EDUC802, Section 001, CRN 80074, Fall 2012
Leadership Seminar

Instructor:	Robert G. Smith
Phone:	Office: 703-993-5079; Cell: 703-859-6944
Fax:	703-993-3643
Website:	http://cehd.gmu.edu/people/faculty/rsmithx/
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:	Tuesdays and Wednesdays, 12:00-3:00 p.m. or by appointment

Schedule Information

Location:	Robinson A 349
Meeting times:	8/28/12-12/05/12

Catalog Course Description: EDUC 802 (3:3:0)

Intensive study of leadership, emphasizing decision and change processes, and assessment and development of leadership skills.

Nature of Course Delivery

A variety of instructional methods are used in this course, including large-and small-group instruction, cooperative learning activities, media use, guest practitioner presentations, group presentations, individual research, case studies, simulations, and written and oral assignments.

General Goals

Content

This class is intended to provide students with an opportunity to explore meanings of leadership in schools and other organizations; leaders' role in change, and; ways leaders make sense of the organizations they lead. 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 and assess their leadership practice.

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. 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 scholar leaders. Students are expected to:
   a. write papers that are well researched, proofread, submitted in a timely fashion, and *conform to APA guidelines;*
   b. lead class when called upon to do so and prepare diligently for class leadership;
   c. participate actively in class discussions in a manner that challenges the best thinking of the class; and
   d. 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. It is therefore 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.

Course Objectives
Students will:
- Analyze the concept of leadership in a variety of forms, venues, and styles.
- Understand the evolution of philosophical orientations that have defined the concept of leadership.
- Practice writing with cogency about leadership and related academic issues.
- Identify individual orientations and dispositions associated with effective leadership of others in the broader education community.

Student Outcomes
At the conclusion of this course, successful students should be able to:
- Connect major leadership theories, and apply these to the understanding of real-world puzzles associated with leadership practice;
- Analyze leadership issues using four major theoretical frameworks for analyzing organizational behavior and outcomes;
- Articulate their beliefs about leadership, and relate these to their vision of effective leadership;
- Articulate the leadership role(s) to which they aspire during and at the conclusion of their program of study.

Relationship of Course Goals to Program Goals
As a General Culture course in the Ph.D. in Education Program, EDUC 802 is intended to develop students' scholarly abilities and perspectives. In that vein, it helps to develop students' capacity to conduct independent research by the time they complete course work in the program.

Course Materials
Required Texts:

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

Burns, J.M. (1978). *Leadership*. New York: HarperCollins.

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

Recommended Texts:

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

One of the following four books (to be used in a book review assignment):

Gardner, H. (2006). *Changing minds: The art and science of changing our own and other people's minds*. Cambridge, MA: Harvard Business School Press.

Glass, G.V. (2008). *Fertilizers, pills, and magnetic strips: The fate of public education in America.* Charlotte, NC: Information Age Publishing, Inc.

Ravitch, D.R. (2010). The death and life of the great American school system: How testing and choice are undermining education. New York: Basic Books.

Steele, C. (2010). *Whistling Vivaldi: How stereotypes affect us and what we can do*. W.W. Norton: New York

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

Other Required and Recommended Readings
Other required and recommended readings are listed in the tentative schedule below and may be accessed on Taskstream.

Outside-of-Class Resources
Online access is vital for the potential distance learning aspects of the course and is important if we experience a university shutdown because of the weather or other problems. **All students are 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
General Expectations
Consistent with expectations of the Ph.D. in Education Program, grading is based heavily on student performance on written assignments. Overall, written work will be assessed using the following broad criteria:
1. application of concepts reflected in class discussion and readings;
2. original thinking and persuasiveness; and

3. clarity, concision and organization.

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:

Written Assignments: 85 Points
Four papers are required in this course, one of which is written as a small group. I expect students to edit their papers carefully, meaning that two or more drafts will be necessary to create a well-polished final product. There will be opportunities in class to engage in peer review of written work. To take full advantage of this review, students must come to class with complete drafts on the dates indicated in the tentative class schedule. A description of each of the assignments and an accompanying rubric may be found at the end of this syllabus.

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.

Submitting Written Work
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.

Late work: I expect all students to submit their work on time, meaning no later than by midnight of the due date. I recognize that sometimes emergencies arise, so I allow papers to be submitted **up to 48 hours late**. I will not assess a paper submitted more than 48 hours late and the student will earn a zero for that assignment. 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 3.6 or higher. If you wish to discuss your work, I am willing to do so at a time of mutual convenience. The re-write option is not available for papers submitted more than 48 hours late for the first submission.

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

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

- **<u>Core Values Commitment</u>**: 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 (subject to change)

Class #	Date	Topics	Reading/Writing Assignments
1	8/29	Introductions NGT inventory of needs and apprehensions Course expectations and procedures Complete and analyze Conceptualizing Leadership Questionnaire A brief review of leadership theories Preparing for Paper #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 Fullan, Preface – Chapter 2 (v-29)
2	9/ 5	Review Course Needs/Concerns results Complete and analyze the Leadership Practices Inventory (LPI) Personal Best Case Rubric and assignment Talking Circle: Leadership-Power and Moral Purpose	Fullan, Chapters 3 –4 (31-76) Burns, Prologue-Part I (1-46)
3	9/12	Interview procedures for Personal Best paper Critique of Fullan's model Levels of use and the implementation dip Review Maslow's hierarchy Review Kohlberg's moral development schema Complete and analyze LBDQ-Self	Fullan, Chapters 5-7 (77-137) Burns, Part II, Origins of Leadership: Psychological (49-80)
4	9/19	Change and Relationships Jigsaw: Leadership that gets results Apply Burn's origins of leadership factors to personal development Clocking procedure for peer review of Personal Best paper	Burns, Part II, Origins of Leadership: Social (81-104) & Political (105-137) Goleman, D. (2000). Leadership that gets results. *Harvard Business Review, 78* (2), 78-90. Draft of Personal Best
--	9/21	**Paper #1: Personal Best due**	
5	9/ 26	Review Personal Best results Complete and analyze Least Preferred Coworker (LPC) Scale Sharing of Personal Best Discussion: Analysis of Sternberg's Model Requirements for Paper #2 Group Work: Preparing for Paper #2 Assignments for group investigation	Sternberg, R.J. (2008). The WICS approach to leadership: Stories of leadership and the structures and processes that support them. *The Leadership Quarterly, 78* (2), 78-90. doi:10.1016/j.leaqua.2008.03.008
6	10/ 3	No Class	Read one of the following :

		Group work for Leadership Case Virtual Group Investigation: The Effects of School Leadership Behaviors	Heck, R. & Hallinger, P. (2009). Assessing the contribution of distributed leadership to school improvement and growth in math achievement. *American Educational Research Journal, 46,* 659-689. *doi: 10.3102/0002831209340042* Hord, S.M. & Hall, G.E. (1987). Three images: What principals do in curriculum implementation. *Curriculum Inquiry, 17,* 55-89. Hoy, W.K., Tarter, J. & Hoy, A.W. (2006). Academic optimism of schools: A force for student achievement. *American Educational Research Journal, 43,* 425-446. doi: 10.3102/00028312043003425 Leithwood, K. (2005). Understanding successful principal leadership: Progress on a broken front. *Journal of Educational Administration, 43,* 619-629. doi 10.1108/09578230510625719 Leithwood, K. & Sun, J. (2012). The nature and effects of transformational school leadership: A meta-analytic review of unpublished research. *Educational Administration Quarterly.48*(3) 387-423. doi: 10.1177/0013161X11436268. May, H. & Supovitz, J.A. (2011). The scope of principal efforts to improve instruction. *Educational Administration Quarterly*, *47,* 332–352. doi: 10.1177/0013161x10383411 Robinson, V.M., Lloyd, C.A. &Rowe, K. (2008). The impact of leadership on student outcomes: An analysis of the differential effects of leadership types. *Educational Administration Quarterly, 44,* 634-675. doi: 10.1177/0013161x08321509 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. doi:10.1016/j.tate.2007.01.004
7	10/10	Review of virtual group investigation Complete and analyze Ethical Leadership Scale Socratic Dialogue: What Counts as Transforming Leadership Formative evaluation of class	Burns, Part III, Transforming Leadership : Intellectual Leadership (141-168), Reform Leadership (169-172), Revolutionary Leadership (201-205 & 228-240), Heroes and Ideologues (241-254)
8	10/17	Complete and analyze Core Values Questionnaire Bad Leadership Peer review of Leadership Cases Preparing for Paper #3	Draft of Leadership Case Burns, Part V, Chapters 15-17 (401-462)
--	10/19	**Paper #2: Leadership Case due**	
9	10/24	Discussion of results of formative	Bolman & Deal, Part I (3-44)

		Evaluation A general theory of leadership Organization leadership: Four frames Complete and analyze Bolman and Deal's Leadership Orientation Self Assessment Share leadership cases	
10	10/31	Structural Frame Film: "Clockwork"	Bolman & Deal, Part II (43-116)
11	11/7	Human Resource Frame McGregor & Herzberg Peer review of book review paper Prepare for Paper #4	Bolman & Deal, Part III (117-187) Herzberg, F. (2003). One more time: How do you motivate employees? *Harvard Business Review, 81* (1), 87-96. 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. Draft of Book Review Paper
--	11/9	**Paper #3: Book Review due**	
12	11/14	Book Review Discussion The Political Frame Complete and analyze Conflict Styles Assessment Complete and analyze Team Conflict Management Climate Index	Bolman & Deal, Part IV (189-249)
--	11/21	No class – Thanksgiving Break	
13	11/28	The Symbolic Frame Peer review Paper #4 Good to Great	Bolman & Deal, Part V (251-291)
	11/30	**Paper #4: Platform of Beliefs due**	
14	12/5	Course Evaluation Complete and analyze Educator's Leader Behavior Analysis II-Self Reframing exercise using Personal Best Case	Bolman & Deal, Part VI, Chapters 15,17, 20

Paper #1: Personal Best
(20 Points)

Rationale
Students in the doctoral program come from a variety of disciplinary backgrounds, and have a variety of professional interests. To discover attributes of effective leadership in these varied disciplines, and perhaps some attributes that effective leaders share across disciplines, we will borrow a research activity from a classic leadership work.

Process
This assignment borrows from James Kouzes and Barry Posner's book, *The Leadership Challenge*. As a part of their studies of leaders and followers, they asked leaders to write a **personal best case**, which they then discussed to discover themes about leader behavior. For this paper, identify one person who works in your specialization who you believe to be an effective leader. Interview this person about a **personal best** experience involving **leadership**. Some questions included in the K&P study included the following:

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

Product
The first part of this paper is the personal best <u>description</u>, which you should write-up based on your interview. Include a brief description of your method for learning about the personal best case (i.e., how you chose the participant, whether or not your interviewed her/him, etc.). To complete the paper, use the leadership model Fullan presents in chapter 1 of his book <u>as an analytic tool</u> to examine the case. In Fullan's terms, in what ways did this leader excel in the situation you described above, and what leadership attributes or behaviors most contributed to making this a "best?" Finally, in conclusion, what lessons did **you** learn about leadership in your specialization from analyzing the experience, and how useful did you find the Fullan model as a tool for analysis?

Structure your paper in the following way:
1. Write an introductory paragraph that starts out broadly and narrows down to a <u>one-sentence thesis</u> that is the last sentence of the paragraph. Your thesis states your main argument (i.e., what you plan to demonstrate or prove in your paper).
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 what you learned and the usefulness of the Fullan model.

This is a short paper (6 +/- pages), which must conform to APA format in all respects. Come to class prepared to share your case!

Personal Best Assessment Rubric

Dimensions	Criteria Levels			
	Exceeds Expectations—4	**Meets Expectations—3**	**Approaching Expectations—2**	**Falls Below Expectations—1**
Thesis & introduction (10%) The introduction draws the reader into the topic of the paper and the thesis lays out the author's specific burden of proof.	The paper starts with a clear and concise statement of purpose and an introduction that draws the reader into the paper and ends with a clear and compelling thesis. The introduction provides a clear roadmap for the reader, foreshadowing what the paper is intended to cover.	The paper starts with a brief introduction that alludes to the purpose of the paper, contains a thesis, and provides a general foreshadowing of what is to be included.	The introduction provides some indication of the purpose of the paper, but lacks a thesis and/or provides inadequate or confusing information about what is to be shared.	There is no clear introduction or purpose.
Description of personal best case (25%) The reader needs just enough information to understand the case. This portion of the paper is nearly equal to, but certainly not greater than the analysis.	The case is described thoroughly, including an accounting of the "personal best" situation and details about why this was selected as a personal best case.	The case is described thoroughly, but detail is lacking on why the case represents a "personal best"	Description of the case is incomplete or poorly constructed	Description of the case is largely missing or wholly inadequate.
Description of method (10%)	The paper includes a brief but thorough description of the method, including a discussion of the participant interviewed; interview process; and analysis.	The paper includes a brief description of method, but details on some aspects of how the study was conducted are unclear.	The paper includes some discussion of method, but details on one or more aspect of how the study was conducted are omitted.	The methods section is omitted or wholly inadequate.
Case analysis (30%) This is the heart of the paper because it conveys what you learn by applying the Fullan model.	Fullan's model is very briefly summarized and then used to thoroughly assess how the case exemplifies effective leadership.	Fullan's model is used adequately to assess how the case exemplifies effective leadership.	Analysis is weak or incomplete, or superficially considers the Fullan model.	Analysis is unrelated to the case, is largely missing, or wholly inadequate.
Conclusion, implications (15%)	Clear and specific lessons are derived from the case relating to leadership in the specialization. The efficacy of the Fullan model as a tool for assessing leadership practice is persuasively discussed.	General lessons are presented relating to leadership in the specialization, and the efficacy of the Fullan model as a tool for assessing leadership practice.	Lessons relating to the candidate's experiences and future leadership development are superficial	Lessons learned and implications of the case are largely missing or wholly inadequate.
Organization of paper (5%)	Paper is powerfully organized and fully developed	Paper includes logical progression of ideas aided by clear transitions	Paper includes brief skeleton (introduction, body, conclusion) but lacks transitions	Paper lacks logical progression of ideas
Mechanics and APA format (5%)	The paper is nearly error-free which reflects clear understanding and thorough proofreading	The paper contains occasional grammatical, word choice, and APA errors.	The paper contains repeated grammatical, word choice, and APA errors.	Frequent errors in spelling, grammar, punctuation, and APA format.

Classroom Research Conducted by Students

"Classroom research" usually takes the form of within-course assignments that are intended to provide students an opportunity to practice various research methods such as interview, observation, and survey techniques, as well as data analysis. Classroom research projects are often limited in scope and time (e.g., within one academic semester), and do not lead to generalizable knowledge. Such projects should not put the subjects at more than minimal risk, and data generated as a result of such projects must be recorded confidentially by the students (i.e., with no names, social security or I.D. numbers, or any other codes that can be linked to a list of names).

Classroom research projects are considered "classroom exercises" and are not subject to review by the HSRB. They do not require review unless the student researcher or faculty supervisor anticipates publishing the results or presenting the research at a professional meeting.

Standards of Ethical Research for Classroom Research

Regardless of the status of our work (i.e., it is not considered "research" under federal guidelines), standards of ethical research are still quite relevant.

Federal policy **(the Common Rule)** is designed to ensure minimal standards for the ethical treatment of research subjects. The major goal is to limit harm to participants in research. That means that no one should suffer harm just because she or he became involved as subjects or respondents in a research project. ETHICAL RESEARCH rests on three principles:

- RESPECT for persons' autonomy, meaning the researcher gives adequate and comprehensive information about the research and any risks likely to occur, understandable to the participant, and allows the participant to voluntarily decide whether to participate.
- BENEFICENCE, meaning the research is designed to maximize benefits and minimize risks to subjects and society.
- JUSTICE, meaning that the research is fair to individual participants and does not exploit or ignore one group (e.g., the poor) to benefit another group (e.g., the wealthy). (cf: The Belmont Report)

Research produces benefits valued by society. Regulatory oversight seeks to ensure that any potential harm of the research is balanced by its potential benefits.

The nature of this project does not involve any circumstances that could harm an individual involved, though procedures to ensure confidentiality are warranted. We will not ask participants to sign a formal informed consent document, although you should be aware that informed consent is a process, not a piece of paper. As such, you are expected to adhere to the following guidelines:

- Identify yourself as a GMU student who is performing an activity to fulfill a course requirement. Identify the course specifically.

- Provide the name of the supervising faculty member to contact for questions.

- Identify how you will record notes from the conversation, and provide assurance that you are the only person who will have access to these data. (DO NOT record the name of the interviewee on any written document; assign a pseudonym.)

- Discuss the process you will follow with the participant (i.e., you will conduct the interview using a set of questions, which you may share; you will record notes to use as evidence in the write up of their case;

you will use this case as data to analyze in a paper about leadership behavior; you may include some illustrative quotes or paraphrased comments in your paper, but will not use their name of the name of the school or work setting). The paper will be shared only with the instructor and possibly students in this class. Research notes will not be shared.

- Participants must be informed that their participation is completely voluntary, that they can skip any questions they do not wish to answer, and that they can stop answering questions at any time.

EDUC 802—Student Class Project

Student's Name:	EDUC 802 – LEADERSHIP SEMINAR.
Instructor: Robert G. Smith (rsmithx@gmu.edu)	Fall 2012

Project Title -- Personal Best Leadership Case analysis

Project Description: students will interview leaders in their field about a situation that they believe to be their "leadership best." Cases will be used to analyze attributes of effective leaders.

RESEARCH PROCEDURES: Students will interview subjects in an appropriate setting, using a set of pre-determined questions. They will first review the purposes and procedures involved, including procedures used to ensure confidentiality; seek subject consent; and answer any questions. Data used in their analysis may include direct or paraphrased quotations, along with general information about the case.

CONFIDENTIALITY/ANONYMITY: Pseudonyms will be used for subject and setting. Field notes will not be seen by anyone other than the student, and will not include any identifiable information. Papers will be read by the instructor and may be shared with one or more students in class for comparative analysis.

CERTIFICATIONS **This study does not involve any discernable risks.** **Participation is completely voluntary and you can skip any questions you do not wish to answer, or stop answering questions at any time. You may also withdraw your consent at any time without consequence.** **Information collected in this study will be used for fulfilling a classroom assignment; results of this project will not be published or presented at a professional meeting.**

AGREEMENT TO PARTICIPATE:

STUDENT'S SIGNATURE	DATE
PARTICIPANT'S SIGNATURE	DATE

Paper #2: Leadership Case
(20 Points)

Rationale

There is a wide variety of rather persistent leadership dilemmas in schools and other organizations. As students of leadership, and as aspiring leaders who seek to promote positive change in schools and other organizations, it is useful to describe some of these situations thoroughly as cases for analysis in leadership education and development.

Process

With a small number of collaborators (ideally peers who share your interests in leadership in your specialization), you will be crafting a case involving a leader's role in organizational change. The paper itself should be modeled on the submission guidelines outlined by the editors of the *Journal of Cases in Educational Leadership*. From the JCEL website: *Cases are reviewed with the following criteria in mind:*

- *Focuses on pertinent and timely issues of educational leadership.*
- *Relevant to graduate students preparing for educational leadership roles and for educational professionals currently in these roles.*
- *Useful in graduate teaching environments.*
- *Presents a practical and realistic problem that requires the integration of knowledge within and/or across disciplines.*
- *Stimulates self-directed learning by encouraging students to generate questions and access new knowledge.*
- *Provides the description of a problem that can sustain student discussion of alternative solutions.*
- *Describes the context in a rich fashion, including the individuals in the case.*
- *Encourages the clarification of personal and professional values and beliefs.*
- *Authenticates the connection of theory to practice.*
- *Includes teaching notes that facilitate the use of the case for leadership development.*
- *Is clearly written with specific objectives.*

Product

Following the submission guidelines for JCEL, all cases should include the following:

- **Title**, **Author Information** – Title & author's name and institutional affiliation (on APA-formatted cover page)
- **Abstract** - A short 100 word abstract describing the topic(s) of the case and a brief synopsis of the case. (The abstract is not included in the word limit.)
- **Text** - Sections should be typed in Times Roman font (12 pt) with page numbers centered at the bottom of the page.
- **Teaching Notes -** All cases should include a one (1) page "Teaching Notes" that outlines how the material might be used in professional preparation programs for leaders. (Not included in the word limit.)
- **References** - References should follow the style in the sixth edition of the *Publication Manual of the American Psychological Association.* (Not included in the word limit.)

The paper must not exceed 2,000 words, the limit set by *JCEL*.

Leadership Case Assessment Rubric

Dimensions	Criteria Levels			
	Exceeds Expectations—4	**Meets Expectations—3**	**Approaching Expectations—2**	**Falls Below Expectations—1**
Abstract (15%)	A clear and concise 100 word abstract describing the topics of the case and providing a synopsis of the case is included.	A 100 word abstract describing the topics of the case and providing a synopsis of the case is included, but it is somewhat hard to follow or omits important information.	An abstract is included, but it either exceeds recommended length or fails to provide a clear description of the case.	The abstract is either missing or not at all useful in describing the case.
Text of case (40%)	A well thought out and stimulating case that meets most or all elements of a JCEL case is provided.	A case that satisfies many elements of a JCEL case is provided.	A case dealing with the leader's role in change is provided, but it lacks detail and fails to satisfy many of the elements of a JCEL case.	The case description is either missing of fails to satisfy virtually any of the elements of a JCEL case.
Teaching notes (25%)	A well thought out single page of teaching notes is provided, suggesting sound approaches on how the case may best be used to develop effective leadership in the specialization.	A page of teaching notes is provided, suggesting approaches on how the case may best be used to develop effective leadership in the specialization.	Teaching notes are provided, but are either hard to follow or suggest approaches on how the case may be used that are unclear or do not make sense given the facts of the case.	Teaching notes are omitted or fail to connect well to any aspects of the case presented.
References (10%)	The reference list is complete and nearly error-free, which reflects clear understanding of APA format.	The reference list is missing one or more references, includes references not cited, and/or has minor APA errors.	Missing multiple references and/or displays difficulty conforming to APA rules.	Frequent omissions and errors in APA format.
Organization of case (5%)	The case is powerfully organized and fully developed	The case includes logical progression of ideas aided by clear transitions	The case is rough; writing is unclear and/or lacks transitions	The case is virtually impossible to understand; it lacks logical progression of events or ideas
Mechanics (5%)	The case is nearly error-free which reflects clear understanding and thorough proofreading.	The case has occasional grammatical errors and questionable word choice.	The case contains errors in grammar and punctuation, but spelling has been proofread.	The case contains frequent errors in spelling, grammar, and punctuation.

Paper #3
Book Review of *Fertilizers, Pills, and Magnetic Strips* **OR** *Changing Minds: The Art and Science of Changing our Own and Other People's Minds* **OR** *The Death and Life of the Great American School System: How Testing and Choice are Undermining Education* **OR** *Whistling Vivaldi*
(25 Points)

Rationale
One skill that is important to doctoral work is being able to analyze and criticize published work both in terms of the contribution the work makes to the knowledge base, and in methodological terms. For this paper, you will produce a scholarly review of Glass's *Fertilizers, Pills, and Magnetic* Strips **or** Gardner's *Changing Minds: The Art and Science of Changing our Own and Other People's Minds* **or** Ravitch's *The Death and Life of the Great American School System: How Testing and Choice are Undermining Education* **or** Claude Steele's *Whistling Vivaldi* from the perspective of a leader in your field. This paper has dual goals: To help you hone your skills in summarizing and analyzing literature, and to practice communicating this in writing to an academic audience.

Process
Think about how the book you have chosen contributes to the knowledge base, the technical soundness of the work, and its contribution to your understanding of issues involving leadership in your specialization. (Ask yourself: In what ways does this book help leaders in my field?)

As a guide, structure your review as if you were planning on submitting it to an academic journal such as the *Education Review*, an online journal of book reviews (http://edrev.asu.edu/).

Product
A review should include first, a brief summary of what the book was about and its key contributions to the knowledge base. (This is important because you can assume that the reader of the review has not yet read the book.) But a book review is not just a regurgitation of the book. Your evaluation should answer the questions: How useful was the book, and to whom? Touch on questions such as:
- Is the book well done? Did the author achieve his/her goal?
- Does the book present useful ideas in a coherent fashion? Was it well written, were the analyses and conclusions intelligently fashioned?
- Do you care? Is this book about a problem or question that scholars and/or practitioners might find useful? Is there merit in the arguments offered?
- Did you learn something from reading this book? Does it contribute to the knowledge base? Is it a valuable read for scholars / practitioners?
- What were the primary limitations of the work? What questions are left unanswered, that you believe should have been addressed? What topics are ignored that you believe should have been addressed?
- Would you recommend the book to others? To whom? Why?

The review should not exceed eight (8 +/-) typewritten, double-spaced pages. (As a guideline, the summary of the book itself should be about a third of the paper.)

Book Review Assessment Rubric

Dimensions	Criteria Levels			
	Exceeds Expectations—4	**Meets Expectations—3**	**Approaching Expectations—2**	**Falls Below Expectations—1**
Introduction (15%) Introduction orients the reader to the purpose of the paper and introduces the book you are reviewing.	Introduction briefly describes the book reviewed, the purpose of the review itself, and foreshadows significant findings through a clear and well thought out thesis.	Introduction briefly describes the book reviewed, provides an adequate description of the purpose of the review, and/or an adequate thesis.	Introduction is vague and does not adequately orient the reader to the book reviewed or the purpose of paper.	Introduction is either missing or insufficient; there is little consideration of reader's perspective.
Summary of book (20%) Review includes a brief summary of the contents of the book to help situate the reader.	The book is described briefly yet thoroughly, with clear explanation of the author's purpose and perspective, and a delineation of the main ideas offered in the book.	The book is described adequately, with some attempt to identify the author's purpose and perspective and some delineation of important content offered in the book.	The description of the book is incomplete or poorly constructed; little attempt is made either to identify the purpose or the main points offered.	Description of the book is largely ignored or wholly inadequate.
Evaluation of the book (40%) Review includes an evaluation of the merits of the book	An evaluation of the book is presented, discussing most of the evaluative questions outlined in the assignment description in a coherent and convincing manner.	An evaluation of the book is included that adequately touches on many of the important evaluative questions outlined.	An evaluation of the book is included, touching on some evaluative questions, but doing so in a shallow or unconvincing fashion.	The evaluation of the book is extremely limited or wholly ignored.
Conclusions (15%) Paper closes with a restatement of the thesis, a brief summary of the review, and a recommendation to future readers.	Conclusion follows logically from the body of the paper and is persuasive. It summarizes main points made in the review, and includes a clear recommendation regarding the utility of the book for leaders in your field.	The conclusion is adequate; it provides a brief summary that is largely consistent with the body of the review, and a recommendation regarding the utility of the book.	Conclusion provides a summary of some of the main points offered in the paper, but is unclear and not especially persuasive.	Paper ends without a discernable conclusion.
Organization of paper (5%)	Paper is powerfully organized and fully developed	Paper includes logical progression of ideas aided by clear transitions	Paper includes brief skeleton (introduction, body, conclusion) but lacks transitions	Paper lacks logical progression of ideas
Mechanics and APA (5%)	Nearly error-free which reflects clear understanding and thorough proofreading	Occasional grammatical errors and questionable word choice	Errors in grammar and punctuation, but spelling has been proofread	Frequent errors in spelling, grammar, and punctuation

Paper #4: Personal Platform of Beliefs
(20 Points)

<u>Rationale</u>
This exercise is derived from the Maine School Leadership Network, which developed the Platform of Beliefs exercise as a tool it uses with 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 as doctoral students.

<u>Process</u>
Each person approaches a reflective exercise like this somewhat uniquely, based on past experiences, knowledge, and hopes for the future. To create your platform, consider the following as guiding questions:
- Identify three or so core beliefs that are important to you based on your examination of leadership this term.
- Explain why each of these beliefs is important, and how it relates to the other beliefs.
- Then for each belief, expand on it by including a few principles that describe what the belief means and how it appears in practice. What are people actually doing when this belief is manifested in behaviors?

<u>Products</u>
Your Platform of Beliefs is a work in progress; as you progress in the program and in your leadership practice, you will return to it and continue to reflect on what it means to you to lead. The platform should include the following:

- Your core beliefs about effective leadership (situated in your area of specialization), with an explanation of why each belief is important;
- Your specific leadership goals as a doctoral student; and
- A discussion of how your beliefs and goals are grounded in theory and/or research.

This is a short reflection (3-4 pages), which must conform to APA format.

Platform of Personal Beliefs Assessment Rubric

Dimensions	Criteria Levels			
	Exceeds Expectations—4	**Meets Expectations—3**	**Approaching Expectations—2**	**Falls Below Expectations—1**
Description of core beliefs (40%)	The platform includes a clear and thorough description of your core beliefs about effective leadership in your specialization.	The platform includes a description of core leadership beliefs that are at least loosely related to leadership in your specialization.	The platform includes description of at least some leadership beliefs, but these are generic or somewhat vague.	Core beliefs are missing or so poorly stated that they are hard to discern.
Reflection on importance (20%)	The platform includes a clear and thorough reflection on why these beliefs are important to you personally, and/or to leaders in your specialization field.	The platform includes a reflection on why these beliefs are important that at least loosely relates to your core beliefs.	The reflection on why these beliefs are important is evident, but vague or insufficient in detail.	The reflection is missing, poorly developed, or hard to connect to the beliefs presented.
Delineation of goals (20%)	The platform includes specific, well thought out leadership goals to guide your development as a doctoral student (and beyond).	Leadership goals for doctoral study are presented.	Leadership goals are evident, but they are poorly developed or vague	Goals are missing or so poorly stated that they are hard to discern.
Support (10%)	Specific, developed ideas and/or evidence from theory or research are used to support your platform.	Theory or research is used to support some elements of the platform but is weakly developed in spots.	Platform uses supporting ideas and/or evidence sparsely, or includes claims that are weakly supported by available evidence.	Few to no solid supporting ideas or evidence are provided, or claims are included that directly contradict available evidence.
Organization of paper (5%)	Paper is powerfully organized and fully developed	Paper includes logical progression of ideas aided by clear transitions	Paper includes brief skeleton (introduction, body, conclusion) but lacks transitions	Paper lacks logical progression of ideas
Mechanics (5%)	Nearly error-free which reflects clear understanding and thorough proofreading	Occasional grammatical errors and questionable word choice	Errors in grammar and punctuation, but spelling has been proofread	Frequent errors in spelling, grammar, and punctuation

Class Participation Rubric
15 points

Dimensions	Criteria Levels			
	exceeds expectations (4)	meets expectations (3)	approaches expectations (2)	falls below expectations (1)
Attendance (40%)	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%)	Willingly participates when asked. Plays a leadership role in groups. Engages and brings out the best in others.	Willingly participates when asked. Takes on group tasks. Engages others.	Reluctantly participates when asked. Seeks easiest duties in groups. Tolerates others.	Actively avoids involvement when possible. Complains about others. Has large set of excuses.
Engagement (20%)	Enthusiastically initiates discussion. Personalizes and takes ownership of activities. Always knows where class or group is.	Sometimes initiates discussion and always works well with direction. Generally knows what's going on.	Seeks direction, but does not initiate discussion. May know where class or group is.	Waits for direction. Knows little of what is going on. Cannot describe where class or group is.