

George Mason University
College of Education and Human Development
Education Leadership Program

EDLE 620, Section 601: Organizational Theory and Leadership Development
3 credits, Spring 2018

Mondays / 4:30-7:30 pm, LCPS Administration Building, Rooms 420/421

January 8 – April 16, 2018
(no class March 26)

Faculty

Name: Dr. Mary V. Kealy
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Corequisite

Application to the Education Leadership Program.

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.

Course Overview

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.

Course Delivery Method

This course will be delivered online (50% or more) using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal as well as some learning activities that will require synchronous class meetings with class members and the instructor. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player:
<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week:
Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
Since this is a hybrid course, the online class meetings will begin on Mondays and end on Sunday.
- Log-in Frequency:
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation:
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- **Instructor Support:**
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- **Netiquette:**
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- **Accommodations:**
Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes

This course is designed to enable students to do the following:

1. Define, identify, and articulate the meaning and significance of the education leader's personal vision and core beliefs in school organizations.
2. Construct and articulate a vision of effective school leadership as supported by their personal values and core beliefs around leadership, teaching, and learning.
3. Demonstrate knowledge of traditional and critical leadership and organizational theories and their relationship to the field of education leadership.
4. Compare and contrast the theoretical assumptions and traditional organizational theories that inform Bolman & Deal's four-frame model for analyzing organizational behaviors and outcomes.
5. Develop leadership cases that reflect connections between leadership and organizational theory, research, and practice.
6. Analyze leadership cases and scenarios through the practice of framing and reframing.

National Standards and Virginia Competencies

Upon completion of this course, students will have met the following professional standards: 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.

Required Texts

- Bolman, L. & Deal, T. (2013). *Reframing organizations: Artistry, choice, and leadership* (6th ed.). San Francisco: Jossey-Bass.
- Fullan, M. (2001). *Leading in a culture of change*. San Francisco: Jossey-Bass.
- The American Psychological Association (2009). *Publication Manual of the American Psychological Association* (6th edition). Washington, D.C.: American Psychological Association.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

TK20 Performance Based Assessment Submission and Blackboard Requirements

Every student registered for any Education Leadership course with a required performance-based assessment is required to submit the Reframing assessment to TK20 through Blackboard. 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 grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Blackboard submission, the IN will convert to an F nine weeks into the following semester.

Assignment Descriptions (80% or 400 points of total grade)

The three graded assignments required for this course are as follows:

1. Platform of Beliefs (20% or 100 points)

The Platform of Beliefs assignment serves to help you “locate your compass” by identifying and reflecting on the core values and beliefs that will inform your leadership practice. For this assignment, you will prepare and post a 2 to 3-minute video presentation (using PowerPoint, Keynote, Prezi, Powtoon, or other presentation software to create the presentation and Kaltura or Jing to share a screencast of your presentation) that explains the type of school leader you want to be and why. You will also be expected to view your colleagues’ Platform of Beliefs videos and offer feedback on the similarities and differences you observed between their Platform of Beliefs and your own according to the assignment rubric.

Submission Instructions:

Part 1 - You will upload your final Platform of Beliefs video presentation to the class discussion board. Part 1 - You will provide your feedback on two other videos as part of the class discussions on February 12th and 26th.

DUE DATE: Part 1 – January 29, 2018; Part 2 – February 12 & 26, 2018

2. *Leadership Case Analysis (20% or 100 points)*

For this assignment, you will work collaboratively in small groups to analyze a leadership case provided by the instructor. Informed by the theories discussed in the course, group members will be required to address the following in their case analysis:

- Clearly describe the context of the leadership case, to include student and faculty demographics; social, cultural, economic, and political forces; and the surrounding community
- Clearly describe the leadership challenge central to the case and any key details essential to understanding the case
- Describe how you would address this leadership challenge supported by relevant theories, readings, and professional experience that have informed your proposed leadership approach and actions

Submission Instructions:

This assignment will be developed using Google Docs to facilitate collaboration in the case analysis. The expected length for this assignment is one collaborative document - 5 to 7 typewritten, double-spaced pages using 12 pt. font and 1-inch margins on all sides (APA style) OR a video presentation no more than 5 minutes long that addresses all assignment requirements and a one page summary.

DUE DATE: March 5, 2018

3. *Reframing Paper (40% or 200 points)*

In this assignment, you will write a paper that demonstrates your ability to use multiple frames from the four-frame model to analyze a **school improvement project** that has taken place at your school within the last two years. **This assignment is the Performance-Based Assessment (PBA) for this course and should reflect your understanding of the key theories and assumptions that support each of Bolman & Deal's four frames and their application to school leadership practice.** Expected length: 8-10 pages.

Submission Instructions:

Upload your paper into the course site.

DUE DATE: April 9, 2018

Other Requirements

Attendance

Students are expected to attend every scheduled class meeting for its entirety and online sessions as required. Maximum class participation points will be earned by students who participate in all online and class sessions and complete all requirements.

Grading

Students can earn a total of 500 points in this course. Graded assignments account for 80% (400 points) of the overall grade, while online course participation accounts for 20% (100 points).

Grading Scale

| | |
|----|------------------|
| A+ | 500 points |
| A | 475 – 499 |
| A- | 450 – 474 |
| B+ | 435 - 449 |
| B | 415 - 434 |
| B- | 400 - 414 |
| C | 375 - 399 |
| F | Below 375 points |

Participation Requirements (20% or 100 points of total grade)

To maximize learning and engagement in the online environment, students are expected to participate actively in asynchronous class discussions, asynchronous and synchronous group activities, and serve as critical friends to other students.

Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/>

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

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- 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 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.
- 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/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- 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/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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

EDLE 620 - Organizational Theory and Leadership Development
Spring 2018
PROPOSED CLASS SCHEDULE

The topic and reading schedule may be amended during the semester. When the tentative weekly schedule is revised, revisions will be posted on Blackboard.

| SESSION | DATE | TOPICS | READINGS/ ASSIGNMENTS DUE |
|---------|---------------------------|--|---|
| 1 | 1/8 | Course Overview & Expectations Syllabus and Class Schedule Blackboard Course Assignments Team Assignments Introduction to Leadership Frameworks: Bolman & Deal Fullan | Prepare for Session 2 Read and reflect on: <ul style="list-style-type: none"> • Bolman & Deal, Part 1 • Fullan, Chapters 1-7 Assigned reading on Blackboard (BB) |
| 2 | 1/15 ONLINE | Leadership Theories Leadership Standards: ISLLC Standards | Prepare for Session 3 Fullan, Chapters 1-3 (Review) |
| 3 | 1/22 | Fullan: Discussion Group 1 <ul style="list-style-type: none"> • Moral Purpose • Understanding Change The Leader's Role in School Change: <i>The Change Leader</i> | Prepare for Session 4 Review Platform of Beliefs Assignment (rationale, process, product, and rubric) Fullan, Chapters 4 & 5 (Review) Assigned reading on BB |
| 4 | 1/29 ONLINE | Leadership Theories and Styles Fullan: Discussion Group 2 <ul style="list-style-type: none"> • Relationships... • Knowledge Building | Prepare for Session Read and reflect on: <ul style="list-style-type: none"> • How Leadership Influences Student Learning • What We Know about Successful School Leadership Due: Platform of Beliefs (Part 1) Assigned reading on BB |
| 5 | 2/5 ONLINE | Leadership and School Improvement Leadership for 21 st Century Schools | Prepare for Session 6 Read and reflect on: <ul style="list-style-type: none"> • Bolman & Deal-Chapters 1-2 Prepare for Platform of Beliefs Presentations Assigned reading on BB |
| 6 | 2/12 | Platform of Beliefs Presentations Feedback / Discussion | Prepare for Session 7 Fullan, Chapter 6 (Review) Due: Platform of Beliefs (Part 2) |
| 7 | 2/19 ONLINE | Fullan: Coherence Making | Prepare for Session 8 |
| 8 | 2/26 | Platform of Beliefs Presentations Feedback / Discussion | Prepare for Session 9 Read and reflect on: <ul style="list-style-type: none"> • Bolman & Deal-Chapters 3-5 with emphasis on structural frame assumptions Due: Platform of Beliefs (Part 2) |

| | | | |
|-----------------------------------|-----------------------|---|---|
| 9 | 3/5 | <p>Characteristics of Organizations</p> <p>Structural Frame Key Concepts Assumptions Organizations as Structures “Architectural” Leadership</p> <p>Fullan Leadership Framework Connection</p> | <p>Prepare for Session 10 Read and reflect on:</p> <ul style="list-style-type: none"> Bolman & Deal-Chapters 6-8 with emphasis on human resource frame assumptions <p>Review:</p> <ul style="list-style-type: none"> Reframing Assignment (rationale, process, product, and rubric) <p>Define:</p> <ul style="list-style-type: none"> School Improvement Project focused on instruction topic <p>Due: Leadership Case Analysis</p> |
| 10 | 3/12 ONLINE | <p>Human Resource Frame Key Concepts Assumptions Organizations as Human and Collegial “Empowerment” Leadership</p> <p>Fullan Leadership Framework Connection</p> | <p>Prepare for Session 11 Read and reflect on:</p> <ul style="list-style-type: none"> Bolman & Deal-Chapters 9-11 with emphasis on political frame assumptions <p>Case Study Analysis</p> |
| 11 | 3/19 ONLINE | <p>Political Frame Key Concepts Assumptions Organizations as Political “Advocacy” Leadership</p> <p>Fullan Leadership Framework Connection</p> | <p>Prepare for Session 12 Review and reflect on:</p> <ul style="list-style-type: none"> Outline/draft of Reframing assignment Bolman & Deal-Chapters 12-14 with emphasis on symbolic frame assumptions <p>Prepare to share Reframing assignment</p> |
| 3/26 No Class-Spring Break | | | |
| 12 | 4/2 | <p>Team 4 Presentation: Symbolic Frame Key Concepts Assumptions Organizations Culture “Inspirational” Leadership</p> <p>Case Presentations: Highlights of the Frames & Change Process</p> <p>Fullan Leadership Framework Connection</p> | <p>Prepare for Session 13 Read</p> <ul style="list-style-type: none"> Bolman & Deal-Chapters 15-17 <p>Prepare to share Reframing assignment</p> |
| 13 | 4/9 ONLINE | <p>Reframing Change Fullan Leadership Framework Connection</p> | <p>Prepare for Session 14 Due: Reframing Paper Read</p> <ul style="list-style-type: none"> Bolman & Deal-Chapters 18-20 <p>Case Study Analysis</p> |
| 14 | 4/16 | <p>Reframing in Action Case Presentations: Highlights of the Frames & Change Process Leadership Reflections Wrap-Up</p> | <p>Evaluation</p> |

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Assignments

Assignment #1: Platform of Beliefs

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 (3-4 pages) that explains the type of school leader you want to be and why. The paper should reflect APA formatting.

Students will be expected to share the highlights of their paper in class with a focus on their beliefs regarding teaching, learning and particularly, leadership.

Platform of Beliefs Rubric

| Criteria | Levels of Achievement | | | |
|---|--|--|---|--|
| | Exceeds Expectations 4 | Meets Expectations 3 | Approaches Expectations 2 | Falls Below Expectations 1 |
| Introduction and thesis Weight 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 Weight 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. Weight 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 Weight 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 Weight 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 Weight 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. |

Reframing Paper

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 bases 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 (8-10 pages) than the others assigned in this class. It must be word-processed and conform to APA format.

Reframing Paper Rubric

| Criteria | Levels of Achievement | | | |
|---|--|---|---|---|
| | Exceeds Expectations 4 | Meets Expectations 3 | Approaches Expectations 2 | Falls Below Expectations 1 |
| 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: Present information pertinent to the improvement of the school's goals and 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: Use theories relevant to building, articulating, implementing, and stewarding a school vision (ELCC 1.1) 20% | The frame used to initially describe the case is accurately identified, characteristics of the frame are clearly explained, and the frame is used to articulate the effectiveness of data use for school improvement in relation to school vision and goals. | The frame used to present the case initially is identified, discussed, and applied as a conceptual lens for understanding the case. | Analysis is weak or incomplete, or superficially considers the application of the frame to the analysis. | Analysis is unrelated to the case, is largely missing, or wholly inadequate. |
| Case re-analysis - Reframing: Promote 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: Evaluate school progress and develop ideas for revising school plans (ELCC 1.4) 15% | Specific lessons derived from frame analysis are presented. Compelling arguments regarding the success of the improvement effort analyzed and how school plans might be revised are presented. | General lessons derived from frame analysis are presented. | Suggested actions are superficial or weakly related to the analysis and re-analysis. | Suggested actions are largely missing or wholly inadequate |
| Support: Assessing organizational effectiveness 10% | Specific, developed ideas and/or evidence from theory or research are used to support analysis of school improvement effectiveness. | Supporting theory or research used to support analysis of school effectiveness lacks specificity or is loosely developed. | The paper presents some supporting ideas and/or evidence in analysis of the school improvement case. | Few to no solid supporting ideas or evidence are presented. |
| Organization of paper: 5% | The paper is powerfully organized and fully developed. | The paper includes a logical progression of ideas aided by clear transitions. | The paper includes skeletal structure (introduction, body, conclusion) but lacks transitions. | The paper lacks a logical progression of ideas. |
| Mechanics and APA: 5% | The paper is nearly error-free, reflecting clear understanding of mechanics and APA and thorough proofreading. | The paper contains occasional grammatical errors and questionable word choice. | Errors in grammar and punctuation are frequent, but spelling has been proofread. | The paper contains frequent errors in spelling, grammar, and punctuation. |