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

EDLE 620, Section 601: Organizational Theory and Leadership Development
3 credits, Summer 2017
Meeting Days: Tuesdays and Thursdays, 4:30-7:30 pm,4/25-6/8/2017
TC Williams High School-Room A225

Faculty

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Prerequisites/Corequisites
Application to the Education Leadership Program.

University Catalog 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.

Course Overview
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.

Nature of Course Delivery
Class sessions will consist of lectures, discussions, problem-based learning, role-playing, and student presentations. Candidates should see themselves as my partners in creating a valuable and memorable educational experience.

Learner Outcomes
This course is designed to enable students to do the following:
1. Define, identify, and articulate the meaning and significance of the education leader's personal vision and core beliefs in school organizations.
2. Construct and articulate a vision of effective school leadership as supported by their personal values and core beliefs around leadership, teaching, and learning.
3. Demonstrate knowledge of traditional and critical leadership and organizational theories and their relationship to the field of education leadership.

4. Compare and contrast the theoretical assumptions and traditional organizational theories that inform Bolman & Deal's four-frame model for analyzing organizational behaviors and outcomes.
5. Develop leadership cases that reflect connections between leadership and organizational theory, research, and practice.
6. Analyze leadership cases and scenarios through the practice of framing and reframing.

Program Learning Objectives

The Education Leadership program is designed to prepare candidates for leadership and management positions in a variety of educational settings. The program emphasizes an understanding of the complexities of change in schools, communities, and organizations. This 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.

Professional Standards (National Standards and Virginia Competencies)

Each M.Ed. licensure course has at least one Performance-Based Assessment (PBA) as required by the program. The PBA for this course is the Reframing Paper.

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 problemsolving 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.

Required texts:

- Bolman, L. & Deal, T. (2013). *Reframing organizations: Artistry, choice, and leadership* (5th ed.). San Francisco: Jossey-Bass.

Recommended texts:

- 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

All students are required to use http://www.mymason.gmu.edu as part of this course. This is GMU's Blackboard platform where information for the course will be posted. All students are expected to have access to a personal computer that is linked to the Internet and the ability to use word processing, spreadsheet, and web-browsing software. **All students are required to activate and monitor their GMU email accounts,**

Cancellation Policy

If a cancellation is necessary, the class will be made up via an electronic activity. Specifically, candidates are expected to log-on to the computer in order to participate in an electronic discussion/activity as directed, which will replace the missed class.

Course Performance Evaluation

All work must be submitted on time, meaning no later than by midnight of the due date. If you happen to be absent on the day a paper is due, the due date remains and the paper must be submitted electronically.

Course Performance Evaluation

Preparation, Participation, and Attendance (15 percent)

Work in this class is completed both individually and in small groups. Each student is expected to be an active, contributing member of her/his small group in every class session. Every student is also expected to contribute to Blackboard discussions as necessary. If you are absent or miss part of a class session, you may lose participation points. If you must be absent, please notify me by e-mail or phone. If you are unprepared or absent for an oral activity, there will be no alternative way to engage in the activity, resulting in a loss of participation points regardless of your overall attendance record. Candidates are expected to attend every class for its entirety. Part of your course grade is earned through ongoing assessment of your attendance, performance, communication and professional disposition in class and online discussions. Punctual attendance and regular class participation are vital to your success in this course. Participation includes, but is not limited to the following:

- Coming to class prepared
- Demonstrate respect and civility (**avoid side conversations**, **multi-tasking**, etc…)

- Professional behavior and presentation
- Willingness to volunteer for class activities
- Contribute to collaborative learning teams
- Initiate and extend class and online discussions through critique and clarification
- Sticking to the topic at hand
- Respect for others' responses and questions
- Use of appropriate problem solving techniques
- Appropriate use of allotted time
- Sharing experiences from work that are relevant to the class discussion

Written Assignments (85 percent)

Since this is a graduate-level class, high quality work on all assignments is expected. Candidates should refer to the Blackboard course site for rubrics and specific guidance on the preparation of assignments. Candidates are expected to submit all assignments on time, in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Platform of Beliefs	20 percent
Personal Best	25 percent
Reframing Case	40 percent

Grading

A+	100 percent
A	99-95
A-	94-90
B+	89-86
B	85-83
B-	82-80
C	79-75
F	74-0

Grading Policies

Papers are due as indicated in the course schedule. **All assignments must be submitted electronically, either through Blackboard or TK20.**

All work is expected on time, meaning no later than by midnight of the due date. If you happen to be absent on the day a paper is due, the due date remains and the paper must be submitted electronically. Assignments are not accepted after the due date though at the discretion, and unusual and compelling circumstances (e.g. serious illness) due dates may be negotiated.

Tk20 Performance-Based Assessment Submission Requirement

The Reframing Case paper is the Performance-Based Assessment (PBA) for this course and should reflect your understanding of the key theories and assumptions that support each of Bolman & Deal's four frames and their application to school leadership practice.

Every student registered for any EDLE course with a required performance-based assessment (designated in the syllabus) is required to submit this assessment to TK20. In EDLE 620, the required performance is the Reframing Case paper. Evaluation of the performance-based assessment 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 this grade is changed upon completion of the required TK20 submission, the IN will convert to an F nine weeks into the following semester.

Professional Dispositions
Candidates are expected to exhibit professional behaviors and dispositions at all times. Consistent with our mission to educate exceptional leaders who act with integrity and respect for others, candidates are not permitted to record a class themselves by any means without prior expressed consent of the instructor -- except for class recordings made to accommodate requests presented by the George Mason University's Office of Disability Services.

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

1. Classes will reflect a balance of activities that encourage the exploration of the use of research in instructional leadership. To promote an atmosphere that allows us to accomplish this, we will:
    a. start and end on time;
    b. maintain (flexibly) a written agenda reflecting objectives for each class;
    c. agree to disagree respectfully during class discussions;
    d. strive to be open to new ideas and perspectives; and
    e. listen actively to one another.

2. Candidate work will reflect what is expected from leaders. Hence, it is expected that students will:
    a. write papers that are well researched, proofread, submitted in a timely fashion, and conform to APA guidelines;
    b. participate actively in class discussions in a manner that challenges the best thinking of the class; and
    c. provide constructive feedback to others both on their ideas and on their written work, striving to learn from each other and to test each other's ideas.

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

Class Schedule

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

EDLE 620 Summer 2017 (Organizational Theory and Leadership Development)

Session /Date	Topic	Activities/ Readings /Assignments
Lesson 1 April 25	Blackboard Orientation Syllabus & Course Overview Leadership and Vision	Prepare for Lesson 2: Explore: School Leadership Review: Assignment #1 Platform of Beliefs
Lesson 2 April 27	Vision, Beliefs, and Values	Prepare for Lesson 3: Develop Platform of Beliefs
Lesson 3 May 2	Research: Platform of Beliefs	Prepare for Lesson 4: Explore: Leadership Theory Review: Assignment #2 Personal Best
Assignment #1 Platform of Beliefs due Friday, May 5		
Lesson 4 May 4	Leadership Theory	Prepare for Lesson 5: Read: Understanding Change & Coherence Making (Fullan) View: Leading Through Change
Lesson 5 May 9	Bridging Theory and Practice	Prepare for Lesson 6 Read: B & D, Part 1-Chapters 1 & 2 & Chapter 20 Complete: Leadership Quiz
Lesson 6 May 11	Reframing: Overview	Prepare for Lesson 7 Read: B & D, Part 2-Chapters 3, 4, & 5 The Context of Organization
Lesson 7 May 16	The Structural Frame	Prepare for Lesson 8 Read: B & D, Part 3, Chapters 6, 7, & 8 People and Relationships in Organizations
Lesson 8 May 18	The Human Resource Frame	Prepare for Lesson 9 School Improvement Plans and Reframing Review: Assignment #3-Reframing
Assignment #2 Personal Best due Friday, May 19		
Lesson 9 May 23	Research – SIP for Reframing Paper	Prepare for Lesson 10 Read B & D, Part 4, Chapters 9, 10 & 11 Leadership and Power
Lesson 10 May 25	The Political Frame	Prepare for Lesson 11 Read B & D, Part 5, Chapters 12, 13, & 14 Organizations and Culture

Lesson 11 May 30	The Symbolic Frame	Prepare for Lesson 12 Read B & D, Part 6 Chapters 15, 16 & 17 Recognizing and Shifting Perspectives
Lesson 12 June 1	Reframing Leadership and Change	Prepare for Lesson 13
Lesson 13 June 6	Independent Study	
Lesson 14 June 8	Course Wrap Up	
Assignment #3 Reframing Case due Thursday, June 8		

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: http://cehd.gmu.edu/values/.

GMU Policies and Resources for Students

Policies

- Candidates must adhere to the guidelines of the Mason Honor Code (see http://oai.gmu.edu/the-mason-honor-code/).
- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).
- Candidates are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Candidates with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).
- Candidates must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.
- The Writing Center 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/).
- The 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 Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see http://ssac.gmu.edu/). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to http://ssac.gmu.edu/make-a-referral/.
- For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/.

Assignment # 1 Platform of Beliefs
20 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/examples 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

The Platform of Beliefs assignment serves to help you "locate your compass" by identifying and reflecting on the core values and beliefs that will inform your leadership practice. It is a document that will be developed throughout your program of study and revisited at its conclusion as part of your final Internship submission.

For this assignment, you will prepare a 2 to 3-minute video presentation (using PowerPoint, Powtoon, or other presentation software) that includes the following:

- An introduction describing the type of school leader you want to be
- Three to five core values and/or beliefs that are important to you in terms of *teaching, learning,* and *leadership*
- A definition/description of each core value and/or belief and its relevance to organizational development and school leadership practice
- An explanation of why these values/beliefs are important to your personal vision of school leadership

Platform of Beliefs Rubric

Criteria	Exceeds Expectations 4	Meets Expectations 3	Approaches Expectations 2	Falls Below Expectations 1
Introduction and thesis The introduction should draw the reader into the topic and include a one-sentence thesis. The thesis states what the author intends to prove or demonstrate in the body of the written work. For this paper, the thesis must name the focal area(s) of your platform of beliefs (15%)	The paper starts with a clear and concise statement of the topic and an introduction that provides a clear thesis that lays out the focus area(s).	The paper starts with a brief introduction that alludes to the focus area(s) and provides a general thesis.	An introduction is provided that gives only the barest hint about the focus area(s) or the information to be shared.	The paper lacks an introduction entirely, or the introduction fails to provide useful information that is focus area(s)
Explanation of personal importance of each core belief and linkages to other core beliefs (25 %)	Three or more core beliefs are explained and discussed clearly and skillfully in terms of personal importance and linkages to other core beliefs.	Three or more core beliefs are explained in terms of personal importance, but linkages to other beliefs are unclear.	Explanation of personal importance of core beliefs and linkages to other beliefs are incomplete or poorly constructed.	Explanation of personal importance of core beliefs and linkages to other beliefs is largely missing or inadequate.
Description of each core belief according to its associated principle(s) in leadership practice. (25 %)	Each core belief is described skillfully, including its associated principle(s) in leadership practice.	Description of each core belief and its associated principle(s) in leadership practice is presented, but some details are unclear.	Description of each core belief and its associated principle(s) in leadership practice is incomplete or poorly constructed.	Description of each core belief and its associated principle(s) in leadership practice is largely missing or inadequate.
Conclusion (15%)	The conclusion clearly explains what was learned from completing this assignment.	The conclusion suggests some of what was learned from completing this assignment.	The conclusion adds little to the understanding of the assignment.	There is no conclusion.
Organization of paper (10%)	The paper is powerfully organized and fully developed. Development of thesis is clear through use of specific and appropriate examples; transitions are clear and create a succinct and even flow.	The paper includes a logical progression of ideas aided by clear transitions. The sequence of information is well-organized for the most part, but more clarity with transitions is needed.	The paper includes most required elements, but content is loosely connected, transitions lack clarity.	The paper lacks a logical progression of ideas. No apparent logical order of presentation, unclear focus.

Mechanics and APA (10%)	The paper is error-free in terms of grammar, spelling, and APA format.	The paper includes few grammatical, spelling and/or APA format errors.	The paper has several errors in grammar, spelling, and APA format.	The paper includes frequent errors in spelling, grammar, punctuation, and APA format.

Assignment #2 Personal Best (**25 points**)

Rationale
Candidates in our program come from a variety of backgrounds, and have a variety of professional interests and experiences.

Process

For this paper, students will review the opportunities and experiences that they have had as leaders and select one such experience in which you performed in an exceptional manner, and describe it in a 3-5 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 School Improvement Plan
Preparing and presenting a professional development workshop or in-service
Mentoring a colleague
Accessing and managing resources
Collaborating with parents and/or the broader community; etc

Tasks

There will be four required 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?
2) 2) Why: Why did you become involved in a leading role? (Did you volunteer; were you recruited?) Did you receive additional compensation for assuming this leader role?
3) 3) Evaluate your leadership: Were you successful? What could you have done differently?
4) 4) Compare and contrast with leadership models, traits, theory: Using the class discussion that we have had (and any outside resources you select), how were your leader behaviors consistent with the literature and/or studies on school leadership?

Paper length (3-5 pages) excluding title and reference pages.

Personal Best Paper Rubric

Criteria	Levels of Achievement			
	Exceeds expectations	Meets expectations	Approaches expectations	Falls below expectations
Thesis & Introduction Weight 10.00%	90 to 100% Establishes thesis in introduction and maintains a clear purpose	80 to 89% Evidence of thesis can be found in a clear introduction to the paper	70 to 79% Attempt to create a thesis statement and communicate the purpose in the introduction	0 to 69% There is no clear purpose to the paper (no attempt to create a thesis)
Description of personal best Weight 20.00%	90 to 100% The case is described thoroughly, including the rationale as to why it was selected as the "personal best"	80 to 89% The case is described in detail...but lacks specificity as to why it was selected as a "personal best"	70 to 79% Description of the case is incomplete or poorly constructed	0 to 69% Description of the case is missing or inadequate
Case analysis Weight 25.00%	90 to 100% The case is analyzed in a thorough manner using leadership models (from class and/or outside readings)	80 to 89% Leadership models from class and/or outside readings are noted without specificity	70 to 79% The analysis is weak or superficial	0 to 69% The analysis is unrelated to the case, or is missing or inadequate
Implications for leadership development Weight 25.00%	90 to 100% Lessons are derived relating to the need to develop specific actions and/or leadership development leadership dispositions and/or traits	80 to 89% General lessons are presented relating to future actions and/or leadership development	70 to 79% Lessons relating to personal leadership development are superficial	0 to 69% Conclusions and implications are missing or inadequate
Organization of paper Weight 10.00%	90 to 100% Paper is powerfully organized and fully developed. Development of thesis is clear through use of specific and appropriate examples; transitions are clear and create a succinct and even flow.	80 to 89% Paper includes logical progression of ideas aided by clear transitions. The sequence of information is well-organized for the most part, but more clarity with transitions is needed.	70 to 79% Paper includes brief skeleton (intro, body & conclusions) but lacks transitions. The paper includes most required elements, but content is loosely connected, transitions lack clarity.	0 to 69% Paper lacks logical progression of ideas. No apparent logical order of presentation, unclear focus.
Mechanics and APA Weight 10.00%	90 to 100% Error free in terms of grammar, spelling, and APA format which reflects thorough proofreading	80 to 89% The paper includes few grammatical, spelling, grammar, punctuation, and/or APA format errors.	70 to 79% The paper has several errors in grammar, spelling, grammar, punctuation, and/or APA format.	0 to 69% The paper includes frequent errors in spelling, grammar, punctuation, and/or APA format.

Reframing Case Analysis(40 points)

Connection to standards
This assessment addresses the following ELCC standard elements, as delineated in the attached scoring rubric:

- **ELCC 1.1:** Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.
- **ELCC 1.2:** Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and create and implement plans to achieve school goals.
- **ELCC 1.3**: Candidates understand and can promote continual and sustainable school improvement.
- **ELCC 1.4:** Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.

Overview
Bolman and Deal (2013) 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 to demonstrate an understanding of organizational effectiveness and learning strategies, planning, and evaluation of improvement processes **(ELCC 1.2)**. Include:

- 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?

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? The case description demonstrates your understanding of visioning, theories relevant to school improvement and change, and methods for moving these processes forward **(ELCC 1.1)**.

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? The reanalysis demonstrates your understanding of school change and improvement processes **(ELCC 1.3)**.
- 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?** This demonstrates your understanding of effective strategies for revising plans to achieve school improvement goals **(ELCC 1.4)**.

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 Case Analysis Rubric

Criteria	Exceeds Expectations 4	Meets expectations 3	Approaches Expectations 2	Below Expectations 1
Thesis and introduction	**9 - 10 points** 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.	**8 – 8.9 points** 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.	**7 – 7.9 points** 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.	**0 – 6.9 points** There is no clear introduction or purpose.
ELCC 1.2 Description of school improvement case	**13.5 – 15 points** 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, demonstrating candidate's thorough	**12 – 13.4 points** The case is described generally with reference to important data or information that drove school change, demonstrating candidate's adequate knowledge of the use of evidence for learning and improvement; tactical	**10.5 – 11.9 points** Description of the case is incomplete or poorly constructed, demonstrating candidate's inadequate knowledge of the use of evidence for learning and improvement; tactical and strategic planning; and an understanding of the	**0 – 10.4 points** Description of the case is largely missing or wholly inadequate, hence provides no evidence related to candidate knowledge on standards.

Criteria	Exceeds Expectations 4	Meets expectations 3	Approaches Expectations 2	Below Expectations 1
	knowledge of the use of evidence for learning and improvement; tactical and strategic planning; and an understanding of the variables that affect student achievement.	and strategic planning; and an understanding of the variables that affect student achievement.	variables that affect student achievement.	
ELCC 1.1 Case analysis - Framing	**13.5 – 15 points** 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, demonstrating candidate's thorough knowledge of theories relevant to building, articulating, implementing and stewarding school vision and improvement.	**12 – 13.4 points** The frame used to present the case initially is identified, discussed, and applied as a conceptual lens for understanding the case, demonstrating candidate's adequate knowledge of theories relevant to building, articulating, implementing and stewarding school vision and improvement.	**10.5 – 11.9 points** Analysis is weak or incomplete, or superficially considers the application of the frame to the analysis, demonstrating candidate's inadequate knowledge of theories relevant to building, articulating, implementing and stewarding school vision and improvement.	**0 – 10.4 points** Analysis is unrelated to the case, is largely missing or wholly inadequate, hence provides no evidence related to candidate knowledge on standards.
ELCC 1.3 Case analysis - Reframing	**18 – 20 points** At least one additional theoretical frame is clearly and thoroughly described, and used to re-analyze the case, demonstrating candidate's thorough knowledge of continual and sustained improvement processes; school change processes; and the role of professional learning in school improvement. Analysis includes plans or processes for continuous improvement on the basis of the re-analysis.	**16 – 17.9 points** At least one additional theoretical frame is briefly described and used as a conceptual lens for re-analyzing the case, demonstrating candidate's adequate knowledge of continual and sustained improvement processes; school change processes; and the role of professional learning in school improvement.	**14 – 15.9 points** Re-analysis is weak or incomplete, or superficially considers the application of at least one additional theoretical frame, demonstrating candidate's inadequate knowledge of continual and sustained improvement processes; school change processes; and the role of professional learning in school improvement.	**0 – 13.9 points** Re-analysis is unrelated to the case, is largely missing, or wholly inadequate, hence provides no evidence related to candidate knowledge on standards.

Criteria	Exceeds Expectations 4	Meets expectations 3	Approaches Expectations 2	Below Expectations 1
ELCC 1.4 Reflection	**18 – 20 points** 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. Reflection demonstrates candidate's thorough knowledge of effective strategies for monitoring plans to achieve school improvement goals.	**16 – 17.9 points** General lessons derived from frame analysis are presented. Reflection demonstrates candidate's adequate knowledge of effective strategies for monitoring plans to achieve school improvement goals.	**14 – 15.9 points** Suggested actions are superficial or weakly related to the analysis and re-analysis. Reflection demonstrates candidate's inadequate knowledge of effective strategies for monitoring plans to achieve school improvement goals.	**0 – 13.9 points** Suggested actions are largely missing or wholly inadequate, hence provides no evidence related to candidate knowledge on standards.
Support	**9 - 10 points** Specific, developed ideas and/or evidence from theory or research are used to support analysis of school improvement effectiveness.	**8 – 8.9 points** Supporting theory or research used to support analysis of school effectiveness lacks specificity or is loosely developed.	**7 – 7.9 points** The paper presents some supporting ideas and/or evidence in analysis of the school improvement case.	**0 – 6.9 points** Few or no solid supporting ideas or evidence are presented.
Organization of paper	**4.5 - 5 points** Paper is powerfully organized and fully developed	**4 – 4.4 points** Paper includes logical progression of ideas aided by clear transitions	**3.5 – 3.9 points** Paper includes brief skeleton (introduction, body, conclusion) but lacks transitions	**0 – 3.4 points** Paper lacks logical progression of ideas
Mechanics	**4.5 - 5 points** Nearly error-free which reflects clear understanding of APA format and thorough proofreading	**4 – 4.4 points** Occasional APA and/or grammatical errors and questionable word choice	**3.5 – 3.9 points** Errors in grammar, APA format, or punctuation, but spelling has been proofread	**0 – 3.4 points** Frequent errors in spelling, grammar, format and/or punctuation

Participation Rubric (15 points)

	exceeds expectations-4	meets expectations-3	approaches expectations-2	below expectations-1
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; discussion and activities questions, comments, suggestions (30%)	Most queries are specific and on target. Deeply involved in whole class and group activities and discussions	Often has specific queries, stays involved in class activities 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 (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 in group work.	Actively avoids involvement when possible. Complains about others and uses excuses to explain deficiencies
Demonstration that student is prepared for class (30%)	Demonstrates preparation for each class by referring specifically to previous learning, text and other sources to contribute to class discussion in a regular, meaningful and thoughtful manner.	Demonstrates preparation by referring regularly 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