges, or outcomes from an alternative perspective? **For this paper, you must analyze the case**

**through at least two frames.**

**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 is a somewhat longer paper (8 +/- pages) than the others assigned in this class. It must be word-processed, double-spaced, and have standard margins.

**Assignment #3: Reframing Rubric**

<b>Levels/Criteria</b>	<b>exceeds expectations</b>	<b>meets expectations</b>	<b>approaching expectations</b>	<b>falls below expectations</b>
Thesis & introduction	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.	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	The case is described thoroughly, with clear delineation of the critical events relating to the SIP project	The case is described thoroughly	Description of the case is incomplete or poorly constructed	Description of the case is largely missing or wholly inadequate
Case analysis - Framing: Assessing organizational effectiveness (ELCC 1.2)	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 the change effort in relation to school vision	The frame used to initially present the case is identified, discussed, and applied as a conceptual lens for understanding the case	Analysis is weak or incomplete, or superficially considers the application of the frame to the analysis	Analysis is unrelated to the case, is largely missing or wholly inadequate

<b>Levels/Criteria</b>	<b>exceeds expectations</b>	<b>meets expectations</b>	<b>approaching expectations</b>	<b>falls below expectations</b>
	and goals			
Case re-analysis - Reframing: Promoting continuous improvement (ELCC 1.3)	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.	At least one additional theoretical frame is briefly described and used as a conceptual lens for re-analyzing the case	Re-analysis is weak or incomplete, or superficially considers the application of at least one additional theoretical frame	Re-analysis is unrelated to the case, is largely missing or wholly inadequate
Reflection: Lessons for stewardship to sustain continuous improvement (ELCC 1.4)	Specific lessons are presented relating to the analysis and re-analysis that offer compelling arguments for stewarding the process of continuous improvement.	General lessons are presented relating to the analysis and re-analysis.	Suggested actions are superficial or weakly related to the analysis and re-analysis.	Suggested actions are largely missing or wholly inadequate
Support: Acts as informed consumer of educational theory and concepts (ELCC 6.1)	Specific, developed ideas and/or evidence from theory or research are used to support analysis	Supporting theory or research used to support analysis lacks specificity or is loosely developed	Uses some supporting ideas and/or evidence in analysis of case	Few to no solid supporting ideas or evidence
Organization of paper	Paper is powerfully organized and fully developed	Paper includes logical progression of ideas aided by clear transitions	Paper includes brief skeleton (introduction, body, conclusion) but lacks transitions	Paper lacks logical progression of ideas
Mechanics	Nearly error-free which reflects clear understanding and thorough proofreading	Occasional grammatical errors and questionable word choice	Errors in grammar and punctuation, but spelling has been proofread	Frequent errors in spelling, grammar, and punctuation

## **Assignment #4: Journal and Summary**

### Rationale:

One expectation we have of leaders is that they can 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 (ELCC Standards, 2011).

For this class, I am interpreting being “an informed consumer” as demonstrating the ability to read theory and empirical work, synthesize the information, apply it to your school context, and evaluate the value of the material. This assignment is designed to capture how you are thinking about the material throughout the class, and by the end, how you have developed your ability to be an “informed consumer” of the material.

### Process:

Each week, while you are completing the assigned reading, consider the following questions:

1. What message is the author(s) trying convey about education, schools, or leadership?
2. How does this information connect or conflict with my experiences?
3. How does this information connect or conflict with other class material?
4. How does this information apply to my context?
5. What is the potential value (if any) of having this perspective, information, or research?

### Product:

Throughout the course, you will write an entry every two weeks (7 entries in total). Each entry should be 1-2 pages in length. Entries 1- 6 should focus on the readings assigned within that time period (between journal entries). Using the above questions as catalysts, capture your reflections on the assigned readings and class material. Entry #7 should be an overall summary of your reflections throughout the semester. In this final entry, you should offer an analysis of any patterns that you see in your entries throughout the semester and a discussion about your learning in retrospect of these assignments.



You will hand in the entire journal with all 7 entries on the last day of class. Each entry should be numbered and dated. The entries should be in Word, 12 pt Font, Times New Roman, and double-spaced.

**Paper #4: Journal and Summary Rubric**

<b>Levels/Criteria</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectations</b>
Completion - Journal is complete and follows directions in formatting. (25%)	The journal has seven dated entries. The formatting follows directions, and the author has been thoughtful about presenting the product so that it is easy for the reader to follow, including being clear about what material is being discussed.	The journal has seven entries. The formatting follows directions. The reader is able to follow what material is being discussed.	The journal has seven entries that are clearly dated on the appropriate dates., but does not follow directions or is difficult to follow.	The journal is missing entries.
Synthesis and Analysis of Material (25%)	The journal entries consistently communicate the central ideas presented in class material. The entries offer analysis of the material that represents a thoughtful interpretation that is original and insightful.	In general, the journal entries communicate the central ideas presented in class material. The analysis of the material is original and demonstrates the reader's effort to meaningfully interpret the reading.	The journal entries are inconsistent in demonstrating how the reader is understanding the material. Analysis is difficult to locate in some entries.	Journal entries consistently omit synthesis, analysis, or both.
Application of Material (25%)	Each entry applies class material to the author's context or experiences. There is a clear effort to connect the reading to what is happening in schools in this area, and these efforts demonstrate the author's careful reading and insightful reflection.	Journal entries work to apply class material to the author's context or experiences. There is evidence that the author is connecting the reading to what is happening in schools in this area.	Some entries do not apply the material so that the author's discussion is inconsistent from week to week.	No application is offered.
Summary (15%)	The final entry is a thorough, thoughtful summary of the entire journal. The author is able to see and communicate patterns in his or her thinking. The author can reflect on	The final entry is a summary of the entire journal. The author can reflect on the material in such a way that it is	The final entry is a summary, but does not capture the entirety of the journal. The author	The summary is unclear or missing.

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	the material in such a way that it is evident he or she can use theory and research to inform their understanding of schools, education, or leadership.	evident he or she can use theory and research to inform their understanding of schools, education, or leadership.	offers a reflection, but his or her ability to be an "informed consumer" of theory or research is not clear.	
Mechanics (10%)	Nearly error-free which reflects clear understanding and thorough proofreading	Occasional grammatical errors and questionable word choice	Errors in grammar and punctuation, but spelling has been proofread.	Frequent errors in spelling, grammar, and punctuation.

### EDLE 620 Class Participation



<b>Levels/Criteria</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaching Expectations</b>	<b>Does Not Meet Expectations</b>
Attendance	Exemplary attendance, no tardies	Near perfect attendance, few tardies	Occasional (2-3) absences or tardies	Frequent (>3) absences or tardies
Discussion Participation (both in-class and electronic)	Consistently actively engaged in class discussions--both large and small group. Asks good questions, responds to others' comments, and makes original contributions.	Sometimes actively engaged in class discussions--both large and small group. Listens well, but may be quiet most of the time.	Sometimes appears distracted in class. Occasionally participates in large and/or small group discussions.	Rarely engages in class discussions.
Engagement	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	Waits for direction. Knows little of what is going on. Cannot where class or group describe where is. class or group is.

<b>Levels/Criteria</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaching Expectations</b>	<b>Does Not Meet Expectations</b>
EDLE Expectations	Consistently met all three EDLE expectations on p. 7 of the course syllabus.	Often met all three EDLE expectations on p. 7 of the course syllabus.	Sometimes met all three EDLE expectations on p. 7 of the course syllabus.	Rarely met all three EDLE expectations on p. 7 of the course syllabus.