GEORGE MASON UNIVERSITYCOLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
Education Leadership Program

EDLE 620, Section 601, Summer 2015
Organizational Theory and Leadership Development

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Office Hours: Mondays, 1-3:00 and by appointment

Schedule Information
Meeting Times: Monday & Wednesday, 6/22-7/29, 4:30-7:30 p.m.
Location: Wakefield HS, Room 228

All students are expected to attend every class session. Personal problems that prevent students from attending class should be reported ahead of time to the instructor via telephone or e-mail.

Course Description

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

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

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

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

Program vision: The Education Leadership Program is dedicated to improving the quality of pre-K – 12 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.

Content

In order to develop leadership savvy, 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 your 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 in 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 analysis orally; and
   - assess the oral effectiveness of peers.

3. Students are expected to apply what they have learned previously to the writing assignments for this course and to their self-assessments and assessments of peers.

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 for 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 educator's 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.

Course Objectives

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

- refine their perspectives on education administration as they hone their leadership skills;
- develop a personal philosophy of education and a personal vision relating to their leadership practice;
- assess their leadership strengths and areas for development;
- understand leadership roles in schools and school districts in settings characterized by diversity;
- use various social science perspectives as the foundation for advocacy and change;
- learn how to work with the larger community; and
- develop oral and written communication skills.

Student Outcomes

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

1. Articulate their core beliefs about teaching, learning, and leadership, and relate these to their vision of effective school leadership;
2. Analyze educational issues using four major frameworks for analyzing organizational behavior and outcomes;
3. Connect major leadership and organizational theories, and apply these to the understanding of real-world puzzles associated with leadership practice;

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4. Articulate the leadership role(s) they aspire to take at the conclusion of their program of study;
5. Begin to articulate how they plan to develop their leadership capabilities in the near future.

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 course work. This means that some of the work for class 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. [However, EDLE 620 is typically taken prior to enrolling in EDLE 791, Internship; hence 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 Readings:
- Bolman, L. & Deal, T. (2013). *Reframing organizations: Artistry, choice, and leadership* (5th ed.). San Francisco: Jossey-Bass.

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

Outside-of-Class Resources:

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 (2003, 2007 or 2010).

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. Overall, written work will be assessed using the following broad criteria:

1. Application of concepts reflected in class discussion and readings
2. Original thinking and persuasiveness
3. 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 [20 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 [80 points]

Several different types of performance-based assignments will be completed during the semester. Each assignment relates to the application of leadership and organizational theory in school settings. Each assignment and a rubric for grading each assignment are described at the end of this syllabus.
The final assignment, i.e., the Reframing paper, is the program-level Performance-Based

Assessments for this course.

Papers are due as indicated on the reading schedule that follows. 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. **I will not accept any written assignments after the due date**.

Rewrites: Time permitting, and at my discretion, students may revise and re-submit papers (other than the final paper) 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**. I may re-consider an assignment grade, but I will not negotiate grades with students. If you wish to discuss your work, I am willing to do so at a time of mutual convenience.

Grading scale:

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

TASKSTREAM REQUIREMENTS

Every student registered for any Education Leadership course with a required performance-based assessment is required to submit this assessment, the Reframing assignment to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

George Mason University Policies and Resources for Students

- Students must adhere to the guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/the-mason-honor-code/].
- Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/
- 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.
- 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/].
- 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/].
- 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 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.
Participation
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Participation Rubric (20 points)

	exceeds expectations-4	meets expectations-3	approaches expectations-2	below expectations-1
Attendance (15%)	Exemplary attendance (no absences, tardiness or early dismissals)	Perfect attendance with one or two tardiness or early dismissals	Occasional absences and/or tardiness (1-2)	Frequent absences and/or tardiness (3 or more)
Quality of interaction; discussion and activities questions, comments, suggestions (30%)	Most queries are specific and on target. Deeply involved in whole class and group activities and discussions	Often has specific queries, stays involved in class activities discussion	Asks questions about deadlines, procedures, directions. Little discussion about ideas or class topics	Rarely interacts with instructor or classmates in an appropriate manner
Effort (25%)	Volunteers as appropriate and often leads in group settings. Engages and brings out the best in others	Willingly participates with instructor and classmates. Engages others	Reluctantly participates when asked (rarely volunteers) Seeks easiest duties in group work.	Actively avoids involvement when possible. Complains about others and uses excuses to explain deficiencies
Demonstration that student is prepared for class (30%)	Demonstrates preparation for each class by referring specifically to previous learning, text and other sources to contribute to class discussion in a regular, meaningful and thoughtful manner.	Demonstrates preparation by referring regularly to previous learning, text and other sources to contribute to class discussion	Demonstrates readiness periodically	Is unable to demonstrate readiness for class through readings, other homework or by relating to previous discussion

Assignment # 1 Platform of Beliefs
20 points

Rationale

The Maine School Leadership Network developed the Platform of Beliefs exercise as a tool they use with school leaders as a way of helping them identify the core beliefs that form the foundation of their decision-making and professional practice. We believe that it is important for you to identify and reflect on such beliefs so that when you step into a leadership role you will have a reliable compass. Your final internship submission requires you to re-visit and write about your Platform of Beliefs.

Process

Each person approaches a reflective exercise like this somewhat uniquely, based on past experiences, knowledge, and hopes for the future.

To create your platform:

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

Product

For this assignment, you will prepare a paper (2-3 pages) that explains the type of school leader you want to be and why. The paper should which should reflect APA formatting

Platform of Beliefs Rubric (20 points)

Criteria	Exceeds Expectations (4)	Meets Expectations (3)	Approaches Expectations (2)	Falls Below Expectations (1)
Introduction and thesis (15%) The introduction should draw the reader into the topic and include a one-sentence thesis. The thesis states what the author intends to prove or demonstrate in the body of the written work. For this paper, the thesis must name the focal area(s) of your platform of beliefs	The paper starts with a clear and concise statement of the topic and an introduction that provides a clear thesis that lays out the focus area(s).	The paper starts with a brief introduction that alludes to the focus area(s) and provides a general thesis.	An introduction is provided that gives only the barest hint about the focus area(s) or the information to be shared.	The paper lacks an introduction entirely, or the introduction fails to provide useful information that is focus area(s)
Explanation of personal importance of each core belief and linkages to other core beliefs (25 %)	Three or more core beliefs are explained and discussed clearly and skillfully in terms of personal importance and linkages to other core beliefs.	Three or more core beliefs are explained in terms of personal importance, but linkages to other beliefs are unclear.	Explanation of personal importance of core beliefs and linkages to other beliefs are incomplete or poorly constructed.	Explanation of personal importance of core beliefs and linkages to other beliefs is largely missing or inadequate.
Description of each core belief according to its associated principle(s) in leadership practice. (25 %)	Each core belief is described skillfully, including its associated principle(s) in leadership practice.	Description of each core belief and its associated principle(s) in leadership practice is presented, but some details are unclear.	Description of each core belief and its associated principle(s) in leadership practice is incomplete or poorly constructed.	Description of each core belief and its associated principle(s) in leadership practice is largely missing or inadequate.
Conclusion (15%)	The conclusion clearly explains what was learned from completing this assignment.	The conclusion suggests some of what was learned from completing this assignment.	The conclusion adds little to the understanding of the assignment.	There is no conclusion.

Organization of paper (10%)	The paper is powerfully organized and fully developed. Development of thesis is clear through use of specific and appropriate examples; transitions are clear and create a succinct and even flow.	The paper includes a logical progression of ideas aided by clear transitions. The sequence of information is well- organized for the most part, but more clarity with transitions is needed.	The paper includes most required elements, but content is loosely connected, transitions lack clarity.	The paper lacks a logical progression of ideas. No apparent logical order of presentation, unclear focus.
Mechanics and APA (10%)	The paper is error-free in terms of grammar, spelling, and APA format.	The paper includes few grammatical, spelling and/or APA format errors.	The paper lacks a logical progression of ideas; has several errors in grammar, spelling, APA format.	The paper includes frequent errors in spelling, grammar, punctuation, and APA format.

Assignment #2 Personal Best (**20 points**)

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

Process

For this paper, students will review the opportunities and experiences that they have had as leaders and select one such experience in which you performed in an exceptional manner, and describe it in a 3-5 page paper. It is strongly recommended that this experience be connected to your professional life as an educator. In the event that you have difficulty in identifying such an experience, you may write about a community based scenario. You should avoid using and writing about a teacher-student situation.

Examples of acceptable personal best scenarios include:
Chairing a school or system- based committee; Accepting responsibility for leading one or more components of a School Improvement Plan
Preparing and presenting a professional development workshop or in-service
Mentoring a colleague
Accessing and managing resources
Collaborating with parents and/or the broader community; etc

Tasks

There will be four required components of this personal best paper:
1) Description: Describe your personal best, stating who (by title) was involved, and in what roles. When and where did this scenario occur?
2) 2) Why: Why did you become involved in a leading role? (Did you volunteer; were you recruited?) Did you receive additional compensation for assuming this leader role?
3) 3) Evaluate your leadership: Were you successful? What could you have done differently?
4) 4) Compare and contrast with leadership models, traits, theory: Using the class discussion that we have had (and any outside resources you select), how were your leader behaviors consistent with the literature and/or studies on school leadership?

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

Personal Best Paper Rubric (20 points)

Levels Criteria	Exceeds expectations (4)	Meets expectations (3)	Approaches expectations (2)	Falls below expectations (1)
Thesis & Introduction (10%)	Establishes thesis in introduction and maintains a clear purpose	Evidence of thesis can be found in a clear introduction to the paper	Attempt to create a thesis statement and communicate the purpose in the introduction	There is no clear purpose to the paper (no attempt to create a thesis)
Description of personal best (20%)	The case is described thoroughly, including the rationale as to why it was selected as the "personal best"	The case is described in detail...but lacks specificity as to why it was selected as a "personal best"	Description of the case is incomplete or poorly constructed	Description of the case is missing or inadequate
Case analysis (25%)	The case is analyzed in a thorough manner using leadership models (from class and/or outside readings)	Leadership models from class and/or outside readings are noted without specificity	The analysis is weak or superficial	The analysis is unrelated to the case, or is missing or inadequate
Implications for leadership development (25%)	Lessons are derived relating to the need to develop specific and/or leadership development leadership dispositions and/or traits	General lessons are presented relating to future actions and/or leadership development	Lessons relating to personal leadership development are superficial	Conclusions and implications are missing or inadequate
Organization of paper (10%)	Paper is powerfully organized and fully developed. Development of thesis is clear through use of specific and appropriate examples; transitions are clear and create a succinct and even flow.	Paper includes logical progression of ideas aided by clear transitions. The sequence of information is well-organized for the most part, but more clarity with transitions is needed.	Paper includes brief skeleton (intro, body & conclusions) but lacks transitions. The paper includes most required elements, but content is loosely connected, transitions lack clarity.	Paper lacks logical progression of ideas. No apparent logical order of presentation, unclear focus.
Mechanics and APA (10%)	Error free in terms of grammar, spelling, and APA format which reflects thorough proofreading	The paper includes few grammatical, spelling, grammar, punctuation, and/or APA format errors.	The paper has several errors in grammar, spelling, grammar, punctuation, and/or APA format.	The paper includes frequent errors in spelling, grammar, punctuation, and/or APA format.

Assignment # 3 Reframing (40 points)

Rationale
Bolman and Deal (2008) say that the essence of reframing is examining the same situation from different perspectives to develop a more holistic picture. To practice this critical leadership skill, you will reconsider a school improvement project focused on instruction that you've experienced in the last year or two at your school. You will **analyze the project as a case using multiple frames** to see what you can learn about the specific project and about leadership generally.

Process
Briefly describe the improvement or change:
- What was the performance or achievement gap being addressed by the change?
- How was data or evidence employed to determine or explain the gap?
- What was the specific goal?
- What strategy or action was used to promote improvement? (What was the objective of the school improvement project?)
- To what degree did collaboration take place? Was it meaningful? Helpful?
- What was the rationale for using this strategy to promote improvement? (Why did anyone think implementing the action plan would bring about the specific improvement you sought?) What was the theory of action behind the project?
- What happened, and what did you learn from implementation of this project?

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

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

Reflecting on your frame analysis:
- Was the improvement effort successful? To what degree? How do you know?

 Most important: **What actions would you take to make the improvement effort in your case more effective? Do any of these actions involve changing the school planning process? In what ways?**

HINT: It seems likely that you would select the structural or human resources frames instinctively. As a comparison, try to select the political or symbolic frames—these may provide you with the best opportunities to see different things in the same case.

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

This is a somewhat longer paper (6-8 pages) than the others assigned in this class. It also must conform to APA format.

Reframing Rubric (40 points)

	Exceeds Expectations	Meets Expectations	Approaching Expectations	Falls Below Expectations
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.

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	Exceeds Expectations	**Meets Expectations**	**Approaching Expectations**	**Falls Below Expectations**
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.

	Exceeds Expectations	**Meets Expectations**	**Approaching Expectations**	**Falls Below Expectations**
Organization of paper: 5%	The paper is powerfully organized and fully developed. Development of thesis is clear through use of specific and appropriate examples; transitions are clear and create a succinct and even flow.	The paper includes a logical progression of ideas aided by clear transitions. The sequence of information is well- organized for the most part, but more clarity with transitions is needed.	The paper includes skeletal structure (introduction, body and conclusion) but lacks transitions. The paper includes most required elements, but content is loosely connected, transitions lack clarity.	The paper lacks a logical progression of ideas. No apparent logical order of presentation, unclear focus.
Mechanics and APA: 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.

EDLE 620 Summer 2015 (Organizational Theory and Leadership Development)

Session /Date	Topic	Assignments

Session 1
June 22
	Course and program expectations
	Syllabus, Agenda, and Assignments
	TaskStream
	Leading a Learning Organization
		Prepare for Session 2, June 24
		Read
		   A School Leader's Compass
		Complete
		   • **Exploring Your Leadership**
		   • **Part 1 Thoughts about My**
		     Leadership!

Session 2
June 24
	Leadership Theories and Styles	**Prepare for Session 3, June 29**
		Review Platform of Beliefs
		   Assignment (rational, process,
		   product, and rubric)
		Complete Leadership Vision
		   Questionnaire

Session 3 **June 29**	**Vision, Beliefs, and Values and** **Leadership** **Platform of Beliefs**	**Prepare for Session 4, July 1** **Platform of Beliefs Group Discussions**

Session 4
July 1
	Platform of Belief Group Discussions	**Prepare for Session 5, July 6**
		Read and reflect on:
		   • **How Leadership Influences Student**
		     Learning
		   • **Personal Best resources**
		   • **What We Know about Successful**
		     School Leadership
		Review Personal Best Assignment (process,
		tasks, and rubric)
		Define Personal Best topic

Sunday, July 5	**Platform of Beliefs assignment due**	

Session 5
July 6
	Leadership and School Improvement
	
	Review Personal Best Case Assignment
		Prepare for:
		Submitting Personal Best Case (due
		   Sunday, July 12)
		Session 7, July 13
		Read Bolman & Deal
		   Chapters 4-5 with emphasis on
		   frame assumptions and resource
		   activity
		Review Reframing Assignment
		   (rational, process, product, and
		   rubric)
		Define School Improvement Project
		   focused on instruction topic

Session 6 **July 8**	**Personal Best Case Reflection**	
Sunday, July 12	**Personal Best assignment due**	

Session 7
July 13
	Reframing in Action
	Structural Frame
	   Key Concepts
	     Assumptions
	     Organizations as Structures
	     "Architectural" Leadership
		Prepare for Session 8, July 15
		Read Bolman & Deal
		   Chapters 6-8 with emphasis on
		   frame assumptions and resource
		   activity

Session 8
July 15
	Human Resource Frame
	Key Concepts
	     Assumptions
	     Organizations as Human and Collegial
	     "Empowerment" Leadership
		Prepare for Session 9, July 20
		Read Bolman & Deal
		   Chapters 9-10 with emphasis on
		   frame assumptions and resource
		   activity

Session 9
July 20
	Political Frame
	Key Concepts
	    Assumptions
	    Organizations as Political
	    "Advocacy" Leadership
		Prepare for Session 10, July 22
		Read Bolman & Deal,
		    Chapters 12-14 with emphasis on
		    frame assumptions and resource
		    activity

Session 10
July 22
	Symbolic Frame
	Key Concepts
	    Assumptions
	    Organizations Culture
	    "Inspirational" Leadership
		Prepare for Session 11, July
		Read Bolman and Deal,
		    Chapter 20, Bringing It All Together
		Prepare to share Reframing assignment
		    draft

Session 11 **July 27**	**Reframing in Action Reflections**	
Session 12 **July 29**	**Reframing assignment due**	