

**GEORGE MASON UNIVERSITY
GRADUATE SCHOOL OF EDUCATION
Education Leadership Program**

**EDLE 620, Section 603 Spring Semester – 3 credits
Organizational Theory and Leadership Development**

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Office Hours: Tuesdays and Thursdays 1-3 PM and by appointment

Schedule Information

Meeting Times: Wednesdays 5:00 p.m. – 8:00 p.m. 1/13/16 – 4/13/16

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: South County High School – Room TBD

Course Description

Co-requisite: Application to the Education Leadership program.

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

Studies basic organizational theories and models of leadership and management. Emphasizes shared leadership in professional environments, communication skills, systems thinking and personal and organizational change. Bridges theory to practical applications in educational settings.

General Goals

The course is intended to provide students with an opportunity to explore meanings of leadership in schools, leaders' role in school change and restructuring; and ways school leaders make sense of school organization. Students will explore both how organizations function and leadership choices within organizations, and they will have an opportunity to begin to develop a vision of their leadership practice and situate this practice within a perspective of how school organizations work.

Course 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 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. Use various social science perspectives as the foundation for advocacy and change;
6. Learn how to work with the larger community; and
7. Develop oral and written communication skills

Student Outcomes

Upon completion of this course, students will 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 theories 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 EDLE 620 to Internship Requirements

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 in this class is related to your internship. You may write about embedded experiences (such as the Platform of Beliefs) in your internship journal and collective record, but they can only count over and above the minimum 320 hours required for the internship. Since EDLE 620 is usually taken prior to enrolling in the EDLE 791 Internship, it is unlikely that other class work would be included in the Collective Record.

National Standards and Virginia Competencies

This course addresses a number of the ELCC Standards, with a focus on Standards 1.1, 1.2, 1.3 and 1.4, as well as the corresponding components of the Virginia DOE Standards for School Leaders, knowledge, understanding and application of:

1. 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 promote continuous improvement consistent with the goals of the school division.
2. 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 practices with division mission and core beliefs for developing and implementing strategic plans.
3. 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 hits collective capacity.
 4. 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 Text

Bolman, L. & Deal, T. (2013) *Reframing Organizations: Artistry, Choice and Leadership* (5th ed.). San Francisco: Jossey-Bass.

Recommended Text:

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

Additional required readings will be stored on Blackboard and in e-reserves.

Nature of Course Delivery

Through readings, discussions, cooperative learning activities, case studies, and oral presentations, students will learn to connect theory on school leadership with the realities of work in the 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.

Content

The primary purpose of the course is to develop leadership capacity, and deepen the understanding of how organizations function and how leaders influence school change and improvement. Specific content includes:

1. Reviewing the meaning 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 frameworks students find most useful for informing their own leadership 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 change.

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 Blackboard and 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 enable students to participate actively in the development of their knowledge and skills. 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. listen first to understand, then seek to be understood;
 - d. work toward common goals in a professional and cordial manner.
2. Student work will help you develop and refine oral presentation skills through:
 - a. Individual and group work to develop strategies for addressing organizational problems and challenges;
 - b. Engaging in a variety of learning activities, including case studies and simulations with oral presentations;
 - c. Assessing the oral presentations of peers
3. We will endeavor to create a classroom climate that approximates what we know about learning organizations. Therefore, 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. recognize and celebrate each other's ideas and accomplishments; and
 - e. Show an awareness of each other's needs;
 - f. Maintain **strict confidentiality** regarding any information shared in the class.

Email

All candidates are required to activate and monitor their GMU e-mail accounts. It is strongly recommended that you not forward your Mason e-mail to a different account because attachments may be lost. *It is best to check e-mail directly from your Mason account daily.*

Per university policy in compliance with federal law, I will only communicate with students via their GMU email accounts and will be unable to respond to emails sent from other accounts (i.e., Gmail, yahoo, work email, etc.). Any announcements regarding the course will be sent to your GMU account. I will respond to emails within 24 hours, excluding weekends. Online access is vital to success in this course and is important if we experience school shutdowns because of the weather or other problems.

Technology Requirements

The course will utilize Mason's Blackboard platform. The following resources are needed:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- Consistent and reliable access to your GMU email and Blackboard, as these are the official methods of communication for this course.

All students are required to access Blackboard via <https://mymasonportal.gmu.edu> as a part of this course. Samples of student work will be archived on this site for purposes of course, program and college assessment.

All students must have access to standard word processing software that can be read by Microsoft Office 2010 or later.

Course Requirements, Performance-based Assessment and Evaluation Criteria

Attendance

Students are expected to attend every class for its entirety. If you must be absent, **please notify me by e-mail or telephone**. 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 activities. 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.

Late Work

All assignments are to be submitted via Blackboard on time according to the schedule in this syllabus, meaning no later than midnight of the due date. **Written assignments will not be accepted after the due date, unless there are compelling and unusual circumstances approved in advance by the instructor.**

TK20 Performance-Based Assessment Submission Requirement

Every student registered for any EDLE course with a required performance-based assessment is required to submit this assessment, **The Reframing Paper** for EDLE 620, to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

Class Participation

Students are expected to participate actively in class discussions and serve as critical friends to other students. Attendance is expected for all classes. Absences will usually result in a reduction

in participation points. Arriving at class late or leaving from class early may result in the 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 challenging others' assumptions during class discussions; specifically citing and using previously learned materials; and initiating discussion and student-to-student interaction. Class participation points (10% of your grade) will be allotted using the following rubric:

EDLE 620 Class Participation Rubric

Levels Criteria	exceeds expectation 4	meets expectations-3	approaches expectations-2	below expectations-1
Attendance (10%)	Perfect attendance (no unexcused absences, tardiness or early dismissals)	Exemplary attendance with one tardy or early dismissal	Occasional absences and/or tardiness (2 or more)	Frequent absences and/or tardiness (3 or more)
Quality of interaction; questions, comments, suggestions (30%)	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 (30%)	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	Usually participates when asked (rarely volunteers) Minimally participates in group work.	Rarely is involved in class discussion, or complains about others and uses excuses to explain deficiencies
Demonstration that student is prepared for class (30%)	(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 and preparation periodically	Generally does not demonstrate readiness for class discussion through readings and other pre-class Activities, or by relating to previous discussion

DETERMINATION OF COURSE GRADE:

Written Assignments (Personal Best 30 pts.; Platform of Beliefs 20 pts.; Reframing 40 pts.)
Class Participation (10 points)

GRADING SCALE:

A+ = 100	B = 83 - 85
A = 95 - 99	B- = 80 - 82

A- = 90 - 94	C = 75 - 79
B+ = 86 - 89	F = less than 79

Assignment #1 Personal Best (30 points)

Due February 3, 2016

Rationale

Candidates in our program come from a variety of backgrounds, and have a variety of professional interests and experiences. To discover attributes of effective school leadership we will borrow a research activity from a classic leadership work.

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, identify one person who you believe to be an effective leader, and interview this leader about his or her leadership best. Some questions included in the K&P study included the following:

- 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 first part of this paper is the **case description**, which you should write-up based on your interview. To complete the paper, use the leadership model Fullan presents in chapter 1 of his book as an analytic tool to examine the case. In what ways did this leader excel in the situation you described, and what leadership attributes or behaviors most contributed to making this a "best?" Finally, in conclusion, what lessons did you learn about leadership in your specialization from analyzing the experience, and how useful did you find the Fullan model as a tool for analysis?

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. Your thesis states your main argument (i.e., what you plan to show in your paper).
2. Following the introduction, include a paragraph that describes your method – what you did to collect your evidence. You might describe who you selected (your subject), when and where you collected information, what questions you asked, and how you recorded your data.
3. 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.
4. 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 (8 +/- pages), which should be typewritten, double-spaced with ample margins. Come to class prepared to **share** your case!

	exceeds expectations 4 pts	Meets expectations 3 pts	approaching expectations 2 pts	falls below expectations 1 pt
Thesis & introduction (10%)	The paper starts with a clear and concise statement of purpose and an introduction that 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 method (10%)	The paper includes a brief but thorough description of the method, including a discussion of the subject interviewed; interview process; and analysis.	The paper includes a brief description of method, but details on some aspects of how the study was conducted are unclear.	The paper includes some discussion of method, but details on one or more aspect of how the study was conducted are omitted.	The methods section is omitted or wholly inadequate
Description of personal best case (10%)	The case is described thoroughly, including an accounting of the "personal best" situation and details about why this was selected as a personal best case.	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 (30%)	Fullan's model is summarized and then used to thoroughly 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.
Conclusion, implications (20%)	Clear and specific lessons are derived from the case relating to leadership in the specialization, and the efficacy of the Fullan model as a tool for assessing leadership practice is discussed.	General lessons are presented relating to leadership in the specialization, and the efficacy of the Fullan model as a tool for assessing leadership practice is mentioned.	Lessons relating to the subject's experiences and future leadership development are superficial	Lessons learned and implications of the case are largely missing or wholly inadequate
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 (introduction, body, conclusion) but lacks transitions	Paper lacks logical progression of ideas
Mechanics (10%)	Nearly error-free which reflects clear understanding of APA format and thorough proofreading	Occasional APA and/or grammatical errors and questionable word choice	Errors in grammar, APA format, or punctuation, but spelling has been proofread	Frequent errors in spelling, grammar, format and/or punctuation

Assignment #2 Platform of Beliefs **20 points (Due March 16, 2016)**

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 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 (+/- 3 pages) which should be typewritten and double spaced.

Platform of Beliefs Assessment Rubric

	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
Clarity & organization (20%)	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 (10%)	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 (20%)	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 (20%)	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 (30%)	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.

Assignment #3: Reframing Paper (40 points)
Due April 6, 2016

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 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 bases 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 (10 +/- pages) than the others assigned in this class. It must be word-processed and conform to APA format.

	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	Supporting theory or research used to support analysis of school effectiveness	The paper presents some supporting ideas and/or evidence in analysis of the school	Few to no solid supporting ideas or evidence are presented.

	improvement effectiveness.	lacks specificity or is loosely developed.	improvement case.	
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.

WRITTEN ASSIGNMENTS: Written assignments for this course (Clinical Supervision Project, Professional Development Project, Research Paper and Class Presentation) must be submitted via Blackboard by 11:59 p.m. on the due date. Late Activities will not be accepted except in emergency situations that have been discussed and approved by the instructor in advance of the due date. There are no extra credit activities in this course. A grade of incomplete will not be assigned unless there are unusual circumstances approved by the instructor prior to the end of the course semester.

Every student registered for any Education Leadership course with a required performance-based assessment [Reframing Paper for EDLE 620] is required to submit these assessments to Blackboard (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Blackboard. Failure to submit the assessment to Blackboard will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Blackboard submission, the IN will convert to an F nine weeks into the following semester

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 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 Blackboard for this purpose.** Once your paper has been submitted to Blackboard, it will be assessed and given a final grade.

COMMUNICATING WITH INSTRUCTOR: Feel free to discuss any/all concerns about the class with me. You may do so using e-mail...but a personal contact (before class, during break, after class or a scheduled office visit) is preferred. **IMPORTANT:** When using e-mail for any reason—use the GMU email account (rmoniusz@gmu.edu) and not the Blackboard email system.

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.

George Mason University Policies and Resources for Students

- a. Students must adhere to the guidelines of the George Mason University Honor Code (See <http://oai.gmu.edu/the-mason-honor-code/>).
- b. Students must follow the university policy for Responsible Use of Computing (See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- c. 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.
- d. 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/>).
- e. 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/>).
- f. 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 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/>).

PROFESSIONAL DISPOSITIONS

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

CORE VALUES COMMITMENT

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website <http://gse.gmu.edu/>.

Class Schedule

To accommodate the learning needs of class members, the topic and reading schedule may be amended during the semester. When the tentative weekly schedule is revised, revisions will be posted on Blackboard.

Session #	Date 2016	Topics	Reading/Writing Activities
1	1/13	Course Orientation and Syllabus Review Leadership Definitions	<i>Reading:</i> Course Syllabus <i>Activities:</i> Syllabus Review, "About Me"
2	1/20	Leadership Theory: From Classical to Transformational	<i>Reading:</i> Fullan Chapters 1 and 2 (from Blackboard); Begin Personal Best Interview
3	1/27	Organizational Analysis: An Overview	<i>Reading:</i> Bolman and Deal, Part 1 <i>Activities:</i> Begin Sharing Personal Best Cases
4	2/3	Leadership and Change Personal Best Cases Posted by Midnight 2/3	<i>Reading:</i> Fullan, Chapter 3 (from Blackboard) <i>Activities:</i> Continue Sharing Personal Best Cases
5	2/10	The Structural Frame	<i>Reading:</i> Bolman and Deal, Part 2
6	2/17	Human Resource Frame	<i>Reading:</i> Bolman and Deal, Part 3
7	2/24	Platform of Beliefs Presentations	<i>Reading:</i> None
8	3/2	<i>The Political Frame</i>	<i>Reading:</i> Bolman and Deal, Part 4
9	3/9	<i>The Symbolic Frame</i>	<i>Reading:</i> Bolman and Deal, Part 5
10	3/16	Reframing Leadership Platform of Beliefs Reflection Posted by Midnight 3/16	<i>Reading:</i> Bolman and Deal, Ch. 15, 16, 17 <i>Activity: Case Studies</i>
11	3/30	Reframing Leadership	<i>Reading:</i> Bolman and Deal, Ch. 18, 20
12	4/6	Final Class Activity	Reframing Paper Posted by Midnight 4/6