

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
Education Leadership Program**

**EDLE 620, Section 601, Spring 2013
Organizational Theory and Leadership Development**

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Schedule Information

Meeting Times: Wednesdays 4:30-7:30; 1/16/13 – 4/17/13

All students are expected to attend every class session. Personal problems that prevent students from attending class should be reported ahead of time to the instructor via telephone or e-mail.

Location: West Springfield High School

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.

Corequisite(s): Application to the Education Leadership Program.

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.

Program vision: The Education Leadership Program is dedicated to improving the quality of pre-K – 12 education through teaching, research, and service. Candidates and practicing administrators engage in course work devoted to experiential learning, professional growth opportunities, and doctoral research that informs practice. We educate exceptional leaders who act with integrity as they work to improve schools.

Content

In order to develop leadership savvy, students will deepen their understanding of how organizations function and how leaders influence school change and improvement.

Specific content includes:

1. Reviewing meanings of leadership and the role leaders play in school change and improvement;
2. Articulating a vision for effective school leadership and your beliefs about leadership, teaching, and learning;
3. Learning four major frameworks for analyzing organizational behavior and outcomes;
4. Clarifying which framework(s) students find most useful for informing their own leadership styles and choices;
5. Applying skills, knowledge, and dispositions gained through the Education Leadership Program to the analysis of case studies and in role-playing exercises involving leadership behavior and school change.

In addition to the content goals stated above, the following represent process goals for this course:

Teaching and Learning:

1. Each class will mirror as much as possible effective leadership practice and will reflect good management. We will:
 - start and end on time;
 - maintain and follow a written agenda for each class;
 - listen first to understand, then seek to be understood; and
 - work toward common goals in a professional and cordial manner.
2. As they develop and refine oral presentation skills, students will
 - work individually and in groups to develop strategies for addressing organizational problems or challenges;
 - engage in a variety of learning activities, including case studies and simulations, and present their analysis orally; and
 - assess the oral effectiveness of peers.
3. Students are expected to apply what they have learned previously to the writing assignments for this course and to their self-assessments and assessments of peers.

Classroom Climate:

We will endeavor to create a classroom climate that approximates what we know about effective leadership dispositions and the attributes of learning organization. As such, it is important that we create a space that allows participants to try out new ideas and voice opinions without fear of ridicule or embarrassment. The hallmark of a learning organization is a balance between openness and constructive feedback; hence, everyone is expected to:

- Come fully prepared to each class;
- Demonstrate appropriate respect for one another;

- Voice concerns and opinions about class process openly;
- Recognize and celebrate each other's ideas and accomplishments;
- Show an awareness of each other's needs.

Nature of course delivery

Consistent with the EDLE program goals and approach to leadership preparation, we will engage in a variety of learning activities in class, including exercises, debates, oral presentations, and analyses of cases. Students will serve as critical friends for each other, including providing periodic feedback on written assignments.

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

Course Objectives

This course is the first class in the licensure sequence in Education Leadership and is therefore intended to introduce students to theory and practice in school leadership. Students taking this class will:

- refine their perspectives on education administration as they hone their leadership skills;
- develop a personal philosophy of education and a personal vision relating to their leadership practice;
- assess their leadership strengths and areas for development;
- understand leadership roles in schools and school districts in settings characterized by diversity;
- use various social science perspectives as the foundation for advocacy and change;
- learn how to work with the larger community; and
- develop oral and written communication skills.

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. Analyze 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;

4. Articulate the leadership role(s) they aspire to take at the conclusion of their program of study;
5. Begin to articulate how they plan to develop their leadership capabilities in the near future.

Relationship of Course Goals to Program Goals

The Education Leadership program is designed to prepare candidates for leadership and management positions in a variety of educational settings. The program emphasizes an understanding of the complexities of change in schools, communities, and organizations. This is the first class in the licensure sequence in Education Leadership and is therefore intended to introduce students to theory and practice in school leadership. Theory introduced in this class will be used throughout the program to frame candidate's thinking about leadership practice and decision making.

Relationship of Course to Internship

Although the internship is a separate course, the Education Leadership program has integrated "embedded experiences" into course work. This means that some of the work for class may be related to your internship. You may write about embedded experiences in your internship journal and Collective Record, but they can only count over and above the minimum 320 hours required for the internship. [However, EDLE 620 is typically taken prior to enrolling in EDLE 791, Internship; hence it is unlikely that any class work would be included in the Collective Record.]

National Standards and Virginia Competencies

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

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.

Course Materials

Required Readings:

- Bolman, L. & Deal, T. (2008). *Reframing organizations: Artistry, choice, and leadership* (4th ed.). San Francisco: Jossey-Bass.
- Steele, C.M. (2010). *Whistling Vivaldi: How stereotypes affect us and what we can do*. New York: Norton.
- Articles should be downloaded from class website.

Other Readings:

- Fullan, M. (2001). *Leading in a culture of change*. San Francisco: Jossey-Bass.
- Corbett, D., Wilson, B., & Williams, B. (2002). *Effort and excellence in urban classrooms: Expecting – and getting – success with all students*. New York: Teachers College Press.

Resources:

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

Outside-of-Class Resources:

Online access is vital for the distance learning aspects of the course and is important if we experience school shutdowns because of the weather or other problems. **All students are now required to activate and monitor their GMU e-mail accounts.** If you are uncertain about how to do this, please see me. It is my expectation that you will be fully competent to send and receive e-mail messages **with attachments**. If your computer at school or

home has spam blocking that will prevent you from seeing messages with attachments, you are responsible for addressing this problem immediately.

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 and through which we will communicate from time to time. Samples of student work will be archived on this site for purposes of course, program, and college assessment.

It is my expectation that all students have access to standard word processing software that can be read by Microsoft Office (2003, 2007 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 will 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 discussion and readings
2. Original thinking and persuasiveness
3. The ability to write in a clear, concise, and organized fashion

Additionally, a portion of the class grade will be based on participation and the contribution you make to class discussions. The overall weights of the various performances are as follows:

Class participation [10 points]

Students are expected to participate actively in class discussions, in group activities, and in serving as critical friends to other students. Attendance is expected for all classes. **If you must be absent, please notify me by e-mail or phone.** More than one absence may result in a reduction in participation points. Arriving at class more than 30 minutes late or leaving more than 30 minutes before the end of class may result in loss of points.

Written assignments [90 points]

Several different types of performance-based assignments will be completed during the semester. Each assignment relates to the application of leadership and organizational theory in school settings. Each assignment and a rubric for grading each assignment are described at the end of this syllabus.

The final assignment, i.e., the Reframing paper, is the program-level Performance-Based Assessments for this course.

Papers are due as indicated on the reading schedule that follows. ALL ASSIGNMENTS must 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 use TaskStream to submit work for courses, as well as to prepare and submit your internship portfolio.

Late work: I expect all students to submit their work on time, meaning no later than by midnight of the due date. **I will not accept any written assignments after the due date.**¹

Rewrites: Time permitting, and at my discretion, students may revise and re-submit papers (other than the final paper) to improve their performance. (Students with a grade of 3.6 or higher are discouraged from resubmitting.) Such revisions are due **not later than one week after receiving feedback on the previous draft**. I may re-consider an assignment grade, but I will not negotiate grades with students. If you wish to discuss your work, I am willing to do so at a time of mutual convenience.

Grading scale:

A+	=	100 percent
A	=	95 – 99.99 percent
A-	=	90 – 94.99 percent
B+	=	86 – 89.99 percent
B	=	83 – 85.99 percent
B-	=	80 – 82.99 percent
C	=	75 – 79.99 percent
F	=	74.99 percent or below

College of Education and Human Development Statement of Expectations and Resources

- Academic integrity (honor code, plagiarism) – Students must adhere to guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- Mason Email – 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, division, and program will be sent to students solely through their Mason email account. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].

¹ At my discretion, and only under unusual and compelling circumstances, e.g., a serious illness, due dates may be renegotiated.

- Counseling and Psychological Services – 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/>].
- Office of Disability Services – 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 <http://ods.gmu.edu/>].
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- The Writing Center (Optional Resource) – 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/>].
- University Libraries (Optional Resource) – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See <http://library.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.

Proposed class schedule:

To accommodate the learning needs of the class, the topic and reading schedule may be amended during the semester. Please check for announcements on the course website for any update to the schedule if you miss a class.

Class	Topic	Required Readings	Assignments Due
1- 1/16	Introduction & Overview –	B&D, Part I	
2 – 1/23	Leadership theory - from <i>classical</i> to <i>transformational</i> to <i>distributive</i>	1. Fullan (2001) 2. Wahlstrom, Louis, Leithwood, & Anderson (2010) 3. Watch: Ted Video	
Sunday, 1/27			Assignment #1 Due Post Twice on Taskstream: Assignments AND Discussion Board
3-1/30	Making Sense of Leadership and	1. ELCC Standards (TS)	Responses to Group Members on TS due

	Understanding Change	2. Group's Postings 3. One Case: Broner OR Costanza	
4-2/6	Making Sense of Schools – Defining Identity & Stereotype Threat	Steele (2010)	Preparation for Socratic Seminar Ongoing – Data Collection for Assignment #2
5-2/13	Making Sense of Schools – Defining Contingencies & Cues	Steele (2010)	Bring sample data for discussion Ongoing – Data Collection for Assignment #2
6-2/20	Making Sense of Schools - Structural Frame	B&D: Part 2	Organizational Charts (Find and bring to class)
7-2/27	Making Sense of Schools - Human Resource Frame	B&D: Part 3	Assignment #2 – Bring a hard copy to class
Sunday, 3/3			Final Draft – Assignment #2 due (Post on Taskstream Assignments)
8-3/6	Making Sense of Schools - Political Frame	B&D: Part 4	
9-3/13	Making Sense of Schools – Symbolic Frame	B&D: Part 5 Case: David & Mara	
10 – 3/20	Making Sense of Schools - Reframing	B&D: Chapter 20	Assignment #3 – Bring hard copy to class
Sunday, 3/24			Final Draft – Assignment #3 Due (Post on Taskstream Assignments)
11-3/27	No Class- Spring Break		
12-4/3	Leadership Development: Beliefs & Vision	Corbett, Wilson, & Williams (2002)	
13 – 4/10	Platform of Beliefs Presentations		Assignment #4 Due – Presentations today. Reflections due 4/17

14 – 4/17	Applying Research & Final Activities	Choose One (1) Article from Optional Readings Folder	Assignment #4 – Reflections due today
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**Assignment #1 Leadership Case
20 points**

Rationale

As an initial step in this class, this assignment asks you to examine the leadership you observe in your school through two steps. In the first step, you will create a leadership case. You may be a part of this leadership case, or you might choose to examine other people’s actions. Through this case, you will demonstrate your interpretation and application of theory to examine practice. In the second step, you will respond to your colleagues’ cases and work to further clarify how you are defining concepts within your cases.

Process

For this paper, identify one episode you’d like to use as a case. You may choose one that is considered a positive case, or you might choose one that is more ambiguous. Review the experience in your mind, and ask yourself:

- What is *leadership* in this case?
- What is the situation that made action necessary?
- What are the key details people need to know to understand this example?

Product

The above helps you describe your leadership case. To complete the paper, examine the leadership model Fullan presents in chapter 1 of his book. Using this model as an analytic tool, what are the leadership actions that are significant in this case? What might have been done differently to enhance the outcomes? What lessons could we learn about leadership from this case?

Be sure our paper follows APA format and is well organized. This is a short paper (3-4 pages), which should be typewritten, double-spaced with ample margins. Come to class prepared to **share** your case!

Online Response

The second step is to read the cases your colleagues (group members) post in the discussion board. Write a response to the cases, exploring the following:

- How are people defining *leadership* and how does this align with your definition?
- How are people applying Fullan’s concepts? Did you interpret Fullan similarly?
- What are some themes you see across these cases?
- What are important “take aways” from these cases that should be explored further in class?

EDLE 620 Leadership Case

Levels/Criteria	4	3	2	1
Description of leadership case (15%)	The case is described skillfully, including details that concisely and effectively communicate the episode.	The case is described thoroughly, but some details are unclear.	Description of the case is incomplete or poorly constructed.	Description of the case is largely missing or wholly inadequate.
Definition of Leadership (10%)	The author offers a clear definition of leadership that is strongly defended. The connection between the author's definition of leadership and the case is clear.	The author offers a definition of leadership and connects the definition to the case.	The author offers a definition of leadership but it is unclear how the definition is connected to the case.	No definition of leadership is in the paper.
Case analysis (25%)	Fullan's model is briefly summarized and used effectively to assess how the case exemplifies effective leadership. Analysis is clear and well argued.	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 (15%)	Lessons are derived from the case relating the candidate's experiences and need to develop specific leadership dispositions or proficiencies.	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 unclear.	Lessons learned and implications of the case are largely missing or wholly inadequate.
Response to Group (15%)	Response respectfully addresses group members' ideas, offering feedback that is thoughtful and thought provoking. Response captures ideas that span cases and pushes group members in their analysis and implications.	Response respectfully addresses group members' ideas and makes connections between cases.	Response addresses concepts of leadership.	Response is not relevant.
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 Whistling Vivaldi 30 Points

Purpose:

I've come to recognize that knowing how to address this side of the human character [i.e. stereotype threat], especially in integrated settings, is an increasingly important skill for our teachers, managers, and leaders. It's not clear whether, without these skills, they could be effective in the increasingly diverse settings of our society.

(Steele, 2010, p. 215)

In service of our ongoing work to “make sense of schools”, this assignment asks students to understand the theory of stereotype threat, identify possible contingencies and cues within schools, and construct an argument on the implications for leadership in education.

Process:

1. To prepare for this paper, choose as your focus an identity category that represents one or more students in your school.
2. You need to articulate how students with this identity might experience school. Using Steele's definitions, work to identify the relevant cues and contingencies that may exist within your school or district. For at least two weeks, keep a record of specific examples; how you collect data to understand cues and contingencies is up to you.
3. Through your records, construct a concise but detailed argument for what identity contingencies exist for students in your school.
4. From this, brainstorm what implications might exist for leadership (or the components of leadership such as vision, relationships, understanding change, etc.)

Product

In the introduction of his book, Steele argues,

The aim of this book is not to show that stereotype threat is so powerful and persistent that it can't be overcome. Quite the contrary. It is to show how, as an unrecognized factor in our lives, it can contribute to some of our most vexing personal and societal problems, but that doing quite feasible things to reduce this threat can lead to dramatic improvements in these problems (11).

In a well-organized paper (**Length: 5-7 pages**), offer an argument that includes the following four components:

- A. Defines and discusses stereotype threat, briefly summarizing Steele's argument of its significance;
- B. Applies these concepts to a specific context, offering a detailed analysis of how cues and contingencies are constructed within a school;
- C. Discusses leadership implications;
- D. Responds to Steele's thesis, evaluating the significance of this theory to education.

This paper must follow APA guidelines.

Whistling Vivaldi Rubric

Levels/ Criteria	4	3	2	1
Definition and Summary of Stereotype Threat (20%)	Paper gives a concise and nuanced definition and summary of the concepts discussed in Steele's book. The central ideas of the theory are explained establishing a clear framework for the rest of the paper.	Author offers a definition and summary of the concepts. The summary establishes a framework for the rest of the paper.	Summary is uneven or does not demonstrate a solid understanding of the theory.	No clear summary or definition offered.
Application of Theory to Specific Context (20%)	Paper convincingly applies ideas from Steele's work to a school or district. The discussion is built on specific examples to illustrate cues and describe contingencies that offer insight into how stereotypes might affect student experiences.	Paper discusses and gives examples of cues and contingencies that might exist in a school.	Paper discusses either cues or contingencies, but the application lacks specific examples that clearly illustrate the concepts. Or, the paper includes examples but it is not clear what the examples illustrate.	Application is very general or nonexistent.
Discussion of Leadership Implications (20%)	Leadership implications connect directly to the application and analysis of the theory. Implications offer insight into the knowledge, skills, or dispositions necessary for effective leadership (OR argues convincingly otherwise).	Leadership implications connect directly to the application and analysis of the theory.	Leadership implications are discussed but the connection to examples or analysis is unclear.	Leadership implications are briefly mentioned or nonexistent.
Evaluating the Significance of Steele's Theory (20%)	Paper includes an incisive evaluation of Steele's work, rooted in specifics of his argument and the specific context explored in this paper.	Paper includes an evaluation of Steele's work, referencing his argument and connecting to an application of theory.	Paper offers an evaluation that remains general.	Evaluation is difficult to find or understand.
Organization of Argument (10%)	Paper is powerfully organized, fortifying the effectiveness of the argument.	Paper is organized logically.	Organization is questionable throughout the paper.	Organization significantly impacts readability.

Levels/ Criteria	4	3	2	1
APA and Grammar (10%)	No errors.	Few errors that do not impede readability. All sources cited and referenced correctly.	Major errors that indicate lack of proofreading. Limited problems with APA.	Significant problems in APA or Grammar that impedes readability.

Assignment # 3 Reframing 30 points

Rationale

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

Process

Briefly describe the improvement or change:

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

Product

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

Reflecting on your frame analysis:

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

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

HINT: It seems likely that you would select the structural or human resources frames instinctively. As a comparison, try to select the political or symbolic frames—these may provide you with the best opportunities to see different things in the same case.

In your thesis, be sure to explain which frames you are using and why. In the body of your paper, develop what you believe to be the primary features of each frame (be brief, but let me know that *you know* what’s unique and valuable about the frame as a way of seeing), and what you learn about the case by using the frame.

This is a somewhat longer paper (8 +/- pages) than the others assigned in this class. It must be word-processed and conform to APA format.

Reframing Paper Rubric

	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
Thesis & introduction 10%	The introduction draws the reader into the paper and ends with a clear and compelling thesis. The introduction provides a clear roadmap for the reader, foreshadowing what the paper is intended to cover.	The paper starts with a brief introduction that alludes to the purpose of the paper, contains a thesis, and provides a general foreshadowing of what is to be included.	The introduction provides some indication of the purpose of the paper, but lacks a thesis and/or provides inadequate or confusing information about what is to be shared.	There is no clear introduction or purpose.
Description of school improvement case: Presenting information pertinent to the improvement of the school’s educational environment (ELCC 1.2) 15%	The case is described thoroughly, with clear delineation of the critical events relating to the school improvement effort, including the data and/or information that drove school change.	The case is described generally with reference to important data or information that drove school change.	Description of the case is incomplete or poorly constructed.	Description of the case is largely missing or wholly inadequate.
Case analysis - Framing: Using theories relevant to building, articulating, implementing, and stewarding a school vision (ELCC 1.1) 15%	The frame used to initially describe the case is accurately identified, characteristics of the frame are clearly explained, and the frame is used to articulate the effectiveness of data use for school improvement in relation to school vision and goals.	The frame used to present the case initially 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.

Case re-analysis - Reframing: Promoting continual and sustainable school improvement (ELCC 1.3) 20%	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: Evaluation of school progress and ideas for revising school plans (ELCC 1.4) 20%	Specific lessons derived from frame analysis are presented. Compelling arguments regarding the success of the improvement effort analyzed and how school plans might be revised are presented.	General lessons derived from frame analysis are presented.	Suggested actions are superficial or weakly related to the analysis and re-analysis.	Suggested actions are largely missing or wholly inadequate
Support: Assessing organizational effectiveness 10%	Specific, developed ideas and/or evidence from theory or research are used to support analysis of school improvement effectiveness.	Supporting theory or research used to support analysis of school effectiveness lacks specificity or is loosely developed.	The paper presents some supporting ideas and/or evidence in analysis of the school improvement case.	Few to no solid supporting ideas or evidence are presented.
Organization of paper: 5%	The paper is powerfully organized and fully developed.	The paper includes a logical progression of ideas aided by clear transitions.	The paper includes skeletal structure (introduction, body, conclusion) but lacks transitions.	The paper lacks a logical progression of ideas.
Mechanics and APA: 5%	The paper is nearly error-free, reflecting clear understanding of mechanics and APA and thorough proofreading.	The paper contains occasional grammatical errors and questionable word choice.	Errors in grammar and punctuation are frequent, but spelling has been proofread.	The paper contains frequent errors in spelling, grammar, and punctuation.

**Assignment #4 Platform of Beliefs
10 points**

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. In preparation for this presentation, you may complete the visioning exercise posted, in which you develop a sense of the ways you would like to improve teaching and learning in your school. You may also want to use your notes from our classroom activity focused on visioning.

To create your platform:

- Identify 3 or so core beliefs that are important to you when you think about *teaching, learning, and leadership*.
- For each of these, explain why it is a critically important belief, and how it relates to the other beliefs.
- 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 make a **short presentation** of your vision and beliefs (which will be video-taped and posted)

Assume you are interviewing for a position as an assistant principal at the Great American School, and you have been asked to make a short presentation about your leadership vision to the search committee (comprised of teachers, parents, and a student). What kind of first impression do you want to make? How will you convey what is important to you, and how will you lead? What messages do you want to send to the powers that be (though this committee) about your leadership? You have 3 minutes to make your best impression. (Note – the principal runs a tight little meeting, so you only have 3 minutes.)

2. Written reflection: I will be posting your presentation. 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 the committee took away from the talk? What did you learn from this experience?

This is a short reflection (2-3 pages), which should be typewritten, double-spaced with ample margins.

Note: The oral presentation and the written reflection are combined into one rubric presented below.

Platform of Beliefs Assessment Rubric

<i>Levels:</i>				
<i>Criteria:</i>	4	3	2	1
Attention to Audience (15%)	The presenter engaged the audience and held their attention throughout with creative articulation, enthusiasm, and clearly focused presentation.	The presenter engaged the audience and held their attention most of the time by remaining on topic and presenting facts with enthusiasm.	Little attempt was made to engage the audience.	The presenter did not attempt to engage the audience.
Clarity (15%)	Development of thesis is clear through use of specific and appropriate examples; transitions are clear and create a succinct and even flow.	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.	No apparent logical order of presentation, unclear focus.
Presentation Length (15%)	Presented within the allotted time	Remained close to the allotted time (i.e., within 30 seconds)	Exceeding or falling short of allotted time by a significant margin (30-60 seconds)	Greatly exceeding or falling short of allotted time (more than 60 seconds)
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.	Thesis is clear, but supporting information is disconnected.	Thesis is unclear and information appears randomly chosen.
Speaking Skills (15%)	Exceptional confidence with material displayed through poise, clear articulation, eye contact, and enthusiasm.	Clear articulation of ideas, but the presenter apparently lacks confidence with material.	Little eye contact; fast speaking rate, little expression, mumbling.	Monotone; speaker seemed uninterested in material.
Written reflection (25%)	An in-depth reflection is provided that thoroughly examines your presentation from a symbolic leadership perspective, including specific lessons you derived from the experience relating to dispositions and/or proficiencies associated with effective school leadership and/or the leader's role in change.	A reflection is provided that examines your 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 rehashing the presentation.

EDLE 620 Participation (Van Lare)

Levels/Criteria	4	3	2	1
Attendance (25%)	Exemplary attendance (no absences, tardies or early dismissals)	Maximum of one absence or two tardies and/or early dismissals	Occasional absences (more than one)...and/or frequent tardies and early dismissals	Frequent absences and/or tardies
Quality of interaction --- questions, comments, suggestions (25%)	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 class topics and/or ideas.	Rarely interacts with the instructor or class mates in an appropriate manner
Effort (25%)	Volunteers as appropriate and often leads in group settings. Engages and brings out the best in others.	Willingly participates with instructor and classmates. Engages others.	Reluctantly participates when asked (rarely volunteers) Seeks easiest duties within groups.	Actively avoids involvement. Complains about others and uses excuses to explain deficiencies.
Demonstration of preparation for class (25%)	Demonstrates preparation regularly by referring to previous learning, text and other sources to contribute to class discussion and is prepared for each and every class.	Demonstrates preparation regularly by referring to previous learning, text and other sources to contribute to class discussion.	Demonstrates preparation and readiness periodically.	Is unable to demonstrate readiness for class