GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION

EDLE 620.001: ORGANIZATIONAL THEORY AND LEADERSHIP DEVELOPMENT

SPRING 2014

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Meeting Times:	Wednesdays, 4:30 – 7:10 p.m. (January 22 – April 30, 2014)
Meeting Location:	Thompson Hall L014 (basement), Fairfax Campus, George Mason University

COURSE DESCRIPTION

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

Co-requisite(s): Application to the Education Leadership Program.

COURSE OBJECTIVES

This course is the first class in the licensure sequence in Education Leadership and therefore intended to introduce students to theory and practice in school leadership. Students taking this class will:

1. Refine their perspectives on education administration as they hone their leadership skills;
2. Develop a personal philosophy of education and vision of leadership practice;
3. Assess their leadership strengths and areas for development;
4. Understand leadership roles in schools and school districts in diverse settings;
5. Use various social science perspectives as the foundation for advocacy and change;
6. Learn how to work with and within the larger community; and
7. Develop oral and written communication skills.

COURSE LEARNING 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. Analyze educational issues and outcomes using Bolman & Deal's four frames of organizational behavior;
3. Connect and apply major leadership and organizational theories to real-world leadership practice;
4. Articulate the leadership role(s) they aspire to take upon program completion;
5. Begin to articulate how they plan to develop their leadership capabilities in the near future.

COURSE OVERVIEW AND GOALS

Program Vision: *The Education Leadership Program is dedicated to improving the quality of PK12 education through teaching, research, and service. Candidates and practicing administrators engage in course work devoted to experiential learning, professional growth opportunities, and doctoral research that informs practice. We educate exceptional leaders who act with integrity as they work to improve schools.*

EDLE 620 Organizational Theory and Leadership Development is intended to provide students with an opportunity to explore meanings of leadership in schools, the role of leaders in school change and restructuring; and ways school leaders make sense of school organization. Students will explore both how organizations function and leadership choices within organizations, and they will have an opportunity to begin to develop a vision of their leadership practice and situate this practice within a perspective of how school organizations work.

Content

To develop leadership knowledge and capacity, students will deepen their understanding of how organizations function and how leaders influence school change and improvement. Specific content includes:

1. Reviewing meanings of leadership and the role leaders play in school change and improvement;
2. Articulating a vision for effective school leadership and student beliefs about leadership, teaching, and learning;
3. Learning four major frameworks for analyzing organizational behavior and outcomes;
4. Clarifying which framework(s) students find most useful for informing their own leadership styles and choices;
5. Applying skills, knowledge, and dispositions gained through the Education Leadership Program to the analysis of case studies and through role-playing exercises involving leadership behavior and school change.

In addition to the content goals stated above, the following represent process goals for this course.

Teaching and Learning

1. Each class will mirror as much as possible effective leadership practice and will reflect good management. We will:
   - start and end on time;
   - maintain and follow a written agenda for each class;
   - listen first to understand, then seek to be understood; and
   - work toward common goals in a professional and cordial manner.

2. As they develop and refine oral presentation skills, students will
   - work individually and in groups to develop strategies for addressing organizational problems or challenges;
   - engage in a variety of learning activities, including case studies and simulations, and present their analyses orally; and
   - assess the oral communication effectiveness of peers.

3. Students are expected to apply what they have learned previously to written assignments for this course and to their peer and self-assessments.

Classroom Climate

We will endeavor to create a classroom climate that approximates what we know about effective leadership dispositions and the attributes of learning organization. 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:

- Come fully prepared to each class;
- Demonstrate appropriate respect for one another
- Voice concerns and opinions about class process openly;
- Recognize and celebrate each other's ideas and accomplishments;
- Show an awareness of each other's needs.

NATURE OF COURSE DELIVERY

Consistent with the EDLE program goals and approach to leadership preparation, we will engage in a variety of learning activities in class, including exercises, debates, oral presentations, and analyses of cases. Students will serve as critical friends to each other, including providing periodic feedback on written assignments.

Class activities and assignments will emphasize connecting theory on leadership and school organization with the realities of professional educators' work in schools. Since an important component of any leader's learning involves balancing action and reflection, assignments will emphasize using theory as a lens for reflecting on leadership practice, and on sharing thoughts and opinions about the ways leaders impact teaching and learning in schools.

Written Assignments

All written assignments should be typed, formatted, and free from grammatical, spelling, and typographical errors. They should also be clear, concise, and well organized. Students should use the APA Publication Manual, 6th edition as a guide. I maintain high standards and expectations for quality writing so make sure to consult APA guidelines, colleagues, and/or the GMU Writing Center [http://writingcenter.gmu.edu/] to review and edit your work before turning it in to me. If you have any questions or concerns about your writing, please feel free to contact me before assignments are due.

Bias-Free Communications

In course discussions and in your writing, follow the recommendations outlined in the APA Publication Manual (6th edition) reference "Guide to Bias-Free Communications."

RELATIONSHIP OF COURSE GOALS TO PROGRAM GOALS

The Education Leadership program is designed to prepare candidates for leadership and management positions in a variety of educational settings. The program emphasizes an understanding of the complexities of change in schools, communities, and organizations. This is the first class in the licensure sequence in Education Leadership and is therefore intended to introduce students to theory and practice in school leadership. Theory introduced in this class will be used throughout the program to frame candidate's thinking about leadership practice and decision making.

RELATIONSHIP OF COURSE TO INTERNSHIP

Although the internship is a separate course, the Education Leadership program has integrated "embedded experiences" into coursework, which means that some of your class work may be 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. [Note: Since EDLE 620 is typically taken prior to enrolling in EDLE 791 Internship, it is unlikely that any class work would be included in the Collective Record.]

NATIONAL STANDARDS AND VIRGINIA COMPETENCIES

The course addresses a variety of the **ELLC Standards**, focusing primarily on the following: Standards 1.1, 1.2, 1.3, 1.4, and corresponding components of the Virginia Standards for School Leaders:

1. The program in administration and supervision preK-12 shall ensure that the candidate has demonstrated the following competencies:
    a. Knowledge understanding, and application of planning, assessment, and instructional leadership that builds collective professional capacity, including:
    (7) Identification, analysis, and resolution of problems using effective problem-solving techniques;

    (8) Communication of a clear vision of excellence, linked to mission and core beliefs that promotes continuous improvement consistent with the goals of the school division.
    b. Knowledge, understanding and application of systems and organizations, including:
    (1) Systems theory and the change process of systems, organizations and individuals, using appropriate and effective adult learning models; (2) Aligning organizational practice, division mission, and core beliefs for developing and implementing strategic plans;
    e. Knowledge, understanding and application of the purpose of education and the role of professionalism in advancing educational goals, including;
    (3) Reflective understanding of theories of leadership and their application to decision-making in the school setting;
    (5) Intentional and purposeful effort to model continuous professional learning and to work collegially and collaboratively with all members of the school community to support the school's goals and enhance its collective capacity.
    f. Knowledge understanding and application of basic leadership theories and influences that impact schools including;
    (1) Concepts of leadership including systems theory, change theory, learning organizations and current leadership theory;
    (2) Historical leadership theories including organizational theory, motivational theory, political and social systems theory to practical situations;
    (3) Identify and respond to internal and external forces and influences on a school.

COURSE MATERIALS

Required texts for this course are:

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

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

Online access is vital for the distance learning aspects of the course and is especially important if we experience school shutdowns due to inclement weather or other problems. Access to standard word processing software that can be read by Microsoft Office (2003, 2007 or 2010) and the ability to send and receive e-mails with attachments is required. If you need assistance, please contact me.

All students are required to activate and monitor their GMU e-mail accounts and use Taskstream (http://www.taskstream.com) as part of this course. This is the only way you will be able to access vital course information and upload your assignments. Samples of student work will be archived on this site for course, program, and college assessment, so make sure you become proficient with this software.

GMU POLICIES AND RESOURCES FOR STUDENTS

a) Students must adhere to the guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/honor-code/].

b) Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/].

c) Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

d) The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].

e) Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].

f) Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

g) The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].

Professional Dispositions

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

Core Values Commitment

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

COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT, AND EVALUATION

Consistent with expectations of a Master's level course in an Educational Leadership program, grading is based heavily on student performance and written assignments. Overall, written work will be assessed using the following criteria: (1) application of concepts reflected in class discussions and readings, (2) original thinking and persuasiveness, and (3) ability to write in a clear, concise, and organization fashion.

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

Class Attendance and Participation (10 points)

Students are expected to participate actively in class discussions, group activities, and serving as critical friends to other students. Attendance is expected for all classes and only those students who attend and contribute to class regularly we receive maximum possible discussion and participation points. Weekly readings should be completed **prior** to the class meeting for which they are assigned. **If you must be absent, please notify me in advance by e-mail or phone.** More than one absence may result in a reduction in participation points. Arriving to class more than 30 minutes late or leaving more than 30 minutes before the end of class also may result in loss of points.

Written Assignments (90 points)

There are three written assignments required for this course.

1. Leadership Case (30 points)
2. Platform of Beliefs (20 points)
3. Reframing Paper (40 points)

Instructions and grading rubrics for each written assignment are provided in great detail at the end of this syllabus. Please review these items carefully before you begin your work. All papers must be typed (12 pt. font, 1-inch margins, double-spaced in APA format - 6th edition) and submitted electronically via Taskstream (taskstream.com) by the due date. (Note: Taskstream is the online assessment system used by GMU's College of Education and Human Development 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 expected to use Taskstream to submit coursework, as well as your internship portfolio submissions.) Each M.Ed. licensure course has at least one Performance-Based Assessment (PBA) as required by the program. The PBA for this course is the Reframing Paper.

It is expected that student work will be submitted on time (before 11:59 p.m. on the due date). If you miss class the day an assignment is due, it is your responsibility to ensure the assignment is turned in before the deadline to avoid a failing grade. If you anticipate needing an extension (except, of course, in the case of a true emergency), please make arrangements prior the deadline.

At the discretion of the instructor, students may revise and resubmit the Leadership Case or Platform of Belief papers to improve their performance. (Students with a grade of 3.6 or higher are discouraged from

resubmitting.) Such revisions are due **not later than one week after receiving feedback on the previous draft**. Assignments grades may be discussed and reconsidered, but not negotiated.

Assignments and Possible Points

Class Discussion and Participation	10 points
Assignment #1 – Leadership Case	30 points
Assignment #2 – Platform of Beliefs	20 points
Assignment #3 – Reframing Paper (PBA)	40 points
TOTAL POSSIBLE POINTS	**100 points**

Grading

The grading scale for the final course grade is as follows:

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

EDLE 620 COURSE CALENDAR

SPRING 2014

All required readings are to be read PRIOR to the class session in which they are listed. Please note that this calendar may be updated with additional reading made available via Taskstream. Assignments are to be turned in by 11:59 p.m. on the day under which they are listed. We will do our best to adhere to the schedule; however, it is flexible and subject to change.

	DATE	TOPIC	READINGS/ ASSIGNMENTS DUE
1	January 22	Course Introduction and Overview; Making Sense of Organizations: The Power of Reframing	Syllabus; Bolman & Deal (B&D) Ch. 1
2	January 29	Schools as Complex Organizations: Leading in a Culture of Change and Accountability	B&D Ch. 2
3	February 5	FIELD WORK: Leadership Case	
4	February 12	The Structural Frame: Getting Organized	B&D Ch. 3, 4, 5 **ASSIGNMENT #1 DUE: Leadership Case**
5	February 19	The Human Resource Frame: People and Organizations	B&D Ch. 6, 7, 8
6	February 26	**In-Class: Oral Presentations ("Mock Interviews") for Platform of Beliefs**	Prepare for **Platform of Beliefs** presentation
7	March 5	The Political Frame: Manager as Politician	B&D Ch. 9, 10, 11
	March 12	NO CLASS: Spring Break (Mar 10-16)	
8	March 19	The Symbolic Frame: Symbols and Culture	B&D Ch. 12, 13, 14
9	March 26	Integrating Frames and Reframing for Effective Practice	B&D Ch. 15, 16 **ASSIGNMENT #2 DUE: Platform of Beliefs**
10	April 2	Reframing Leadership and Change	B&D Ch. 17, 18
11	April 9	Reframing the Heart and Soul of Organizations;	B&D Ch. 19
12	April 16	E-Session	
13	April 23	Change and Leadership in Action	B&D Ch. 20
14	April 30	Course Wrap	**Assignment #3 DUE: Reframing Paper (PBA)**

Assignment #1: Leadership Case

Due: February 12

(30 points)

<u>**Rationale**</u>

Your first assignment, the Leadership Case, requires you to examine the leadership you observe in your school through two steps. In the first step, you will create a leadership case. You may be a part of this leadership case, or you might choose to examine another's leadership practices. Through this case, you will demonstrate your interpretation and application of theory to examine practice. In the second step, you will respond to your colleagues' cases and work to further clarify how you are defining concepts within your cases.

<u>**Process**</u>

For this paper, identify one leadership scenario you'd like to use as a case. Review and consider your selected leadership scenario and describe the case using the following questions as a guide:

- How do you define *leadership* in this case?
- What is the situation that made action necessary?
- What key details are essential to understanding this case?

<u>**Product**</u>

After you've described your Leadership Case, apply Fullan's leadership model as an analytic tool to expand upon your case description by answering the following:

- What are the leadership actions significant to this case?
- What might have been done differently to enhance the outcomes?
- What leadership lessons can be learned from this case?

The expected length for this assignment is 3 to 4 typewritten, double-spaced pages using 12 pt. font and 1-inch margins on all sides.

<u>**Group Response**</u>

In addition to the written product, be prepared to share your Leadership Case with the class and engaged in a group discussion informed by the following questions:

- How are people defining leadership and how does this align with your definition?
- How are people applying Fullan's concepts? Did you interpret Fullan similarly? Differently? In what way?
- What are common themes you observed across these cases?
- What are the important "take aways" or "lessons learned" from these cases? Did they affirm or change your thinking about effective school leadership?

Assessment Rubric for Leadership Case

Criteria	Exceeds Expectation (4)	Meets Expectations (3)	Approaches Expectations (2)	Falls Below Expectations (1)	Score/ Level
Description of leadership case (15%)	The case is described skillfully, including details that concisely and effectively communicate the episode.	The case is described thoroughly, but some details are unclear.	Description of the case is incomplete or poorly constructed.	Description of the case is largely missing or wholly inadequate.	
Definition of Leadership (15%)	The definition of leadership that the author offers a clear is strongly defended. The connection between the	The author offers a definition of leadership and connects the definition to the case.	The author offers a definition of leadership but it is unclear how the definition is connected to the case.	No definition of leadership is in the paper.	
Case Analysis (25%)	Fullan's model is briefly summarized and used effectively to assess how the case exemplifies effective leadership. Analysis is clear and well argued.	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 the 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

Oral Presentations "Mock Interviews": February 26
Written Reflections Due: March 26

(20 points)

Rationale

The Maine School Leadership Network developed the Platform of Beliefs exercise to help school leaders identify the core beliefs that form the foundation of their leadership, decision-making, and professional practice. In similar fashion, the Platform of Beliefs assignment serves to help you "locate your compass" by identifying and reflecting on the core beliefs that will inform your leadership practice. It is a document that will be developed throughout your program of study and revisited as part of your final internship submission.

Process

For this assignment, reflect on the type of leader you want to be. To create your platform:

- Identify three or so *core beliefs* that are important to you in terms of *teaching, learning,* and *leadership*.
- For each core belief, explain why it is critically important to you, and how it relates to the other core beliefs.
- Expand on each core belief by defining it, describing the principles associated with it, and how it is reflected in in school leadership behavior and action. In other words, *what does this belief look like when manifested in practice?*

Products

At this stage, your Platform of Beliefs will be a work-in-progress. As a reflective exercise, it will not only help you think more deeply about the kind of leader you want to be, but how to begin to share your leadership vision with others. As such, it includes an oral presentation and written reflection, which will be assessed jointly in one rubric.

1. **Oral Presentation.** In this 5-minute mock "interview" for an assistant principalship at the Great American School, you will be asked to discuss your leadership vision to the search committee, comprised of teachers, parents, and a student (as represented by your colleagues in class). To prepare, consider the following questions: *What first impression do you want to make? How will you convey your core beliefs and leadership values? What messages do you want to send to the hiring authority (though this committee) about your leadership?* You will have 5 minutes to make your best impression.

2. **Written Reflection.** Upon reviewing the interview committee evaluations, you will be required to write a 2 to 3-page reflection of your presentation (mock interview) and the committee's feedback **using the symbolic frame**. Consider the following: *What had you hoped to communicate? What do you think the committee took away from the talk? What did you learn from this experience?*

Assessment Rubric for Platform of Beliefs

Criteria	Exceeds Expectations (4)	Meets Expectations (3)	Approaches Expectations (2)	Falls Below Expectations (1)	Score/ Level
Attention to Audience (15%)	The presenter engaged the audience and held their attention throughout with creative articulation, enthusiasm, and clearly focused presentation.	The presenter engaged the audience and held their attention most of the time by remaining on topic and presenting facts with enthusiasm.	Little attempt was made to engage the audience.	The presenter did not attempt to engage the audience.	
Clarity (15%)	Development of thesis is clear through use of specific and appropriate examples; transitions are clear and create a succinct and even flow.	The sequence of information is well-organized for the most part, but more clarity with transitions is needed.	Content is loosely connected, transitions lack clarity.	No apparent logical order of presentation, unclear focus.	
Presentation Length (15%)	Presented within the allotted time	Remained close to the allotted time (i.e., within 30 seconds)	Exceeding or falling short of allotted time by a significant margin (30-60 seconds)	Greatly exceeding or falling short of allotted time (more than 60 seconds)	
Content (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.	Thesis is clear, but supporting information is disconnected.	Thesis is unclear and information appears randomly chosen.	
Speaking Skills (15%)	Exceptional confidence with material displayed through poise, clear articulation, eye contact, and enthusiasm.	Clear articulation of ideas, but the presenter apparently lacks confidence with material.	Little eye contact; fast speaking rate, little expression, mumbling.	Monotone; speaker seemed uninterested in material.	
Written reflection (25%)	An in-depth reflection is provided that thoroughly examines your presentation from a symbolic leadership perspective, including specific lessons you derived from the experience relating to dispositions and/or proficiencies associated with effective school leadership and/or the leader's role in change.	A reflection is provided that examines your presentation and beliefs, noting some general lessons relating to dispositions and/or proficiencies associated with effective school leadership and/or the leader's role in school change.	A reflection is provided that shows some effort at relating the presentation to an understanding of effective leadership.	Reflection is superficial, mostly rehashing the presentation.	

Assignment #3: Reframing Paper

Due: April 30

(40 points)

Rationale

According to Bolman and Deal (2013), the essence of reframing is examining the same situation in an organization from different perspectives to develop a fuller picture of "what's going on and what to do" (p. 5). To develop this leadership skill, the Reframing Paper requires you use multiple frames to analyze a school improvement project that has taken place at your school within the last two years.

Process

First, **describe** the project you've selected using the following questions as a guide:

- What was the issue or problem the school improvement project sought to address?
- In what ways were data and/or research evidence used to determine, describe, and/or explain the issue?
- What were the specific goals of the school improvement project? Were they aligned to the problem as identified?
- What strategies were used/actions taken to address the problem and achieve the project's goals?
- What was the rationale for using this strategy to promote improvement?
- What was the theory of action behind the project?
- What happened as a result of project implementation? What did you learn as a result?

Second, **reflect** on the frame you selected to prepare your description and your reason for selecting it. *Did you happen to gravitate toward one or two particular frames? Which ones and why?* Discuss your conclusions explicitly in terms of the use of the selected frame(s). *What did the use of this conceptual lens help you understand about the case?*

Third, **reframe** the school improvement project by select one or more different frames of analysis. *What did you learn by analyzing the case through the lens of this frame? Did you observe different opportunities, challenges, or outcomes from an alternative perspective? Were you surprised by anything new that emerged through a different lens?* Also explain whether or not the improvement effort was successful, to what degree, and evidence to support your claim.

Finally, **conclude** by reflecting on your analysis and sharing the leadership actions you would have taken to make the improvement efforts in your case even more effective. *Do any of these actions involved changing the school planning process? In what ways? According to which frames?* Also make sure to share your thoughts on how the usefulness of reframing as an analytical tool for examining your school improvement project specifically, and leadership practice broadly.

Product

Throughout the paper, be sure to explain clearly which frame(s) you are using and why. In the body of your paper, develop what you believe to be the primary features of each frame (be brief, but let me know that *you know* what is unique and valuable about the frame as a way of seeing), and what you learn about the case by using the frame. Expected length: 8-10 pages.

Assessment Rubric for Reframing Paper

Criteria	Exceeds Expectation (4)	Meets Expectations (3)	Approaches Expectation (2)	Falls Below Expectations (1)	Score/ Level
Thesis & Introduction (10%)	The introduction draws the reader into the paper and ends with a clear and compelling thesis. The introduction provides a clear roadmap for the reader, foreshadowing what the paper is intended to cover.	The paper starts with a brief introduction that alludes to the purpose of the paper, contains a thesis, and provides a general foreshadowing of what is to be included.	The introduction provides some indication of the purpose of the paper, but lacks a thesis and/or provides inadequate or confusing information about what is to be shared.	There is no clear introduction or purpose.	
Description of school improvement case: Presenting information pertinent to the improvement of the school's educational environment (ELCC 1.2) 15%	The case is described thoroughly, with clear delineation of the critical events relating to the school improvement effort, including the data and/or information that drove school change.	The case is described generally with reference to important data or information that drove school change.	Description of the case is incomplete or poorly constructed.	Description of the case is largely missing or wholly inadequate.	
Case analysis - Framing: Using theories relevant to building, articulating, implementing, and stewarding a school vision (ELCC 1.1) 15%	The frame used to initially describe the case is accurately identified, characteristics of the frame are clearly explained, and the frame is used to articulate the effectiveness of data use for school improvement in relation to school vision and goals.	The frame used to present the case initially is identified, discussed, and applied as a conceptual lens for understanding the case.	Analysis is weak or incomplete, or superficially considers the application of the frame to the analysis.	Analysis is unrelated to the case, is largely missing, or wholly inadequate.	
Case re-analysis - Reframing: Promoting continual and sustainable school improvement (ELCC 1.3) 20%	At least one additional theoretical frame is clearly and thoroughly described, and used to re-analyze the case. Analysis includes plans or processes for continuous improvement on the basis of the re-analysis.	At least one additional theoretical frame is briefly described and used as a conceptual lens for re-analyzing the case.	Re-analysis is weak or incomplete, or superficially considers the application of at least one additional theoretical frame.	Re-analysis is unrelated to the case, is largely missing, or wholly inadequate.	

Reflection: Evaluation of school progress and ideas for revising school plans (ELCC 1.4) 20%	Specific lessons derived from frame analysis are presented. Compelling arguments regarding the success of the improvement effort analyzed and how school plans might be revised are presented.	General lessons derived from frame analysis are presented.	Suggested actions are superficial or weakly related to the analysis and re-analysis.	Suggested actions are largely missing or wholly inadequate	
Support: Assessing organizational effectiveness 10%	Specific, developed ideas and/or evidence from theory or research are used to support analysis of school improvement effectiveness.	Supporting theory or research used to support analysis of school effectiveness lacks specificity or is loosely developed.	The paper presents some supporting ideas and/or evidence in analysis of the school improvement case.	Few to no solid supporting ideas or evidence are presented.	
Organization of paper: 5%	The paper is powerfully organized and fully developed.	The paper includes a logical progression of ideas aided by clear transitions.	The paper includes skeletal structure (introduction, body, conclusion) but lacks transitions.	The paper lacks a logical progression of ideas.	
Mechanics and APA: 5%	The paper is nearly error-free, reflecting clear understanding of mechanics and APA and thorough proofreading.	The paper contains occasional grammatical errors and questionable word choice.	Errors in grammar and punctuation are frequent, but spelling has been proofread.	The paper contains frequent errors in spelling, grammar, and punctuation.	