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

EDLE 620 Section 001 Spring 2011
Organizational Theory and Leadership Development

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Schedule Information

Location: George Mason University
                     Innovation Hall 203

Meeting times: Tuesdays; 4:30pm – 7:10pm

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

This course offers studies in basic organizational theories and models of leadership and management. Emphasizes shared leadership in professional environments, communication skills, systems thinking, and personal and organizational change. Bridges theory to practical applications.

Additional Course Description

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

Nature of Course Delivery

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

General Goals

Teaching and Learning
Each class will include a variety of activities and exercises. Out-of-class work will rely in part on the use of TaskStream, and on the use of web-based resources created to complement the primary text. Specific process goals for the class are as follows:

1. Classes will reflect a balance of activities that encourage high quality, ethical leadership. To promote an atmosphere that allows us to accomplish this, we will:
   a. Start and end on time;
   b. Maintain (flexibly) a written agenda reflecting objectives for each class;
   c. Agree to disagree respectfully during class discussions;
   d. Strive to be open to new ideas and perspectives; and
   e. Listen actively to one another.

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

3. We will endeavor to create a classroom climate that approximates what we know about learning organizations. As such, it is important that we create a space that allows participants to try out new ideas and voice opinions without fear of ridicule or embarrassment. The hallmark of a learning organization is a balance between openness and constructive feedback; hence, everyone is expected to:
   a. come fully prepared to each class;
   b. demonstrate appropriate respect for one another;
   c. voice concerns and opinions about class process openly;
   d. engage in genuine inquiry;
   e. recognize and celebrate each other's ideas and accomplishments; and
   f. show an awareness of each other's needs.

National Standards and Virginia Competencies

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

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

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

This course addresses the following **VDOE Competencies**:

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; and
(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; and
(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; and
(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; and
(3) Identify and respond to internal and external forces and influences on a school.

Course Objectives

Students taking this course will:

1. Identify, analyze, and resolve problems using effective problem-solving techniques;
2. Communicate a clear vision of excellence, linked to the mission and core of the school division;
3. Understand theories of leadership and apply them to decision making in the school setting;
4. Understand and apply their knowledge of systems theory and organization theory;
5. Align organizational practice, division mission, and core beliefs for developing and implementing strategic plans;
6. Work collegially and collaboratively to support school goals and enhance capacity; and
7. Identify and respond to internal and external forces and influences on a school.

Student Outcomes

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

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

Relationship of Course Goals to Program Goals
This course is the first class in the licensure sequence in Education Leadership and is therefore intended to introduce students to theory and practice in school leadership. All of the program goals are active, to a greater or lesser degree, in this course. Students will:
1. Refine their perspectives on education administration as they hone their leadership skills;
2. Develop a personal philosophy of education and a personal vision relating to their leadership practice;
3. Assess their leadership strengths and areas for development;
4. Understand leadership roles in schools and school districts in settings characterized by diversity;
5. Develop oral and written communication skills.

Relationship of Course to Internship

Although the internship is a separate course, the Education Leadership program has integrated "embedded experiences" into course work. This means that some of the work for this class is related to your internship. You may write about embedded experiences in your internship journal and Collective Record, but they can only count over and above

the minimum 320 hours required for the internship. One specific and important aspect is the Platform of Beliefs developed in the second half of the course. Students will be expected to reflect on this as they complete their electronic portfolio for EDLE 791

Course Materials

Readings

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

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

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

Recommended:

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

Outside-of-Class Resources

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

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

Course Requirements, Performance-based Assessment, and Evaluation Criteria

Consistent with expectations of a master's level course in the Education Leadership program, grading is based on student performance on written assignments, as well as on participation in various class activities. The assignments constructed for this course reflect a mix of skills associated with the application of leadership and organizational theory to educational contexts. Overall, written work will be assessed using the following broad criteria:
1. Application of concepts reflected in class discussion and readings;
2. Original thinking and persuasiveness;
3. Organization and writing—a clear, concise, and well-organized paper will earn a better grade.

Students' grades are based on their proficiency with respect to the student outcomes for the

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

Class participation—15 points
Attendance: Students are expected to participate actively in class discussions, in group activities, and in serving as critical friends to other students. **To accomplish this, students are expected to attend every class for its entirety.** Emergencies sometimes arise; if you need to be absent from class, please notify me in advance by telephone or e-mail. If you miss **two classes or more**, you will lose participation points. If you come to class more than 30 minutes late or leave more than 30 minutes early, you will lose participation points. **If you are absent for a presentation, you will not receive credit for that activity and there is no way it can be made up.**

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

Written assignments—85 points
For this course, there are three major writing assignments with specific due dates. The papers involve developing your leadership capabilities and understanding the application of organizational theory to schools. Papers are due as indicated on the schedule that follows. **All papers must be submitted via Taskstream.** You will receive feedback on this work via e-mail and TaskStream. Assignment descriptions and rubrics appear at the end of this syllabus. The final paper, Reframing, is the required performance for this course.

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

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

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

College of Education and Human Development Statement of Expectations

- Students are expected to exhibit professional behavior and dispositions.
  http://cehd.gmu.edu/assets/docs/cehd/Dispositions%20for%20a%20Career%20Educator.pdf
- Students must follow the guidelines of the University Honor Code. See
  http://academicintegrity.gmu.edu/honorcode/ for the full honor code
- Students must agree to abide by the university policy for Responsible Use of Computing.
  See http://mail.gmu.edu and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

Weekly Schedule (subject to change)

Session	Topics	Reading Due	Writing Due
1 – 1/25	Introduction & Class Description/ Expectations Using TaskStream, APA, and Reading Research Personal Landscape work		
2 – 2/1	Leaders as Conductors Leadership Theories Leadership – Teacher Leader Cases	Fullan – Ch. 1 - 3 Lieberman, A. & Miller, A. (2005) Teachers as Leaders. Essays. *The Educational Forum.* 69(2). 151-162. (TS)	
3 – 2/8	Why Change? Ethics vs Morals Fullan's Model of Leadership	Fullan Ch. 4-7	Leadership Challenge Due (Informal)
4 – 2/15	Paper Reviews Leadership Cases Discussion		**Due – Paper #1: Personal Best**

5- 2/22	Reframing Group Time	B & D, Ch. 1 and Assigned Sections	
6 – 3/1	Exploring how leadership connects to student learning	Readings- TBD	
7 – 3/8	Presentations		**Due – Assignment #2: Platform of Beliefs (presentation today, reflection due 3/9)**
3/15	No Class	Spring Break	
8 - 3/22	No Class – EDLE Conference	ATTEND CONFERENCE!	**Due - Platform of Beliefs Paper**
9 – 3/29	The Structural Frame	Pick ONE of the following: Curry, M. (2008). Critical friends groups: The possibilities and limitations embedded in teacher professional communities aimed at instructional improvement and school reform. *Teachers College Record* Volume 110, Number 4, April 2008, pp. 733–774 Stein, M.K. & Coburn, C.E. (2008). Architectures for learning: A comparative analysis of two urban school districts. *American journal of education.* 114: 583-626.	

10-4/5	The Human Resource Frame	Pick ONE of the following articles: Knapp, M. S. (2003). Professional development as a policy pathway. *Review of Research in Education 27*(1): 109-157. Smylie, M.A., & Evans, A.E. (2006). Social capital and the problem of implementation. In M. Honig (Ed.) *New directions in education policy implementation* (pp.187-208). Albany, NY: State University of New York Press.	.
11 – 4/12	The Political Frame	Choose ONE of the following articles: Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. *American Educational Research Association*. 32(3). 465-491 Staiger, A. (2004). Whiteness as Giftedness: Racial Formation at an Urban High School. *Social Problems*. 51(2). 161-181. Rubin, B. (2008). Detracking in context: How local constructions of ability complicate equity-geared reform. *Teachers College Record*. 110(3). 646-699.	

12 – 4/19	The Symbolic Frame	Pick ONE of the following: Horn, I. S. (2007). Fast kids, slow kids, lazy kids: Framing the mismatch problem in mathematics teachers' conversations. *Journal of Learning Sciences*. 16(1), 37-79. (TS) Evans, A. E. (2007). School leaders and their sensemaking about race and demographic change. *Educational Administration Quarterly*. 43(2). 159-188.	
13 – 4/27	Reframing Practice – Case Studies	B&D: CH. 15 & 19 Excerpt from Hill, P. T., Campbell, C., & Harvey, J. (2000). *It takes a city: Getting serious about urban school reform.* Washington, DC: Brookings Institution Press.	
14 – 5/3	Poster Session Revisiting Ideas of Leadership and Organizations		**Poster Session** **Due - Paper #4: Reframing**

Paper #1: Personal Best

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

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

For this paper, think back over your own leadership experiences and choose one that you consider to be a "personal best"—a time when you performed at your peak as a leader. Some questions you MIGHT ask yourself include:

What characterized the situation? Who was involved, where and when did it take place, and who initiated the situation?
What motivated you to get involved? How did you challenge yourself and others?
How did you build enthusiasm and excitement? How did you involve others and foster collaboration? How did you build trust and respect?
What principles and values guided you and others? How did you set an example?

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

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

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

Assessment Rubric for Paper #1—Personal Best

Criteria	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Does Not Meet Expectations 1
Thesis & Introduction (10%) It is important to begin every paper with an introduction that orients the reader to the topic and clearly indicates the direction the author intends to take.	The introduction draws the reader into the paper and ends with a clear and compelling thesis. The introduction provides a clear roadmap for the reader, foreshadowing what the paper is intended to cover.	The paper starts with a brief introduction that contains a thesis and provides a general indication of what is to be included.	The introduction provides indications of the purpose of the paper and the information to be shared, but it lacks a clear thesis and/or may be confusing.	There is no clear introduction or purpose.
Description of personal best case (20%)	The case is described thoroughly, including an accounting of the "personal best" situation and why it was selected as a "personal best."	The case is described thoroughly, but detail is lacking on why the case represents a "personal best."	Description of the case is incomplete or poorly constructed.	Description of the case is largely missing or wholly inadequate.
Case analysis (25%)	Fullan's model is briefly summarized and then used effectively to assess how the case exemplifies effective leadership.	Fullan's model is used adequately to assess how the case exemplifies effective leadership.	Analysis is weak or incomplete, or superficially considers the Fullan model.	Analysis is unrelated to the case, is largely missing, or wholly inadequate.
Implications for leadership development (25%)	Lessons are derived from the case relating the candidate's experiences and need to develop specific leadership dispositions 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.
Organization of paper (10%)	The paper is powerfully organized and fully developed.	The paper uses a logical progression of ideas aided by clear transitions.	The paper includes a brief skeleton (introduction, body, conclusion) but lacks transitions and/or is confusing.	The paper lacks a logical progression of ideas.
Mechanics and APA Format (10%)	Nearly error-free, which reflects clear understanding and thorough proofreading.	Occasional grammatical errors, questionable word choice, and/or APA errors.	Errors in grammar, punctuation, and APA format, but spelling has been proofread.	Frequent errors in spelling, grammar, punctuation, and APA format.

Assignment #2: Platform of Beliefs

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 the written and oral portions of this assignment, you may want to consider the instructional and leadership challenges we have been discussing.

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

Products

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

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

    Assume you are preparing for your first interview for an assistant principal position (you choose the level—elementary middle, or high school). You have engaged a friend to help you by asking you potential interview questions. The one that challenges you the most is, "Tell us about yourself," or "Describe your educational philosophy and how it fits with your leadership style." Consider what kind of first impression you want to make for the interview panel. What is important to you? How can you convey who you are as an educator and a leader? **Be certain to compose your message with the same structure as that required in the previous two papers.**

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

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

This is a short reflection (1-2 pages). It must be word-processed, double-spaced, and have standard margins.

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

Assessment Rubric for Assignment #2: Platform of Beliefs

Criteria	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Does Not Meet Expectations 1
Attention to Audience (15%)	The speaker engaged the audience and held their attention throughout with creative articulation, enthusiasm, and a clearly focused presentation.	The speaker engaged the audience and held their attention most of the time by remaining on topic and presenting information with enthusiasm.	The speaker made little attempt to engage the audience.	The speaker did not engage the audience.
Clarity (15%)	Development of the thesis is clear through the use of specific and appropriate examples; transitions are clear and create a succinct and logical presentation.	The sequence of information is well-organized for the most part, but more clarity with transitions is needed.	Content is loosely connected, transitions lack clarity.	There is no apparent logical order for the presentation and the focus is unclear.
Presentation Length (15%)	The presentation does not exceed 3 minutes, yet is long enough to make key points.	The presentation is close to the allotted time (i.e., within 30 seconds).	The presentation exceeded or fell short of allotted time by a significant margin (30-60 seconds).	The presentation was wholly inadequate.

Content (15%)	Exceptional use of material that clearly relates to a focused thesis; creative use of supporting ideas.	Information relates to a clear thesis; many relevant points, but they are somewhat unstructured or difficult to follow.	The thesis is clear, but supporting information is disconnected.	The thesis is unclear and information appears to be random.
Speaking Skills (15%)	The speaker displays exceptional confidence with material as demonstrated through poise, clear articulation, eye contact, and enthusiasm.	The speaker clearly articulates ideas, but apparently lacks confidence with the material or with public speaking.	The speaker encounters several problems, including little eye contact, fast speaking rate, little expression, mumbling.	The speaker seemed uninterested in the material and/or unprepared.
Written reflection (25%)	An in-depth reflection is provided that thoroughly examines the presentation from an ethical leadership perspective, including specific lessons derived from the experience relating to dispositions and/or proficiencies associated with effective school leadership and/or the leader's role in school change.	A reflection is provided that examines the presentation and beliefs, noting some general lessons relating to dispositions and/or proficiencies associated with effective school leadership and/or the leader's role in school change.	A reflection is provided that shows some effort at relating the presentation to an understanding of effective leadership.	Reflection is superficial, mostly summarizing the presentation.

Paper #3: Reframing

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

Product

Step back and consider the basis for your description – what frame are you using when you describe and analyze the change? Discuss your conclusions explicitly in terms of the use of the frame. What does the use of this conceptual lens help you understand about the case?

Then, select **one or more other frames** to examine the case. What else can you learn by analyzing this case through the lens of this frame? Do you see different opportunities, challenges, or outcomes from an alternative perspective?

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

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

Assessment Rubric for Paper #3: Reframing

Criteria	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Does Not Meet 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 contains a thesis and provides a general indication of what is to be included.	The introduction provides indications of the purpose of the paper and the information to be shared, but it lacks a clear thesis and/or may be confusing.	There is no clear introduction or purpose.
Description of school improvement case (15%)	The case is described thoroughly, with clear delineation of the critical events relating to the school improvement project.	The case is described thoroughly.	Description of the case is incomplete or poorly constructed.	Description of the case is largely missing or wholly inadequate.
Case analysis - Framing: Applies appropriate models of organizational management (20%)	The model of organizational management (frame) used to describe the case initially is accurately identified, characteristics of the frame are clearly described, and the frame is used as a conceptual lens to gain an understanding of the case.	The model of organizational management (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 a model of organizational management (frame) to the analysis.	Analysis is unrelated to the case, is largely missing or wholly inadequate.
Case re-analysis - Reframing: Applies appropriate models of organizational management (20%)	At least one additional theoretical frame is clearly and thoroughly described, and the frame is used as a conceptual lens for re-analyzing the case and highlighting additional insights to explain the case.	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: Explains & applies various theories of change (ELCC 6.1.h) (15%)	Specific lessons are presented relating to the process and value of reframing for school leaders, and the insights gained by using reframing to describe and explain educational change in this case.	General lessons are presented relating to the process and value of reframing for school leaders, and the insights gained by using reframing to describe and explain educational change in this case.	Superficial conclusions are offered relating to the process and value of reframing, and the insights gained by using reframing to describe and explain educational change in this case.	Conclusion and implications are largely missing or wholly inadequate.
Support: Acts as informed consumer of educational theory and concepts (ELCC 6.1.a) (10%)	Specific, developed ideas and/or evidence from theory or research are used to support analysis.	Supporting theory or research used to support analysis lacks specificity or is loosely developed.	Uses some supporting ideas and/or evidence in analysis of case.	Few to no solid supporting ideas or evidence are provided.
Organization of paper (5%)	The paper is powerfully organized and fully developed.	The paper includes logical a progression of ideas aided by clear transitions.	The paper includes a brief skeleton (introduction, body, conclusion) but lacks transitions.	The paper lacks a logical progression of ideas.