

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

EDLE 636, Section 001, Spring, 2016

Adult Motivation and Conflict Management in Education Settings: A Case Study Approach

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Schedule Information

Location: Thompson Hall 1020
Meeting times: Tuesdays, 1/19/16-5/11/16; 4:30 to 7:10pm

Course Description: Adult Motivation and Conflict Management in Education Settings: A Case Study Approach

This course uses case studies and simulations to examine conflict mediation and resolution skills, and safety and security issues. It focuses on character and ethics education in schools, coaching and mentoring, and adult motivation to support positive behaviors in work settings.

Nature of Course Delivery

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 presentation, individual research, case studies, simulations, and written and oral assignments.

National Standards and Virginia Competencies

The course addresses selected Virginia Department of Education (VADOE) Competencies, The **Interstate School Leaders Licensure Consortium (ISLLC)** Standards, and Educational Leadership Constituent Council (ELCC) (NCATE) Standards.

Specific ELCC standards addressed include:

- 1.3b Candidates develop plans and processes for implementing the vision (e.g., articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork, structuring significant work, ensuring appropriate use of student assessments, providing autonomy, supporting innovation, delegating responsibility, developing leadership in others, and securing needed resources).Candidates demonstrate an

- understanding of the role effective communication skills play in building a shared commitment to the vision.
- by 3.1a Candidates demonstrate the ability to optimize the learning environment for all students
- management, applying appropriate models and principles of organizational development and including research and data driven decision making with attention to indicators of equity, effectiveness, and efficiency.
- human 3.1c Candidates demonstrate an ability to manage time effectively and deploy financial and resources in ways that promote student achievement.
- priorities 3.2a Candidates demonstrate the ability to involve staff in conducting operations and setting using appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision.
- 5.1a Candidates demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.
- 5.2a Candidates demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.
- 5.3a Candidates make and explain decisions based upon ethical and legal principles.
- school 6.1a Candidates act as informed consumers of educational theory and concepts appropriate to context and can demonstrate the ability to apply appropriate research methods to a school context.
- 6.1h Candidates demonstrate the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities.
- 6.2a Candidates demonstrate the ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of an ongoing dialogue with representatives of diverse community groups.

Specific VADOE standards addressed include:

- a7 Knowledge, understanding, and application of planning, assessment, and instructional leadership that builds collective professional capacity, including identification, analysis, and resolution of problems using effective problem-solving techniques.
- b1 Knowledge, understanding and application of systems and organizations, including systems theory and the change process of systems, organizations and individuals, using appropriate and effective adult learning models
- b3 Knowledge, understanding and application of systems and organizations, including information sources and processing, including data collection and data analysis strategies
- b4 Knowledge, understanding and application of systems and organizations, including using data as a part of ongoing program evaluation to inform and lead change
- b7 Knowledge, understanding and application of systems and organizations, including effective communication skills including consensus building, negotiation, and mediation skills.
- c2 Knowledge understanding and application of management and leadership skills that achieve effective and efficient organizational operations, including principles and issues of supervising and leading others to ensure a working and learning climate that is safe, secure, and respectful of a

- diverse school community
- c3 Knowledge understanding and application of management and leadership skills that achieve effective and efficient organizational operations, including management decisions that ensure successful teaching and learning including, human resources management and development, theories of motivation, change in school culture, innovation and creativity, conflict resolution, adult learning and professional development models
 - c8 Knowledge understanding and application of management and leadership skills that achieve effective and efficient organizational operations, including application of data-driven decision making to initiate and continue improvement in school and classroom practices and student achievement
 - d4 Knowledge understanding and application of the conditions and dynamics impacting a diverse school community, including principles of effective two-way communication, including consensus building and negotiation skills
 - e2 Knowledge, understanding and application of the purpose of education and the role of professionalism in advancing educational goals, including integration of high quality, content rich, job-embedded professional learning that respects the contribution of all faculty and staff members in building a diverse professional learning community
 - e3 Knowledge, understanding and application of the purpose of education and the role of professionalism in advancing educational goals, including reflective understanding of theories of leadership and their application to decision-making in the school setting
 - e4 Knowledge, understanding and application of the purpose of education and the role of professionalism in advancing educational goals, including intentional and purposeful effort to model professional, moral, and ethical standards as well as personal integrity in all interactions
 - f1 Knowledge understanding and application of basic leadership theories and influences that impact schools including concepts of leadership including systems theory, change theory, learning organizations and current leadership theory
 - f2 Knowledge understanding and application of basic leadership theories and influences that impact schools including concepts of leadership including historical leadership theories including organizational theory, motivational theory, political and social systems theory to practical situations

Content

All of the EDLE program goals are active, to a greater or lesser extent, in this course. The primary purpose of this course is to help students consider how as school leaders they may access [and use] relevant research regarding the creation of conditions in schools that will cause teachers to be attracted to teaching, to stay in the school and in teaching, and to improve their practice and their impact on increasing student learning.

Course Objectives

Students will:

1. Investigate, evaluate and apply results of research regarding motivation to adults in school settings;
2. Explore and apply the results of research regarding factors related to teacher recruitment, retention and improvement, including methods of creating a culture of continuous improvement through professional support, collaboration and professional development;
3. Conduct a case study of a plan for differentiated compensation by applying the results of research regarding motivation and a variety of compensation plans;
4. Review and apply models of leadership as they relate to creating conditions that recruit, retain and lead to improvement of teaching; and
5. Investigate, evaluate and apply to school settings research regarding models of conflict management.

Student Outcomes

Successful students will emerge from the course able to:

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

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 appear below.

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.
 - f. The ultimate goal is to function as *a community of learners*.
2. Student work will reflect what is expected from leaders. As such, students are expected to:
 - a. write papers that are well researched, proofread, submitted in a timely fashion, and conform to APA guidelines;
 - b. participate actively in class discussions in a manner that challenges the best thinking of the class; and
 - c. provide constructive feedback to others both on their ideas and on their written work, striving to learn from each other and to test each other's ideas.
3. We will endeavor to create a classroom climate that approximates what we know about learning organizations. As such, it is important that we create conditions that allow participants to try out new ideas and voice opinions without fear of ridicule or embarrassment. The hallmark of a learning organization is a balance between openness and constructive feedback; hence, everyone is expected to:
 - a. come fully prepared to each class;
 - b. demonstrate appropriate respect for one another;
 - c. voice concerns and opinions about class process openly;
 - d. engage in genuine inquiry;
 - e. recognize and celebrate each other's ideas and accomplishments; and
 - f. display an awareness of each other's needs.

Relationship of Course Goals to Program Goals

Student outcomes and activities for this course are related to the following GMU/EDLE program goals:

1. Understand the complexities of change in schools.
2. Develop and demonstrate the knowledge, skills, and dispositions necessary to create and maintain learning environments that value diversity, continual knowledge acquisition, instructional leadership, innovative and ethical decision-making, reflective practice and successful achievement of all school-aged youth.

Relationship of Course to Internship

Although the internship is a separate course, the Education Leadership program has integrated “embedded experiences” into course work. This means that some of the work for this class is related to the internship. Students may write about embedded experiences in their internship journals and Collective Records, but they can only count over and above the minimum 320 hours required for the internship.

Course Materials

Kowalski, Theodore J. *Case Studies on Educational Administration [6th edition]*. Boston: Pearson Education, Inc.

Whitaker, Todd (2013) *What Great Principals Do Differently: 18 Things That Matter Most[2nd Edition]*. New York: Routledge.

Kosmoski, G & Pollack, D. (2005). *Managing Difficult, Frustrating, and Hostile Conversations: Strategies for Savvy Administrators*. [2nd Edition]. Thousand Oaks: Corwin Press.

Recommended:

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

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

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.

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: 15 points

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

Written assignments [2]: 55 points

Two written assignments will be completed during the semester. A description and directions for each assignment and a rubric for grading each assignment are included at the end of this syllabus.

Group Assignment: 30 points

Groups will select and present a Case Study on a current, controversial issue, highlighting both *conflict management* and *adult motivation*.

BOTH ASSIGNMENTS must be submitted electronically, through Blackboard.

Late work: I expect all students to submit their work on time, meaning no later than by midnight of the due date. Papers due on a day when you are absent must be submitted Blackboard by the due date.

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

TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT

Every student registered for any EDLE course with a required performance-based assessment is required to submit this assessment, [**Position Paper on Extrinsic and Intrinsic Motivation and Interview on Conflict Management**] to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.”

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/the-mason-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 George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (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 & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>]

Tentative Schedule--EDLE 636(Sturrock & Shahrokhi) Fall, 2014

Session #	Date	Topics	Reading/Writing Assignment
1	Jan	Introductions	

	19	Course Overview Review of Case Study Structures for Problem-Solving & Decision Making Syllabus & Assignment review 'Motivation 101'	<i>Introduction to Kowalski, Whitaker, and Kosmoski</i> <i>Case Study: the Ambitious Assistant Principal</i>
2	Jan 26	Motivation examined [1]—what research says about <i>extrinsic & intrinsic</i> 'The Puzzle of Motivation' Motivation and School Safety	Deci, E.L., Koestner, R. & Ryan, R. M. (2001). Extrinsic rewards and intrinsic motivation in education: Reconsidered once again. <i>Review of Educational Research</i> , 71, 1-27. doi: 10.3102/00346543071001001 <i>View Daniel Pink [The Puzzle of Motivation]</i> <i>Read Case Study: A Bully's Threat</i>
3	Feb 2	Who Motivates Employees? Herzberg theory Simon Sinek [Assignment #1 Examined]	<i>Read chapters 1-3 in Whitaker</i> <i>Read chapter 1 in Kosmoski</i> <i>Read: Herzberg, F. (2003). One more time: How do you motivate employees? Harvard Business Review</i> , 81 (1). 87-96. <i>View 'What Makes Us Feel Good About Work'</i> <i>Read Case Study: Break the Rules & Pay the Price</i>
4	Feb 9	Motivation Theories Maslow's Hierarchy of Needs Connections to Pink and Cognitive Evaluation Theory	<i>Read: Whitaker 4-6</i> <i>Read: Kosmoski, Chapter 2</i> <i>Case Study: Illegal Drugs, ISS & the Novice Principal</i>
5	Feb 16	What Motivates Teachers to Stay and Improve? Is This What the Future Holds?	<i>Read: Whitaker 7-8</i> Borman, G. D. & Dowling, N. M. (2008). Teacher attrition and retention: A meta-analytic and narrative review of the research. <i>Review of Educational Research</i> , 78, 367–409. doi:10.3102/0034654308321455 Morgan, M., Ludlow, L., Kitching K., O'Leary, M. & Clarke, A. (2010). What makes teachers tick? Sustaining events in new teachers' lives. <i>British Educational Research Journal</i> , 36, 191–208. doi: 10.1080/01411920902780972 <i>Read Case Study: The Disillusioned Assistant Principal</i> **Assignment #1 Due**
6	Feb 23	Strategies for Conflict Management & Resolution	<i>Read: Kosmoski chapters 3 & 5</i> Shetach, A. (2009). The four-dimensions model: A tool for effective conflict management. <i>International Studies of Management & Organization</i> , 39, 82–106. doi: 10.2753/IMO0020-8825390304

		Application: the Plagiarism Problem [Assignment #2 examined.]	<i>Read Case Study: A Matter of Honor [part 1]</i>
7	Mar 1	Conflict Management—a second model examined	<i>View Thomas Kilmann explained</i> <i>A Matter of Honor [part 2]</i> <i>View Simon Sinek’s talk ‘Inspiring Action’</i>
	Mar 8	Spring Break	
8	Mar 15	Consolidation Class & Class Workshop: Conflict Management Interview Paper	<i>Read: Whitaker 9 & Kosmoski 6 & 8</i> <i>Case Study: A Matter of Honor [part 3]</i> Bring a draft of Assignment #2 [and copies] for Peer Review
9	Mar 22	e-learning class	
10	Mar 29	Distributive Leadership	Hulpia, H., Devos, G. (2010). How distributed leadership can make a difference in teachers’ organizational commitment: A qualitative study. <i>Teaching and Teacher Education</i> , 26, 565-575. Spillane, J.P. (2009). Managing to lead: Reframing school leadership and management. <i>Phi Delta Kappan</i> , 91(3), 70-73. <i>Read Case Study: Let’s Not Rap</i>
11	April 5	High Achievers [Assignment #3 examined] [Group Project & groups formed]	<i>Read: Kosmoski 9 & 11</i> <i>Read: Whitaker 15 & 18</i> <i>Read Case Study: Even on Saturdays</i> **Assignment #2 due**
12	April 12	Collaborative Inquiry: Professional Development and Teacher Motivation Group Investigation & ‘Round Table’ Class Discussion	(Read ONE) Barth, R. (2006). Improving relationships within the schoolhouse. <i>Educational Leadership</i> , 63(6), 8-15. DuFour, R. (2004). What is a “professional learning community”? <i>Educational Leadership</i> , 61(8), 6-11. Jacobson, D. (2010). Coherent instructional improvement and PLCs: Is it possible to do both? <i>Phi Delta Kappan</i> , 91 (6), 38-45. Vescio, V. Ross, D. & Adams, A. (2008). A review of research on the impact of professional learning communities on teaching

			<p>practice and student learning. <i>Teaching and Teacher Education</i> 24, 80–91.</p> <p>Wood, D. (2007). Teachers' learning communities: Catalyst for change or a new infrastructure for the status quo? <i>Teachers College Record</i>, 109 (3), 699–739.</p>
13	April 19	<p>Finalizing the readings</p> <p>Workshop Class: Assignment #3</p>	<p><i>Read:</i> Whitaker 16, 17 & 19 <i>Read:</i> Kosmoski 12</p> <p>Class Workshop on Assignment #3</p>
14	April 26	<p>Wrap-up Course Evaluations</p>	Assignment #3 Group Presentations

Written Assignment #1: Position Paper on Extrinsic and Intrinsic Motivation (30 points)

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

RUBRIC

EDLE 636: Position Paper on Extrinsic and Intrinsic Motivation

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

Written Assignment #2: Interview on Conflict Management (25 points)

You will interview a current education administrator (identity withheld) about an actual workplace conflict that he or she manages. This paper should include:

- a) a description of the interview procedure including at least ground rules, documentation, setting, questions and length.
- b) a description of the conflict, including interviewee's role, issues involved, how the conflict was addressed, and the result.
- c) an analysis of the management of the conflict in relation to concepts of leadership and motivation,
- d) a conclusion which includes reflections on the quality of the conflict management, what might have been done differently and why, and lessons learned from the interview by the interviewer.

RUBRIC EDLE 636: Interview on Conflict Management

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

Assignment #3: Group Case Study Presentation (30 points)

In self selected groups, choose a current controversial issue that resonates with all group members. Either [i] research and find a Case Study, or [ii] create a Case Study [using class Case Study format] that attempts to touch on the following:

- [a] Leadership Styles
- [b] Adult Motivational Theories
- [c] Conflict Management & Resolution.

Groups will present their Case Study, ensuring that it is both interactive and engages peers in discussion of possible solutions. Ample reference should be made to class text, class readings and discussions, and outside research for same.

RUBRIC EDLE 636: Group Case Study Presentation

Dimensions	Criteria Levels			
	exceeds expectations (4)	meets expectations (3)	approaches expectations (2)	falls below expectations (1)
Introduction (25%)	The Case Study topic is presented with clarity, and clearly connects to [i] conflict management/resolution; and [ii] adult motivation. Includes interactive activities & discussion with peers.	The Case Study is clearly presented; good discussion is fostered on same touching on both conflict resolution and adult motivation.	The Case Study is presented only in didactic terms. No peer interaction.	The Case Study Presentation is vaguely hinted at; no interaction with peers.
Conflict Management & Resolution follows Case Study method (35%)	Multiple strategies are explored leading to problem resolution	Some [either, or] strategies are explored leading to problem resolution	One problem solving strategy is presented and discussed	No problem solving strategies are elicited
Leadership, Motivation examined (30%)	Multiple leadership styles and adult motivation theories are thoroughly explored and discussed	Two [minimally] leadership styles and motivation theories are discussed	One leadership style and/or one motivation theory is discussed	No leadership styles or motivation theories discussed
Presentation (10%)	Clearly and concisely presented; occasions excellent discussion.	Mostly clear and concise on presentation; somewhat interactive.	Clearly or concisely presented, but not both.	Unclear presentation; no time allowed for interaction or discussion.

Rubric

EDLE 636: Class Participation

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.