EDLE 636, Section 001, CRN76671, Fall 2012
Adult Motivation and Conflict Management in Education Settings: A Case Study Approach

Instructor:	Robert G. Smith
Phone:	Office: 703-993-5079; Cell: 703-859-6944
Fax:	703-993-3643
Website:	http://www.taskstream.com
E-mail:	rsmithx@gmu.edu
Mailing address:	George Mason University
	Education Leadership Program
	Thompson Hall Suite 1300, Office 1306
	4400 University Dr., MSN 4C2
	Fairfax, VA 22030-4444
Office hours:	By appointment

Schedule Information

Location: Thompson Hall L028

Meeting times: Tuesdays, 8/28/2012- 12/4/2012; 7:20-10:00 p.m.

Course Description: Adult Motivation and Conflict Management in Education Settings: A Case Study Approach
Uses case studies and simulations to examine conflict mediation and resolution skills, and safety and security issues. Focuses on character and ethics education in schools, coaching and mentoring, and adult motivation to support positive behaviors in work settings.

Nature of Course Delivery
Through readings, lectures, workshops, role-playing, discussions, case studies, and practitioner presentations, students will consider what school leaders must do to create conditions that will cause teachers to be attracted to teaching, to stay in the school and in teaching, and to improve their practice and their impact on improving learning.

Content
All of the EDLE program goals are active, to a greater or lesser extent, in this course. In considering what school leaders must do to create conditions that motivate teachers; students will apply principles drawn from original research and reviews of research regarding leadership, motivation and conflict resolution. These principles, in turn, will be applied to teacher recruitment, retention and improvement, including methods of creating a culture of continuous improvement; collaboration and professional development; distributed leadership and teacher evaluation and compensation systems.

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 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 the exploration of the use of research in instructional leadership. To promote an atmosphere that allows us to accomplish this end, 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 work to maintain a classroom climate that approximates what we know about learning organizations. As such, it is important that we create conditions that allow 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.

Student Outcomes
Successful students will emerge from the course able to:
1. Demonstrate knowledge and ability to create conditions that will attract teachers, retain teachers and motivate teachers to improve their practice and student learning
2. Identify motivation principles and apply them to the creation of such conditions
3. Exercise leadership skills that engender and support such conditions
4. Apply conflict management skills in developing and maintaining such conditions

Professional Standards
The course addresses Virginia Department of Education (VADOE) Competencies, The Interstate School Leaders Licensure Consortium (ISLLC) Standards, and Educational Leadership Constituent Council (ELCC) (NCATE) Standards dealing with information management; use of data to inform decisions; principles of research and evaluation; use of information resources/data collection and analysis; and effective communication.

Specific ELCC standards addressed include:
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.
1.3: Candidates understand and can promote continual and sustainable school improvement.

2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.
2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.
3.4: Candidates understand and can develop school capacity for distributed leadership.
5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.
6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment

Specific VADOE standards addressed in this course include:
a1. Principles of student motivation, growth, and development as a foundation for age- and grade-appropriate curriculum, instruction, and assessment
a7. Identification, analysis, and resolution of problems using effective problem-solving techniques
b1. Systems theory and the change process of systems, organizations and individuals, using appropriate and effective adult learning models
b7. Effective communication skills including consensus building, negotiation, and mediation skills
c2. Principles and issues of supervising and leading others to ensure a working and learning climate that is safe, secure, and respectful of a diverse school community
c3. Management decisions that ensure successful teaching and learning including, human resources management and development, theories of motivation, change in school culture, innovation and creativity, conflict resolution, adult learning and professional development models
d4. Principles of effective two-way communication, including consensus building and negotiation skills
e3. Reflective understanding of theories of leadership and their application to decision-making in the school setting
f2. Historical leadership theories including organizational theory, motivational theory, political and social systems theory to practical situations

Relationship of Course Goals to Program Goals
Student outcomes and activities for this course are related to the following GMU/EDLE program goals:
1. Understand the complexities of change in schools.
2. Develop and demonstrate the knowledge, skills, and dispositions necessary to create and maintain learning environments that value diversity, continual knowledge acquisition, instructional leadership, innovative and ethical decision-making, reflective practice and successful achievement of all school-aged youth.

Course Materials
There is no required text, but required readings are listed on the class schedule below and may be found under resources on TaskStream.

Recommended Resource*:*

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

Additional Resources will be listed in the weekly schedule and will be available on TaskStream.

Outside-of-Class Resources

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

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

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

Course Requirements, Performance-based Assessment, and Evaluation Criteria
Attendance
Students are expected to attend every class for its entirety. Maximum class participation points will be earned by students who attend all classes, are on time and do not leave early.

General Expectations
Consistent with expectations of a master's level course in the Education Leadership program, grading is based heavily on student performance on written assignments. The assignments constructed for this course reflect a mix of skills associated with the application of research to education leadership contexts. Overall, written work will be assessed using the following broad criteria:

1. Application of concepts reflected in class discussion and readings
2. Creativity and imagination
3. The ability to write in a clear, concise, and organized fashion

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

Class participation: 15 points
Students are expected to participate actively in class discussions, in group activities, and in serving as critical friends to other students. Attendance is expected for all classes. *If you must be absent, please notify me by e-mail or phone.* More than one absence may result in a reduction in participation points. Arriving at class more than 30 minutes late or leaving more than 30 minutes before the end of class may result in loss of points.

Written assignments: 85 points
Three written assignments – a position paper on intrinsic and extrinsic motivation (20 points), a paper reporting the results of a leader's experience with conflict management (20 points) and a paper on creating conditions for teacher motivation (45 points) will be completed during the semester. A description and directions for each assignment and a rubric for assessing each assignment are included at the end of this syllabus.

All assignments must be submitted electronically, through TaskStream. TaskStream is an online assessment system used by the college to collect student work, provide feedback to students, and maintain an ongoing record of student assessment data. You will be provided with a TaskStream account and use TaskStream to submit work for courses, as well as to prepare and submit your internship portfolio.

Late work. I expect all students to submit their work on time, meaning no later than by midnight of the due date. Assignments will not be accepted later than *48 hours* after a due date. Papers due on a day when you are absent must be submitted via TaskStream by the due date.

Rewrites. Students may rewrite a paper (other than the final paper) and re-submit the paper for re-grading within one week of receiving the paper back. I recommend that students not consider re-writing papers with scores of 3.5 or higher. If you wish to discuss your work, I am willing to do so at a time of mutual convenience. Papers that are initially submitted more than 48 hours late will not be graded.

Grading scale:

A+	100
A	95-99
A-	90-94
B+	87-89
B	83-86
B-	80-82
C	75-79
F	0-74

George Mason University Policies and Resources for Students

- Academic integrity (honor code, plagiarism) – Students must adhere to guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].
- Students are expected to exhibit professional behaviors and dispositions at all times.
  Mason Email – Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, division, and program will be sent to students solely through their Mason email account. Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301ge.html].
- Counseling and Psychological Services – The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops, and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].
- Office of Disability Services – Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor in writing at the beginning of the semester http://ods.gmu.edu/].
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- The Writing Center (Optional Resource) – The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].
- University Libraries (Optional Resource) – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See http://library.gmu.edu/].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/]

- **Core Values Commitment**: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

Tentative Weekly Schedule--EDLE 636 (Smith) F12.001

Session #	Date	Topics	Reading/Writing Assignment

1	8/28	Introductions
		NGT inventory of needs and
		    apprehensions
		Course expectations and
		    procedures
		Review of leadership
		    Theories
		Assignment1requirements
			Reading #1
			Vroom, V. H. & Jago, A.G. (2007). The role of the situation in leadership. *American Psychologist, 62*, 17–24. doi: 10.1037/0003-066X.62.1.17

2	9/4	Jigsaw 2: Motivation &
		    cognitive evaluation
		    theory
		Review of NGT
		    Inventory
		Motivation and goal
		    performance
			Reading #2
			Deci, E.L., Koestner, R. & Ryan, R. M. (2001). Extrinsic rewards and intrinsic motivation in education: Reconsidered once again. *Review of Educational Research, 71,* 1-27. doi: 10.3102/00346543071001001
			Reading #3
			Hrabluik, C., Latham, G.P. & McCarthy, J.M. (2012). Does goal setting have a dark side? The relationship between perfectionism and maximum versus typical employee performance. *International Public Management Journal, 15*(1), 5–38. DOI: 10.1080/10967494.2012.684010

3	9/11	Motivation in the workplace Herzberg theory: Talk Around and NGT	*Reading #4* Herzberg, F. (2003). One more time: How do you motivate employees? *Harvard Business Review, 81* (1), 87-96. *Reading #5* Csikszentmihalyi, M. (1997). Finding flow. *Psychology Today, 30*(4), 46-48, 70-71. *Reading #6* Beard, K. & Hoy, W.K. (2010). The nature, meaning, and measure of teacher flow in elementary schools: A test of rival hypotheses. *Educational Administration Quarterly, 46*(3), 426–458. DOI: 10.1177/0013161X10375294

4	9/18	Review of NGT on
		    Herzberg
		Discussion of Flow
		Clocking Exercise:
		Position
		    Paper
		Assignment #2
		    requirements
			Bring to class draft of position paper on extrinsic and intrinsic motivation).

---	9/21	**Position paper due**	

5	9/25	Group Investigation Exercise: What motivates teachers to stay and improve?	*Reading #7* (One of the articles below) Borman, G. D. & Dowling, N. M. (2008). Teacher attrition and retention: A meta-analytic and narrative review of the research. *Review of Educational Research, 78,* 367–409. doi:10.3102/0034654308321455 Horng, E.L. (2009). Teacher tradeoffs: Disentangling teachers' preferences for working conditions and student demographics. *American Educational Research Journal, 46,* 690–717. doi:10.3102/0002831208329599 Jones, N. & Youngs, P. Attitudes and affect: Daily motions and their association with the commitment and burnout of beginning teachers. *Teachers College Record 114*, 1-36. Ingersoll, R.M. & Strong, M. (2011). The impact of induction and mentoring programs for beginning teachers: A critical review of the research. *Review of Educational Research, 81,* 201–233. doi: 10.3102/0034654311403323. Morgan, M., Ludlow, L., Kitching K., O'Leary, M. & Clarke, A. (2010). What makes teachers tick? Sustaining events in new teachers' lives. *British Educational Research Journal, 36,* 191–208. doi: 10.1080/01411920902780972 Ronfeldt, M. (2012). Where should student teachers learn to teach? Effects of field placement school characteristics on teacher retention and effectiveness. *Educational Evaluation and Policy Analysis, 34,* 3–26. doi:10.3102/0162373711420865
6	10/2	No Class Meeting – Discussion Board	*Reading #8* Read one additional article from the list above Respond to discussion board questions re: recruitment and retention
---	10/9	*No Class: Monday classes meet Tuesday*	
7	10/16	*No Class: Attend EDLE Leadership Conference, Wednesday, Oct. 17*	
8	10/23	Formative Evaluation Conflict Management Style Assessment Complete and analyze Team Conflict Management Climate Index Conflict Management Role Plays	*Reading #9* Shetach, A. (2009). The four-dimensions model: A tool for effective conflict management. *International Studies of Management & Organization*, *39*, 82–106. doi: 10.2753/IMO0020-8825390304
9	10/30	Practitioner presentation Clocking Procedure: Conflict Management Interview Paper	Bring to class draft of paper on interview on conflict management
---	11/2	**Paper on Conflict Management Interview due**	
10	11/6	Distributed Leadership	*Reading #10*

		and Teacher Commitment	Hulpia, H., Devos, G. (2010). How distributed leadership can make a difference in teachers' organizational commitment: A qualitative study. *Teaching and Teacher Education*, *26,* 565- 575. *Reading #11* Spillane, J.P. (2009). Managing to lead: Reframing school leadership and management. *Phi Delta Kappan*, *91*(3), 70-73.
11	11/13	Application of Distributed Leadership and Teacher Commitment Differentiated Compensation and Pay for Performance Practitioner presentation	*Reading #12* (read one) Hulleman, C. S. & Barron, K. E. (2010). Performance pay and teacher motivation: Separating myth from reality. *Phi Delta Kappan, 91*(8), 27-31. Park, S. & Sturman, M. C. (2012). Incentives on future job performance how and what you pay matters: The relative effectiveness of merit pay, bonuses and long-term. *Compensation & Benefits Review, 44,* 80-85.doi: 10.1177/0886368712450391 *Reading #13* (read one) Darling-Hammond, L. Amrein-Beardsley, A. , Haertel, E. & Rothstein, J. (2012). Evaluating teacher evaluation. *Phi Delta Kappan, 93*(6), 8-15. Papay , J. (2012). Refocusing the debate: Assessing the purposes and tools of teacher evaluation. *Harvard Educational Review, 82*, 123-141. Springer, M. G. & Gardner, C. D. (2010). Teacher pay for performance: Context, status, and direction. *Phi Delta Kappan*, *91*(8), 8-15.
12	11/20	Collaborative Inquiry, Professional Development and Teacher Motivation Group Investigation	*Reading #14* (Read one report and recommendation of practice for the group investigation) Barth, R. (2006). Improving relationships within the schoolhouse. *Educational Leadership*, *63*(6), 8-15. DuFour, R. (2004). What is a "professional learning community"? *Educational Leadership, 61*(8), 6-11. DuFour, R. & Marzano, R.J. (2009). High leverage strategies for principal leadership. *Educational Leadership*, *66*(2) , 62-68. Jacobson, D. (2010).Coherent instructional improvement and PLCs: Is it possible to do both? *Phi Delta Kappan, 91* (6), 38-45. Lieberman, A. & Mace, D.P. Making practice public: Teacher learning in the 21st century. *Journal of Teacher Education 61*, 77–88. doi: 10.1177/0022487109347319.
13	11/27	Socratic Dialogue: What Counts as a Professional Learning Community? Peer Review of Writing Assignment #3	Bring draft of paper on creating conditions for teacher motivation to class *Reading #15* (Read one research study for discussion) Gersten, R., Dimino, J., Madhavi, J., Kim, J.S. & Santoro, L.E. (2010). Teacher study group: Impact of the professional development model on reading instruction and student outcomes in first grade classrooms. *American Educational*

| | | | *Research Journal, 47*, 694 –739. doi: 10.3102/0002831209361208

 Saunders, W.M., Goldenberg, C.N., & Gallimore, R. (2009). Increasing achievement by focusing grade-level teams on improving classroom learning: a prospective, quasi-experimental study of Title I schools. *American Educational Research Journal, 46*, 1006–1033. doi: 10.3102/0002831209333185

 Talbert, J.E., McLaughlin, M.W. (1994). Teacher professionalism in local school contexts. *American Journal of Education, Vol. 102* (2), 123-153. Doi: 0 1 95-6744/94/0202-000 1.

 Wood, D. (2007). Teachers' learning communities: Catalyst for change or a new infrastructure for the status quo? *Teachers College Record, 109* (3), 699–739.

 Vescio, V. Ross, D. & Adams, A. (2008). A review of research on the impact of professional learning communities on teaching practice and student learning. *Teaching and Teacher Education 24*, 80–91. |

| 14 | 12/4 | Wrap-up
 Course Evaluation | **Paper on creating conditions for teacher motivation due** |

Written Assignment #1: Position Paper on Extrinsic and Intrinsic Motivation (20 points)

This paper will begin with an introduction that includes a thesis statement or your position on the question of the relative importance of extrinsic and intrinsic motivation in retaining teachers and in leading them to increase their impact on student learning. The introduction is followed by the body of the paper which is your argument or justification for your position. The argument should be bolstered by research (with appropriate citations), by practice and by reason. The paper should conclude with a summary of the argument. This is a short paper (5 +/- pages.

RUBRIC
EDLE 636: Position Paper on Extrinsic and Intrinsic Motivation

Dimensions	Criteria Levels			
	exceeds expectations (4)	**meets expectations (3)**	**approaches expectations (2)**	**falls below expectations (1)**
Introduction and Thesis (15%)	The paper starts with an introduction that states succinctly the thesis or position of the paper and how it will be supported.	The paper starts with an introduction that states the thesis of the paper, but is unclear in indicating how the position will be supported	The thesis is unclear.	The paper lacks an introduction entirely, or the introduction is unrelated to the intended purpose of the paper.
Argument (50%)	The paper includes a well developed and supported (by research, practice and reason) argument regarding the relative importance of extrinsic and intrinsic motivation in retaining teachers and in leading them to increase their impact on student learning.	The paper includes a logical argument that lacks sufficient support.	The paper includes an argument that is poorly developed and supported.	The argument is unclear or missing.
Conclusion (15%)	The conclusion summarizes the salient points of the argument.	The conclusion summarizes the argument, but introduces additional information or omits salient points.	The conclusion is included but is unclear or unrelated to the argument.	The conclusion is missing.
Evidence (10%)	The argument is supported by detailed examples from research and/or practice.	The argument is supported by general statements of practice and or beliefs.	The evidence fails to bolster the argument.	The evidence is unclear or missing.
Organization (5%)	The paper is powerfully organized and fully developed.	The paper includes a logical progression of ideas aided by clear transitions.	The paper lacks effective transitions.	The paper lacks a logical progression of ideas.
Mechanics (5%)	Nearly error-free, reflecting clear understanding and thorough proofreading. It follows APA format.	Occasional grammatical errors and questionable word choice. It follows, in the main, APA format.	Errors in grammar and punctuation, but spelling largely correct. It does not follow APA format.	Frequent errors in spelling, grammar, and punctuation. It does not follow APA format.

Written Assignment #2: Interview on Conflict Management (20 points)

You will interview a current education administrator (identity withheld) about an actual workplace conflict that he or she manages. This paper should include:
  a) a description of the interview procedure including at least ground rules, documentation, setting, questions and length.
  b) a description of the conflict, including interviewee's role, issues involved, how the conflict was addressed, and the result.
  c) an analysis of the management of the conflict in relation to concepts of leadership and motivation,
  d) a conclusion which includes reflections on the quality of the conflict management, what might have been done differently and why, and lessons learned from the interview by the interviewer.

This is a short paper (5 +/- pages).

RUBRIC
EDLE 636: Interview on Conflict Management

Dimensions	Criteria Levels			
	exceeds expectations (4)	meets expectations (3)	approaches expectations (2)	falls below expectations (1)
Interview procedure (10%)	Procedure is described, including at least ground rules, documentation, setting, questions and length.	Procedure is described but at least one of the elements (ground rules, documentation, setting, questions or length) is unclear.	Procedure is described, but at least two of the elements (ground rules, documentation, setting, questions and length) are unclear.	Procedure is entirely unclear or missing.
Description of workplace conflict (20%)	Conflict is described clearly, including interviewee's role, issues involved, how the conflict was addressed, and the result.	Conflict is described with one of the elements (interviewee's role, issues, how addressed or result) unclear.	Conflict is described with two of the elements unclear.	Conflict is described with all of the elements unclear or the description is missing.
Analysis (40%)	Management of the conflict is analyzed clearly and insightfully in relation to concepts of leadership and motivation.	Management of the conflict is analyzed, but the relationship to leadership *or* motivation is unclear.	Management of the conflict is analyzed, but the relationship to leadership *and* motivation is unclear.	Analysis is missing or unrelated to the conflict as described.
Conclusion (20%)	Conclusions are drawn regarding the quality of the conflict management, what might have been done differently and why, and lessons learned by the interviewer.	Conclusions are drawn, but one of the elements is unclear (quality, different approach or lessons learned).	Conclusions are drawn, but two of the elements are unclear.	Conclusions drawn are unclear, unrelated to the management of the conflict or missing.
Mechanics (10%)	Error free; clearly & professionally written.	Error free for the most part; clearly written for the most part.	Some spelling, grammar and mechanical errors.	Multiple spelling, grammar and mechanical errors.

Written assignment #3: Paper on Creating Conditions for Teacher Motivation (45 points)

This paper will address at least one condition in your school that affects teachers' motivation to stay in the profession and in the school and to improve their impact on student learning. It may be a condition that is missing, that needs to be altered or that should be elaborated in some way. The paper should include:

    a. an introduction that describes the condition to be addressed and how it will be addressed

    b. a statement of rationale that includes a description of the school context that makes the proposed change in condition important and appropriate, including a clear statement of the problem that will be solved by the change in condition and how the proposed change in condition builds on, corrects or supplies a missing condition in the school

    c. an additional statement of rationale that indicates why the proposed change in condition is important to teacher motivation and student learning and on what bases, supported by research, practice and reason, you believe the proposed change will exert the desired impact

    d. a statement of expected results from the change, including process and substantive outcomes

    e. an action plan, including a description of each action to be taken, when it will be completed, who will be responsible for completing it, what resources will be required to complete it, and what evidence will be accepted that it has been accomplished as desired

    f. an evaluation plan that captures the process and substantive results and specifies how the data will be gathered and analyzed, and

    g. a conclusion summarizing the proposed change, and why it is important and believed to be effective.

The paper should follow APA format and be of moderate length (10+/-).

RUBRIC
EDLE 636: Creating Conditions for Teacher Motivation
(45 points)

Dimensions	Criteria Levels			
	exceeds expectations (4)	meets expectations (3)	approaches expectations (2)	falls below expectations (1)
Introduction (10%)	The paper begins with a succinct statement of purpose which describes briefly the school condition to be addressed that affects teacher motivation and how it will be addressed.	The proposal begins with a statement of purpose which relates generally to a condition that affects teacher motivation and how it will be addressed. A brief description of the proposed how the change will be addressed is provided.	The statement of purpose is vague or worded in such a way that the meaning is unclear.	The statement of purpose and/or description is missing or wholly inadequate.
Rationale: Context (10%)	The rationale includes a concise description of the school context and why it makes the proposed change in condition important and appropriate. It includes a clear statement of the problem to be solved by the change in condition and how the proposed change builds on, corrects or supplies a missing condition in the school.	The rationale omits the description of school context, the proposed change or how the proposed change builds on, corrects or supplies a missing condition in the school.	The rationale's statement of the proposed change omits two of the three required elements.	The rationale is wholly inadequate or missing.
Rationale: Theory of action (25%)	The rationale includes a concise and well supported description of why the condition to be addressed is important to teacher motivation and student learning, and on what bases (research, practice and reasoning) the writer believes the proposed change will have the desired effect.	The rationale describes why the condition to be addressed is important to teacher motivation, but provides inadequate research support and/or reasoning regarding why the proposed change will have the desired effect; or provides adequate research support on the desired effect, but fails to address adequately the importance of the proposed change to teacher motivation and student learning.	The rationale inadequately presents both the importance of the proposed change and the research support regarding expected results.	The rationale is wholly inadequate or missing.

Expected Results: (10%)	Expected results include specific process outcomes to monitor and evaluate the implementation of the change, as well as substantive outcomes to measure the attainment of the desired effect(s).	The expected results are included, but two or more of them are unclear in their intent and/or relation to the condition to be changed.	Either process or substantive results are missing.	Expected results are missing, unclear or unrelated to the condition to be changed.
Action Plan (20%)	The action plan includes a description of each action to be taken, when it will be completed, who will be responsible for completing it, what resources will be required to complete it, and what evidence will be accepted that it has been accomplished as desired.	The action plan includes the required descriptions, but some of the descriptions are unclear in their intent or in their relation to the proposed change.	The action plan omits one or more of the required descriptions.	The action plan is wholly inadequate or missing.
Evaluation Plan (10%)	The evaluation plan captures the process and substantive results and specifies how the data will be gathered and analyzed.	The evaluation plan captures most of the process and substantive results and specifies how the data will be gathered and analyzed.	The evaluation plan omits process or substantive results and/ or how the data will be gathered and analyzed.	The evaluation plan is wholly inadequate or missing.
Conclusion (5%)	The paper ends with a summary of the proposed change, and why it is important and believed to be effective.	The paper ends with a summary of the proposed change but is unclear on importance and effectiveness, or is clear regarding importance and effectiveness but fails to summarize the proposed change clearly.	The conclusion is unclear or unrelated to the proposed change.	The conclusion is unclear or unrelated to the proposed change.
Organization (5%)	The paper is powerfully organized and fully developed.	The paper includes a logical progression of ideas aided by clear transitions.	The paper lacks effective transitions.	The paper lacks logical progression of ideas.
Mechanics (5%)	Nearly error-free, reflecting clear understanding and thorough proofreading. It follows APA format.	Occasional grammatical errors and questionable word choice. It follows, in the main, APA format.	Errors in grammar and punctuation, but spelling largely correct. It does not follow APA format.	Frequent errors in spelling, grammar, and punctuation. It does not follow APA format.

Rubric
EDLE 636: Class Participation
(15 Points)

Dimensions	Criteria Levels			
	exceeds expectations (4)	meets expectations (3)	approaches expectations (2)	falls below expectations (1)
Attendance (30 %)	Exemplary attendance, no tardies	Near perfect attendance, few tardies	Occasional (1-3) absences or tardies	Frequent (>3) absences or tardies
Quality of Questions, Interaction (20 %)	Most queries are specific and on point. Deeply involved in class dialogue. Challenges ideas, seeks meaning.	Often has specific queries, stays involved in class dialogue, though sometimes tentative or off-base.	Asks questions about deadlines, procedures, directions or for help with little specificity. Little discussion of ideas.	Rarely asks questions of any quality.
Effort (20%)	Volunteers as appropriate and often leads in group settings. Engages and brings out the best in others.	Willingly participates with instructor and classmates. Engages others.	Reluctantly participates when asked (rarely volunteers) Seeks easiest duties within groups.	Actively avoids involvement. Complains about others and uses excuses to explain deficiencies.
Demonstration of preparation for class (30%)	Demonstrates preparation regularly by referring to previous learning, text and other sources to contribute to class discussion and is prepared for each and every class.	Demonstrates preparation regularly by referring to previous learning, text and other sources to contribute to class discussion.	Demonstrates preparation and readiness periodically.	Is unable to demonstrate readiness for class