

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

**EDLE 620, Section 601, Summer 2012  
Organizational Theory and Leadership Development**

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Thompson Hall, Room 1307, MSN 4C2  
Fairfax, Va. 22030  
**Office Hours:** 10:30-2:00, Tues-Thur

**Schedule Information**

Location: Fairfax Ridge Room C-07  
Meeting times: 4:30-7:30PM

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

This course examines basic organizational theories and models of leadership and management. There will be an emphasis on a review of shared leadership in professional environments, communication skills and the process of personal and organizational change. Students will connect previous learning, theories, and reform efforts to practical applications in educational settings.

**Nature of Course Delivery**

Class sessions will consist of brief lectures, discussions, and role playing. We may utilize videos and DVDs to illustrate leadership traits and characteristics. Students will benefit from and contribute to the learning experience to the extent that they are prepared and ready to participate in each class meeting.

**National Standards and Virginia Competencies**

This course addresses the following **ELCC Standards**:

ELCC Standard 1.0. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation and stewardship of a school or district vision of learning supported by the school community

- 1.1 Develop a vision
- 1.2 Articulate a vision

ELCC Standard 6.0 Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal and cultural context.

#### 6.1 Understand the larger context

This course addresses the following **VDOE 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.

#### **Student Outcomes**

Upon completion of this course, students will be able to: 1) Describe connections between leadership and organizational practices and theories, and apply them to current leadership challenges and opportunities 2) Articulate their core beliefs about teaching, learning and leading, and relate these to their vision of effective school leadership 3) Demonstrate an understanding of a variety of effective strategies for bringing about personal and organizational change.

#### **Course Objectives**

Students participating in this course will understand organizational theory and development, and their connections with effective school research and practice. They will understand the change process, and begin to apply it (later demonstrating application as they design, develop and complete a school improvement project through coursework in EDLE 690 and EDLE 791). Students will also be expected to

understand and articulate their beliefs about leadership, its characteristics and traits, and how school leadership is changing in the second decade of the twenty first century.

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

The Education Leadership program is designed to prepare candidates for leadership and management positions in a variety of educational settings. The program emphasizes an understanding of the complexities of change in schools, communities and organizations. This is the first class in the licensure sequence in EDLE 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 candidates' thinking about leadership practice and decision making.

### **Relationship of Course to Internship**

The internship experience for all students begins during the second semester of their enrollment in the EDLE program. EDLE 620 does not include "imbedded internship experiences."

### **Course Materials**

#### Readings- Required

Bolman, Lee and Deal, Terrence (2008). Reframing Organizations: Artistry, Choice and Leadership. Fourth Edition. San Francisco, CA: Jossey-Bass

#### Readings- Highly Recommended

Duke, Daniel L. (2008). The Little System That Could: Transforming a City School District. Albany NY: State University of New York Press

#### Readings-Recommended as reference only

Bolman, Lee and Deal, Terrence (2006). The Wizard and the Warrior: Leading with power and passion. San Francisco, CA: Jossey-Bass

Cordero, Paula and Cunningham William (2009). Educational Leadership: A Bridge to improved practice. Fourth Edition. Boston, MA: Pearson Publishing

Donaldson, Gordon A.(2006) Cultivating Leadership in Schools: Connecting People, Purpose and Practice. Second Edition. New York, NY: Teachers College Press

Fiore, Douglas J.(2009). Introduction to Educational Administration: standards, Theories and Practice. Second Edition. Larchmont, NY: Eye on Education Press

Fullan, Michael(2001). Leading in a Culture of Change. San Francisco, CA: Jossey-Bass

Green, Reginald(2009). Practicing the Art of Leadership. Boston, MA: Pearson

Kouzes, James and Posner, Barry (2008). The Leadership Challenge. Fourth Edition, San Francisco, CA: Jossey-Bass

Schmidt, Laurel(2002). Gardening in the Minefield. Portsmouth, NH: Heinemann Publishing

Sergiovanni, Thomas J.( 2009) The Principalship: A reflective practice perspective. Sixth Edition. Boston, MA: Pearson Publishing.

Short, Paula and Greer, John. (2002) Leadership in Empowered Schools. Second Edition. Saddle River, NJ: Merrill Prentice-Hall

## Outside of Class Resources

Online access is vital for the successful completion of this course and is important if we experience school shutdowns due to the weather or other problems. **All students are now required to activate their GMU e-mail accounts.** If you are uncertain as to 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 home or at school has spam blocking that will prevent you from seeing messages with attachments, you are responsible for addressing this problem immediately.

All students are required to use <http://www.taskstream.com> as part of this course. This is an internet site at which I will post vital information for the course. Samples of student work will be archived on this site for purposes of course, program and college assessment.

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

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

### Attendance

Students are expected to attend every class for its entirety. Maximum class participation points can only be earned by students who attend all classes, are on time, and do not leave early.

### 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 discussions 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 various performances are as follows:

### Class Participation (20 points)

Students are expected to actively participate in class role plays, discussions, and during all large and small group activities. Attendance is expected for all classes. If you must be absent, please notify me by e-mail or telephone. Absences will result in a reduction in participation points. Arriving at class late or leaving from class early may result in a loss of points.

There will be numerous opportunities for students to demonstrate initiative during EDLE 620. Some examples include: Volunteering to lead small group class time activities; Reporting out small group findings to the entire class; Verbally questioning and/or challenging others' assumptions and stated beliefs during class discussions; Specifically citing and using previously learned materials; and Initiating discussion and student-to-student interaction.

### Platform of Beliefs Project (30 points)

Students will identify the core beliefs that support the foundation of their professional practice and decision-making. For this project, each of you will be involved in "presenting" (Phase one) these beliefs, as well as "reacting" (Phase two) to the beliefs presented by one of your colleagues.

**Phase one**--- will consist of a brief presentation during class time, in which you will address the following three components:

- 1) Identify and state 3 or 4 core beliefs that are important to you (teaching, learning, leadership, etc)
- 2) For each belief stated, explain why it is important, and how it connects to your other stated beliefs
- 3) For each belief stated, describe how it does and/or will impact your behavior as a school professional. How do/will others learn about your beliefs as a result of your behaviors?

For this presentation during class time, you will play the role of preparing for your first interview for an assistant principal position at George Mason Elementary School. (your call to change this to a middle or high school) You have been asked to make a short presentation to the search committee (comprised of teachers, parents and the principal). Consider what kind of first impression you want to make with the committee. What is important to you? How can you convey who you are as an educator and a leader. The schedule for these interviews is very tight. You will have only four minutes max for your presentation.

NOTE: At the end of your presentation, you will present a one page maximum list of your core beliefs to your instructor. Be sure to save and file a copy carefully, as you will need it later in the EDLE program!

**Phase two**--- Each student will be required to take notes and subsequently prepare a written reaction paper relating to a presentation by one of your colleagues (you will receive information at the beginning of the class as to which student presentation will be the subject of this required paper.) Your paper will be addressed to the student, and will cover the following three elements:

- 1) Did your classmate address each of items #1, #2, and #3 from above?
- 2) Describe the first impression that the interviewee made with you. Did he/she connect with you--- why/why not?
- 3) What constructive criticism can you offer? Address both “product” (content)and “process” (the presentation)

NOTE: Your written reaction paper will be due on July 17, one week after the presentations in class on July 10. You will address the paper to your cohort colleague and present it to him/her at the end of class, and provide a copy to your instructor as well. Paper length- 2 pages minimum to 3 pages maximum.

### Reframing Paper (30 points)

Your text authors suggest that the essence of reframing is the ability to examine the same situation from different perspectives. To practice this critically important leadership skill, you will reflect on the readings from Bolman and Deal, and thoroughly analyze a school improvement project that has occurred in your school and/or system within the past two years. This significant change in practice must be related to teaching and learning. Each student will complete a paper in which this authentic change scenario is analyzed using multiple frames (Bolman and Deal). There will be four required components of this paper:

- 1) Description: Describe the change scenario, by identifying and discussing the primary stakeholders who were involved as change agents, as well as the reactions of those who implemented and were otherwise affected by the change. Be clear as to when and where this change occurred. What was the achievement or performance gap being addressed by the change? Discuss the rationale and goals, stated and assumed, for this change.
- 2) Analysis #1-Frame this scenario: Using one of the four Bolman and Deal frames/lenses, analyze this change, and conclude by stating whether or not it was successful (through the lens you selected). Clearly state the frame that you have selected, and cite specific assumptions\* that are a part of the frame that you selected.

- 3) Analysis #2-Reframe this scenario: Select one or more of the other three frames, and analyze the change from a different perspective (as you selected). Was this change effort successful as viewed from a different frame/lens? Clearly state the frame(s) that you selected, and cite specific assumptions\* that are a part of the frame that you selected.
- 4) Reflection/Implications-What did you learn while using two (or more) different perspectives to reflect on the same scenario? What are the implications for your growth and development as an aspiring school leader?

\*--- During our class discussions, we have discussed the text-based assumptions that serve as the foundation for each frame.

NOTE: Your paper will be due on July 26.(electronic submission –taskstream) This will be the first project for which you are required to use the apa format. It is expected that you will use and cite several out-of-text resources as you describe your scenario and discuss your conclusions as to whether or not this change effort was successful. Paper length—7 pages minimum to 9 pages maximum.

### Personal Best (20 points)

Students will review the opportunities and experiences that you have had as leaders. You will select one such experience in which you performed in an exceptional manner, and describe it in a 4-5 page paper. It is strongly recommended that this experience be connected to your professional life as an educator. In the event that you have difficulty in identifying such an experience, you may write about a community based scenario. You should avoid using and writing about a teacher-student situation. Examples of acceptable personal best scenarios include: Chairing a school or system- based committee; Accepting responsibility for leading one or more components of a sip; Preparing and presenting a professional development workshop or inservice; Mentoring a colleague; Soliciting and managing resources, Collaborating with parents and/or the broader community; etc

There are three significant components of this personal best paper:

- 1) Description: Describe your personal best, stating who (by title) was involved, and in what roles. When and where did this scenario occur? Why and how did you become involved as a leader? (did you volunteer, apply for this position, or were you recruited?)
- 2) Analysis: Compare and contrast what you did as a leader with leadership models, theory (from class discussion and outside readings). Be specific in connecting your leader roles and behaviors with the literature on leadership.
- 3) Reflection: Were you successful as a leader? What could you have done differently? What specifically did you learn about yourself as a leader? Clearly state where and how you could improve, using research and/or literature to the extent possible.

It is suggested that you structure this paper in the following manner:

- 1) Write an introductory paragraph that begins broadly and narrows down to a one sentence thesis that is the last sentence of the paragraph. Your thesis states your main argument (what you plan to show in your paper)
- 2) Write each body paragraph such that the topic sentence relates directly to your thesis and that the significance of the paragraph as it relates to 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.

NOTE: Your paper will be due on July 1. (electronic submission-taskstream) Paper length- 4 pages minimum to 5 pages maximum.

Electronic Discussion (20% of class participation grade)

Students will participate in an electronic discussion in which you use a decision making model with an authentic school-based problem. Students will be presented with a scenario that requires data review, analysis, interpretation and decision making. Students will review and discuss options electronically using the taskstream discussion board, working in small pre-assigned groups. Each group will eventually reach a decision, which will be posted and subsequently used as a basis for whole class discussion at a regular class meeting. While the decisions reached with this authentic scenario are important and will be discussed, the emphasis in this assignment is an understanding of the decision making process.

There will be three electronic forums established for this discussion:

Forum/Issue #1- Discuss all available options. In this step, do not dismiss alternatives that you feel are unreasonable...place all options on the table.

Forum/Issue#2- Provide pros and cons for the options selected in forum#1, and eventually determine your group's two preferred alternatives.

Forum/Issue#3- Reach a conclusion as a group as to which option is best and specifically state it. And provide a 2 paragraph justification for your group's decision

For taskstream electronic discussions, you may introduce comments in one of two ways: 1) "create new topic"---when you are the first person to introduce a general idea or theme and 2) "post new reply"—when you are adding to and/or building on others' comments. Use this option when you are asking a classmate to clarify or expand on something that he/she stated.

The pre-assigned groups will have the opportunity to discuss and determine the best time frame (within certain parameters provided by the instructor) within which they will be actively participating in the discussion. Once a decision is made and reported to the instructor, it will be expected that each member participates in and contributes to the discussion. Each student will be expected to initiate new discussion by occasionally "creating a new topic." It is expected that multiple comments by each student be posted within each of the three forums noted above. However, the nature of the comment is much more important than the frequency in which postings occur. Added value will be placed on comments that challenge others' assumptions and the status quo. Students should be able to defend their own comments, and be ready to reply to suggestions from classmates.

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ALL ASSIGNMENTS must be submitted by the posted due dates. Two of your papers (personal best and reframing)will be submitted electronically through taskstream. Taskstream is an online assessment system used by the college to collect student work, provide feedback to students, and maintain an ongoing record of student assessment data. You will be provided with a Taskstream account and will use taskstream to submit work for courses, as well as to prepare and submit your internship portfolio.

LATE WORK: It is expected that all students submit work on time, no later than midnight of the due date. Late projects may be accepted in extenuating circumstances, and will result in a minimum of a one letter grade reduction.

FEEDBACK: Rewrites of graded work will not be possible in EDLE 620. However, papers may be submitted in advance of the due date for feedback from the instructor. You may submit a complete paper, or any portion of it, for feedback. But you must allow at least one week in advance of the due date for the instructor to

review your work and contact you electronically with feedback. NOTE: Submit papers for feedback to the instructor using an e-mail with attachment---do not use taskstream for this purpose. Once your paper has been submitted to taskstream, it will be assessed and given a final grade.

COMMUNICATION WITH INSTRUCTOR: Feel free to address any/all class related concerns with your instructor. You may use e-mail, but a better beginning option is a personal contact (before class, after class or during the break---or a scheduled office visit). IMPORTANT NOTE: When using e-mail for any purpose, please use my gmU email account(jupperma@gmu.edu), and not the taskstream e-mail option.

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  |

**College of Education and Human Development Statement of Expectations**

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

-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 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. Cell phones, pagers, and other communication devices are not allowed in this class. Please keep them stowed away and out of sight.

Laptops and tablets may be permitted for the purpose of taking notes only---it is the responsibility of the student to notify the instructor if you choose to do so. Engaging in activities not related to this course (gaming, gmail, chat, etc) demonstrate a lack of professionalism and will affect your participation grade.

-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/>]

## Summer 2012 Weekly Schedule

- June 19            Topic: **Course and program expectations**  
Class Activities: New cohort introductions!  
                         Syllabus review---Expectations, assignments, operating protocol  
                         Introductory Quiz---Educ jargon  
                         21<sup>st</sup> Century Principal—handout and discussion  
                         “Fairfax 10” Leader traits  
Assignment for 6/21: Ch 1 & 2 in BD. Emphasis on Exh. 1.1 and four “key characteristics of organizations”
- June 21            Topic: **Leading a learning organization**  
Class Activities: School Leadership powerpoint  
                         Begin Understanding organizations powerpoint  
                         Fullan’s framework for leadership  
                         Sergiovanni’s transformational leadership  
Assignment for 6/26: Ch 3-5 in BD. Emphasis on structural frame “assumptions”
- June 26            Topic: **A structural perspective to organizing and leading**  
Class Activities: Revisit the “personal best” assignment  
                         Mrs. Wilson-handout and discussion  
                         Structural frame powerpoint  
                         Continue Understanding organizations powerpoint  
Assignment for 6/28: Ch 6-8 in BD. Emphasis on hr frame “assumptions”
- June 28            Topic: **The “family” metaphor for leadership and organization**  
Class Activities: Hr frame powerpoint  
                         Decision Making Models---prep for elec discussion  
                         Bill & Cindy audiotape  
                         Data gathering “interviews”  
                         Constructive criticism---receiving and giving  
Assignment for 7/3 & 7/5: Decision Making Model---elec discussion  
Reminder: Personal Best papers due July 1 (taskstream)

- July 3                    Topic: **Let's Make a Decision** (elec discussion-no class meeting)  
    Taskstream Electronic Discussion  
 Assignment for 7/5: Elec Discussion continued
- July 5                    Topic: **Let's Make A Decision** (elec discussion-no class meeting)  
    Taskstream Electronic Discussion  
 Assignment for 7/10: Platform of Beliefs presentations
- July 10                  Topic: **Espoused beliefs and authentic practice**  
 Class Activities: Student presentations---Platform of Beliefs (4 min each)  
    Data gathering for written reaction papers  
 Assignment for 7/12: Ch 9 in BD. Emphasis on political frame “assumptions”
- July 12                  Topic: **Understanding and using power**  
 Class Activities: Debriefing the platform of beliefs presentations  
    Political Frame powerpoint  
    Resource allocation exercise  
    Martian Landing activity review and handout (due 7/19)  
 Assignment for 7/17: Ch 10-11 in BD---& review five political frame assumptions (Ch 9)  
    Written Reaction Papers Due Date
- July 17                  Topic: **Politics and School Leadership**  
 Class Activities: Mapping your school's political terrain  
    Identifying the influential  
    Written Reaction Papers Due Date (7/17)  
 Assignment for 7/19: Ch 12-14 in BD. Emphasis on symbolic frame “assumptions”  
    Complete the Martian Landing exercise
- July 19                  Topic: **Symbolism**  
 Class Activities: Symbolic frame powerpoint  
    “Cats in the Cradle” exercise  
    Martian Landing (from homework)  
 Assignment for 7/24: Ch 15-18 & 20 in BD. Emphasis on Kennedy HS Case Study (Ch 20)
- July 24                  Topic: **Opportunities to reframe---the Kennedy HS Case Study**  
 Class Activities: Kennedy HS role play & group work  
    Dancing with the lemons  
 Assignment for 7/26: Ch 19 & 21 in BD  
    Reframing Paper Due
- July 26                  Topic: **Final Class Activity**  
 Class Activities: The “Vision Thing” exercise  
    Final Class Activity-TBD  
    Reframing Paper Due---Taskstream

## Class Participation-Summer 12

| Levels Criteria  | exceeds expectation s-4  | meets expectation s-3  | approaches expectation s-2  | below expectation s-1   | Score/Level |
|--|--|--|---|---|-------------|
| Attendance(15%)  | Exemplary attendance (no absences, tardies or early dismissals)  | Perfect attendance with one or two tardies or early dismissals   | Occasional absences and/or tardies (1-2)  | Frequent absences and/or tardies (3 or more)  |             |
| Quality of interaction; questions, comments, suggestions (20%) | Most queries are specific and on target. Deeply involved in whole class and group discussions          | Often has specific queries, stays involved in class discussion   | Asks questions about deadlines, procedures, directions. Little discussion about ideas or class topics             | Rarely interacts with instructor or classmates in an appropriate manner   |             |
| Effort (20%)   | Volunteers as appropriate and often leads in group settings. Engages and brings out the best in others | Willingly participates with instructor and classmates. Engages others  | Reluctantly participates when asked (rarely volunteers) Seeks easiest duties in group work.                       | Actively avoids involvement when possible. Complains about others and uses excuses to explain deficiencies          |             |
| Demonstration that student is prepared for class (15%)         | (see meets expectations)... And is prepared for each and every class                                   | Demonstrates preparation regularly by referring to previous learning, text and other sources to contribute to class discussion | Demonstrates readiness periodically   | Is unable to demonstrate readiness for class through readings, other homework or by relating to previous discussion |             |
| Electronic discussion (30%)                                    | Actively participates in a timely manner to elec discussion, responding to others and initiating new   | Participates in elec discussion, responding to others comments and questions   | Engages with others without demonstrating commitment to helping group and individuals to respond to posted forums | Does not participate actively in the elec discussion--few entries with little thought                               |             |

| Levels Criteria | exceeds expectations-4 | meets expectations-3 | approaches expectations-2 | below expectations-1 | Score/Level |
|-----------------|------------------------|----------------------|---------------------------|----------------------|-------------|
|                 | ideas                  |                      |                           |                      |             |

## Personal Best Paper-Summ 12

| Levels Criteria                         | Exceeds expectations-4   | Meets expectations-3   | Approaches expectations-2  | Falls below expectations-1   | Score/Level |
|---|--|--|--|--|-------------|
| Thesis & Introduction (10%)             | Establishes thesis in introduction and maintains a clear purpose   | Evidence of thesis can be found in a clear introduction to the paper                                   | Attempt to create a thesis statement and communicate the purpose in the introduction | There is no clear purpose to the paper (no attempt to create a thesis) |             |
| Description of personal best (20%)      | The case is described thoroughly, including the rationale as to why it was selected as the "personal best" | The case is described in detail...but lacks specificity as to why it was selected as a "personal best" | Description of the case is incomplete or poorly constructed                          | Description of the case is missing or inadequate                       |             |
| Case analysis (25%)                     | The case is analyzed in a thorough manner using leadership models (from class and/or outside readings)     | Leadership models from class and/or outside readings are noted without specificity                     | The analysis is weak or superficial  | The analysis is unrelated to the case, or is missing or inadequate     |             |
| Implications for leadership development | Lessons are derived relating to the need to develop specific   | General lessons are presented relating to future actions   | Lessons relating to personal leadership development                                  | Conclusions and implications are missing or inadequate                 |             |

| Levels Criteria             | Exceeds expectations<br>-4   | Meets expectations<br>-3   | Approaches expectations<br>-2   | Falls below expectations<br>-1   | Score/Level |
|-----------------------------|--|--|---|--|-------------|
| t (25%)                     | leadership dispositions and/or traits  | and/or leadership development  | are superficial   |  |             |
| Organization of paper (10%) | Paper is powerfully organized and fully developed                              | Paper includes logical progression of ideas aided by clear transitions | Paper includes brief skeleton (intro, body & conclusions) but lacks transitions | Paper lacks logical progression of ideas                                     |             |
| Mechanics (10%)             | Nearly error-free which reflects clear understanding and thorough proofreading | A few errors and questionable word choice                              | Errors in grammar and punctuation that detract from message                     | Frequent errors in spelling, grammar, and punctuation---lack of proofreading |             |

## Platform of Beliefs-Summ 12

| Levels Criteria             | exceeds expectations<br>-4  | meets expectations<br>-3  | approaches expectations<br>-2                          | falls below expectations<br>-1                           | Score/Level |
|-----------------------------|---|---|--|--|-------------|
| Attention to audience (15%) | Engaged audience and held their attention throughout with creative articulation, enthusiasm, and a clearly focused presentation | Engaged audience and held their attention most of the time by remaining on topic and presenting facts with enthusiasm | Some attempts to engage audience                       | Did not successfully engage audience                     |             |
| Clarity (15%)               | Development of thesis is clear through use of specific and appropriate  | Sequence of information is well organized for the most part, but more   | Content is loosely connected, transitions lack clarity | No apparent logical order of presentation, unclear focus |             |

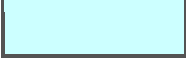
| Levels<br>Criteria           | exceeds<br>expectations<br>-4  | meets<br>expectations<br>-3  | approaches<br>expectations<br>-2   | falls below<br>expectations<br>-1  | Score/Level |
|------------------------------|--|--|--|--|-------------|
|                              |  | examples;<br>transitions are<br>clear  | clarity with<br>transitions is<br>needed   |  |             |
| Presentation length<br>(15%) | Presented<br>within the<br>allotted time   | Remained close<br>to the allotted<br>time  | Exceeded or fell<br>short of the<br>allotted time,<br>with no/few<br>attempts to<br>creatively make<br>adjustments | Greatly missed<br>the time target,<br>and did not<br>attempt to<br>adjust<br>presentation                                    |             |
| Content<br>(15%)             | Exceptional use<br>of material that<br>clearly relates<br>to a focused<br>thesis; creative<br>use of<br>supporting<br>material       | Information<br>relates to a<br>clear thesis;<br>includes many<br>relevant points,<br>but may<br>sometimes be<br>unstructured | Thesis is clear<br>but supporting<br>information is<br>lacking or<br>disconnected                                  | Thesis is unclear<br>and information<br>appears<br>randomly<br>chosen  |             |
| Speaking<br>skills (15%)     | Exceptional<br>confidence with<br>material<br>displayed<br>through poise,<br>clear<br>articulation, eye<br>contact and<br>enthusiasm | Clear<br>articulation of<br>ideas, but<br>apparently lacks<br>confidence with<br>material                                    | Little eye<br>contact, fast<br>speaking rate,<br>little expression<br>and some<br>mumbling                         | Monotone;<br>speaker seemed<br>uninterested in<br>material   |             |
| Written<br>reaction<br>(25%) | Reaction<br>thoroughly<br>treats each of<br>the three<br>required<br>elements, and<br>includes<br>constructive<br>criticism          | Reaction covers<br>all 3 of the<br>required<br>elements  | Reaction covers<br>1 or 2 of the<br>required<br>elements; or<br>covers all 3 in a<br>superficial<br>manner         | Reaction fails to<br>cover several<br>elements and<br>those that are<br>covered are<br>done so in a<br>superficial<br>manner |             |

## Reframing project-Summ 12

| Levels Criteria  | exceeds expectation<br>s-4  | meets expectation<br>s-3   | approaches expectation<br>s-2   | falls below expectation<br>s-1                                     | Score/Level |
|--|---|--|---|--|-------------|
| Thesis & introduction (10%)  | Establishes thesis in introduction and maintains clear purpose. The introduction provides a clear roadmap for the reader (this is what will be covered in this paper)   | Evidence of thesis can be found in a clear introduction to the paper. Included is a general foreshadowing of what will be covered  | There is an attempt to create a thesis statement and communicate the purpose in introduction. Information is unclear and confusing as to what will be addressed | There is no clear introduction or purpose of the paper             |             |
| Description of school improvement case (15%)   | 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 missing or wholly inadequate            |             |
| Case Analysis- initial frame: Assessing organizational effectiveness (15%)<br>ELCC 1.2 | The frame used to initially describe the case is accurately identified, characteristics of the frame clearly described, and the frame is used to articulate the effectiveness of the change effort in relation to school vision and goals | 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 missing or wholly inadequate |             |

|  |   |  |  |   |  |
|--|---|--|--|---|--|
| Case Analysis-reframing: Promoting continuous improvement (20%) ELCC 1.3             | At least one additional frame is clearly and thoroughly described, and is used to re-analyze the case. Analysis includes plans or processes for continuous improvement. | At least one additional 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 frame | Re-analysis is unrelated to the case, is missing or wholly inadequate |  |
| Reflection: Lessons for stewardship to sustain continuous improvement (20%) 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(10%) ELCC 6.1  | Specific, developed ideas and/or evidence from theory or research are used to support analysis  | Supporting theory or research exists but lacks specificity   | Some supporting ideas and/or evidence for analysis   | Few to no solid supporting ideas for evidence                         |  |
| Organization of paper (5%)   | Paper is powerfully organized and fully developed   | Paper includes logical progression of ideas aided by clear transitions                                     | Paper includes brief skeleton (introduction, body, conclusions) but lacks transitions                          | Paper lacks logical progression of ideas                              |  |
| Mechanics (5%)   | Nearly error-free which reflects clear understanding and thorough   | Occasional errors and questionable word choice   | Errors in grammar and punctuation, but spelling has been   | Frequent errors in spelling, grammar, and punctuation                 |  |





proofreading



proofread

