GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION
Education Leadership Program

EDLE 620, Section 001: Organizational Theory and Leadership Development
3 credits, Spring 2017
Thursday, 4:30 – 7:10 pm

Instructor: Scott C. Bauer
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Schedule Information

Meeting Times: Thursday, 4:30 – 7:10 pm

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.

Location: Thompson 1020

Course Description

A. Corequisite(s)

Application to the Education Leadership Program.

B. Catalogue 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.

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.*

C. 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.

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:
Each class will include a variety of activities and exercises. Out-of-class work will rely in part on the use of Blackboard, on readings, and on the use of resource task sheets created to complement the primary text. Specific process goals for the class are as follows:

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.

We will endeavor to create a classroom climate that approximates what we know about learning organizations. Consequently, 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;
- engage in **genuine inquiry**;
- recognize and celebrate each other's ideas and accomplishments;
- show an awareness of each other's needs; and
- **maintain strict confidentiality** regarding any information shared in the classroom.

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;
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.

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.

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.]

Course Materials

Required texts:
- Bolman, L. & Deal, T. (2013). *Reframing organizations: Artistry, choice, and leadership* (5th ed.). San Francisco: Jossey-Bass.
- Fullan, M. (2001). *Leading in a culture of change*. San Francisco: Jossey-Bass.

Recommended:
- 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:

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.

Online access is vital for this class. All students are required to use Mason's Blackboard portal 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, 2010 or 2013).

Course Assignments, 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.

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, **The Reframing Paper**, 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.

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 [10 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 [90 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 Blackboard**.

Late work: I expect all students to submit their work on time, meaning no later than by midnight of the due date. If you happen to be absent on the day a paper is due, the due date remains and the paper must be submitted electronically. **I will not accept any written assignments after the due date**.[1]

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	=	below 75 percent

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times. [Additional course or program specific language may be added.]

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: http://cehd.gmu.edu/values/.

GMU Policies and Resources for Students

1. Students must adhere to the guidelines of the Mason Honor Code (see http://oai.gmu.edu/the-mason-honor-code/).
2. Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).
3. Students are responsible for the content of university communications sent to their Mason 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.
4. Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).
5. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

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[1] At my discretion, and only under unusual and compelling circumstances, e.g., a serious illness, due dates may be renegotiated.

Campus Resources

1. Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.
2. The 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/).
3. The 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/).
4. The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see http://ssac.gmu.edu/). Students in need of these services may contact the office by phone (703-993-3686). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to http://ssac.gmu.edu/make-a-referral/.

For additional information on the College of Education and Human Development, please visit our website http://cehd.gmu.edu/.

Proposed class schedule:

To accommodate the learning needs of the class, the topic and reading schedule may be amended during the semester. Please check for announcements on the course website for any update to the schedule if you miss a class.

	Topic	Required Readings	Exercises/Assignments
Jan 26	Introduction & Overview – Organizational Analysis	Bolman & Deal (B&D), Part 1	Exercise: Powerful learning Homework: Personal Best interviews
Feb 2	Leadership theory - from *classical* to *transformational* to *distributive*	Fullan, chapters 1, 2	Homework: Study group protocol (*Investigating the links…*)
Feb 9	Exploration: What kind of leadership do we need for today's schools?	Wahlstrom, Louis, Leithwood & Anderson, *Investigating the links to improved student learning*	Study group protocol Exercise: You write the job description Homework: Study Group protocol II **Personal Best cases to share**
Feb 12	**Personal best papers posted (by midnight)**		
Feb 16	The leader's role in school change	Four paths video (study group protocol) Fullan, chapter 3	Homework: Gillian Broner
Feb 23	Workshop: School Change	School change, reframing cases, ITCOT competition	Discussion: Broner case

	Topic	Required Readings	Exercises/Assignments
Mar 2	Ways of seeing organization and leadership - Structural Frame	B&D: Part 2	Exercise: Organizational design for shared decision-making
Mar 9	Ways of seeing organization and leadership - Human Resource Frame	B&D: Part 3 Fullan, chapter 4	Exercise: QWL Interviews
Mar 16	No class – Spring break		
Mar 23	Ways of seeing organization and leadership - Political Frame	B&D: Part 4 Fullan, chapter 5	Exercise: Environmental Scan Homework: Martian Landing
Mar 30	Ways of seeing organization and leadership – Symbolic Frame	B&D: Part 5	Debrief: Martian Landing
Apr 6	**Platform of beliefs – presentations**		
Apr 13	**Platform of beliefs reflection posted (due by midnight)** (no class – school holiday breaks)		
Apr 20	Reframing leadership	B&D: Chapters 15, 16, 17 Fullan, chapter 6, 7	Exercise: Reframing mini-cases
May 4	Reframing leadership	B&D: Chapter 18, 20	Reframing paper – draft for sharing Exercise: A Letter to Yourself
May 7	**Reframing paper posted (by midnight)**		

Assignment #1 Personal Best
30 points

<u>**Rationale**</u>
Candidates in our program come from a variety of backgrounds, and have a variety of professional interests and experiences. To discover attributes of effective school leadership we will borrow a research activity from a classic leadership work.

<u>**Process**</u>
This assignment borrows from James Kouzes and Barry Posner's book, *The Leadership Challenge*. As a part of their studies of leaders and followers, they asked leaders to write a **personal best case**, which they then discussed to discover themes about leader behavior.

For this paper, identify one person who you believe to be an effective leader, and interview this leader about his or her leadership best. Some questions included in the K&P study included the following:
> ➢ What characterized the situation? Who was involved, where and when did it take place, and who initiated the situation?
> ➢ What motivated you to get involved? How did you challenge yourself and others?
> ➢ How did you build enthusiasm and excitement? How did you involve others and foster collaboration? How did you build trust and respect?
> ➢ What principles and values guided you and others? How did you set an example?

<u>**Product**</u>
The first part of this paper is the **case description**, which you should write-up based on your interview. To complete the paper, use the leadership model Fullan presents in chapter 1 of his book <u>as an analytic tool</u> to examine the case. In what ways did this leader excel in the situation you described, and what leadership attributes or behaviors most contributed to making this a "best?" Finally, in conclusion, what lessons did you learn about leadership in your specialization from analyzing the experience, and how useful did you find the Fullan model as a tool for analysis?

Structure your paper in the following way:
1. Write an introductory paragraph that starts out broadly and narrows down to a <u>one-sentence thesis</u> that is the last sentence of the paragraph. Your thesis states your main argument (i.e., what you plan to show in your paper).
2. Following the introduction, include a paragraph that describes your method – what you did to collect your evidence. You might describe who you selected (your subject), when and where you collected information, what questions you asked, and how you recorded your data.
3. Write each body paragraph such that the topic sentence relates directly to your thesis and that the significance of the paragraph in terms of your thesis is clear.
4. Conclude with a paragraph that begins with your re-worded thesis and broadens out to explain the greater implications of your paper.

This is a short paper (8 +/- pages), which should be typewritten, double-spaced with ample margins. Come to class prepared to **share** your case!

	exceeds expectations 4 pts	Meets expectations 3 pts	approaching expectations 2 pts	falls below expectations 1 pt
Thesis & introduction (10%)	The paper starts with a clear and concise statement of purpose and an introduction that draws the reader into the paper and ends with a clear and compelling thesis. The introduction provides a clear roadmap for the reader, foreshadowing what the paper is intended to cover.	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 method (10%)	The paper includes a brief but thorough description of the method, including a discussion of the subject interviewed; interview process; and analysis.	The paper includes a brief description of method, but details on some aspects of how the study was conducted are unclear.	The paper includes some discussion of method, but details on one or more aspect of how the study was conducted are omitted.	The methods section is omitted or wholly inadequate
Description of personal best case (10%)	The case is described thoroughly, including an accounting of the "personal best" situation and details about why this was selected as a personal best case.	The case is described thoroughly, but detail is lacking on why the case represents a "personal best"	Description of the case is incomplete or poorly constructed	Description of the case is largely missing or wholly inadequate
Case analysis (30%)	Fullan's model is summarized and then used to thoroughly assess how the case exemplifies effective leadership.	Fullan's model is used adequately to assess how the case exemplifies effective leadership.	Analysis is weak or incomplete, or superficially considers the Fullan model.	Analysis is unrelated to the case, is largely missing or wholly inadequate.
Conclusion, implications (20%)	Clear and specific lessons are derived from the case relating to leadership in the specialization, and the efficacy of the Fullan model as a tool for assessing leadership practice is discussed.	General lessons are presented relating to leadership in the specialization, and the efficacy of the Fullan model as a tool for assessing leadership practice is mentioned.	Lessons relating to the subject's experiences and future leadership development are superficial	Lessons learned and implications of the case are largely missing or wholly inadequate
Organization of paper (10%)	Paper is powerfully organized and fully developed	Paper includes logical progression of ideas aided by clear transitions	Paper includes brief skeleton (introduction, body, conclusion) but lacks transitions	Paper lacks logical progression of ideas
Mechanics (10%)	Nearly error-free which reflects clear understanding of APA format and thorough proofreading	Occasional APA and/or grammatical errors and questionable word choice	Errors in grammar, APA format, or punctuation, but spelling has been proofread	Frequent errors in spelling, grammar, format and/or punctuation

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Assignment #2 Platform of Beliefs
20 points

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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. In preparation for this presentation, you may complete the visioning exercise posted, in which you develop a sense of the ways you would like to improve teaching and learning in your school. You may also want to use your notes from our classroom activity focused on visioning.

To create your platform:
- Identify 3 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?

Products
Your Platform of Beliefs is a document you will be developing throughout the program. At this stage, consider the document a work in progress. Use this exercise to reflect on the kind of leader you want to be, and to begin to develop the capacity to speak with others about this vision.

1. Come prepared to make a **short presentation** of your vision and beliefs (which will be video-taped and posted)

   Assume you are interviewing for a position as an assistant principal at the Great American School, and you have been asked to make a short presentation about your leadership vision to the search committee (comprised of teachers, parents, and a student). What kind of first impression do you want to make? How will you convey what is important to you, and how will you lead? What messages do you want to send to the powers that be (though this committee) about your leadership? You have 3 minutes to make your best impression. (Note – the principal runs a tight little meeting, so you only have 3 minutes.)

2. Written reflection: I will be posting your presentation. Please review it and write a brief reflection of your presentation ***from a symbolic leadership perspective***. What had you

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hoped to communicate, and what do you think the committee took away from the talk? What did you learn from this experience?

This is a short reflection (3 +/- pages), which should be typewritten, double-spaced with ample margins.

Platform of Beliefs Assessment Rubric

	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
Clarity & organization (20%)	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 (10%)	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 (20%)	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 (20%)	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 (30%)	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.

Rationale
Bolman and Deal (2013) 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 (8 +/- pages) than the others assigned in this class. It must be word-processed and conform to APA format.

	Levels of Achievement			
Criteria	exceeds expectations	meets expectations	approaching expectations	falls below expectations
Thesis and introduction Weight 10.00%	**90 to 100 %** 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.	**80 to 89 %** 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.	**70 to 79 %** 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.	**0 to 69 %** There is no clear introduction or purpose.
Description of school improvement case (ELCC 1.2) Weight 15.00%	**90 to 100 %** 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.	**80 to 89 %** The case is described generally with reference to important data or information that drove school change.	**70 to 79 %** Description of the case is incomplete or poorly constructed.	**0 to 69 %** Description of the case is largely missing or wholly inadequate.
Case analysis - Framing (ELCC 1.1) Weight 15.00%	**90 to 100 %** 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.	**80 to 89 %** The frame used to present the case initially is identified, discussed, and applied as a conceptual lens for understanding the case.	**70 to 79 %** Analysis is weak or incomplete, or superficially considers the application of the frame to the analysis.	**0 to 69 %** Analysis is unrelated to the case, is largely missing, or wholly inadequate.
Case analysis - Reframing (ELCC 1.3) Weight 20.00%	**90 to 100 %** 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.	**80 to 89 %** At least one additional theoretical frame is briefly described and used as a conceptual lens for re-analyzing the case.	**70 to 79 %** Re-analysis is weak or incomplete, or superficially considers the application of at least one additional theoretical frame.	**0 to 69 %** Re-analysis is unrelated to the case, is largely missing, or wholly inadequate.
Reflection (ELCC 1.4) Weight 20.00%	**90 to 100 %** 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.	**80 to 89 %** General lessons derived from frame analysis are presented.	**70 to 79 %** Suggested actions are superficial or weakly related to the analysis and re-analysis.	**0 to 69 %** Suggested actions are largely missing or wholly inadequate
Support Weight 10.00%	**90 to 100 %** Specific, developed ideas and/or evidence from theory or research are used to support	**80 to 89 %** Supporting theory or research used to support analysis of	**70 to 79 %** The paper presents some supporting ideas and/or	**0 to 69 %** Few to no solid supporting ideas or

	analysis of school improvement effectiveness.	school effectiveness lacks specificity or is loosely developed.	evidence in analysis of the school improvement case.	evidence are presented.
Organization of paper **Weight 5.00%**	**90 to 100 %** Paper is powerfully organized and fully developed	**80 to 89 %** Paper includes logical progression of ideas aided by clear transitions	**70 to 79 %** Paper includes brief skeleton (introduction, body, conclusion) but lacks transitions	**0 to 69 %** Paper lacks logical progression of ideas
Mechanics **Weight 5.00%**	**90 to 100 %** Nearly error-free which reflects clear understanding of APA format and thorough proofreading	**80 to 89 %** Occasional APA and/or grammatical errors and questionable word choice	**70 to 79 %** Errors in grammar, APA format, or punctuation, but spelling has been proofread	**0 to 69 %** Frequent errors in spelling, grammar, format and/or punctuation