GEORGE MASON UNIVERSITY
GRADUATE SCHOOL OF EDUCATION
Education Leadership Program

EDLE 620.001, Organizational Theory and Leadership Development
3 credits, Spring 2018
Wednesdays, 4:30-7:10 p.m., 1/22/18 to 5/5/18, Thompson L028

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Course Description

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

University Catalog Course Description

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

Co-requisite: Application to the Education Leadership Program.

Course Overview

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.

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 and research 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 and research as a lens for reflecting on leadership practice, and on sharing thoughts and opinions about the ways leaders impact teaching and learning in schools.

Teaching and learning.

- 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.

- 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.

- 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 effective leadership dispositions and the attributes of learning organization. As such, it is important that we create a space that allows participants to try out new ideas and voice opinions without fear of ridicule or embarrassment. The hallmark of a learning organization is a balance between openness and constructive feedback; hence, everyone is expected to:
    - Come fully prepared to each class;
    - Demonstrate appropriate respect for one another;
    - Voice concerns and opinions about class process openly;
    - Recognize and celebrate each other's ideas and accomplishments;
    - Show an awareness of each other's needs.

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;
    - develop oral and written communication skills; and
    - develop leadership savvy by deepening understanding of how organizations function and how leaders influence school change and improvement. To accomplish that end students will
        - review meanings of leadership and the role leaders play in school change and improvement;
        - articulate a vision for effective school leadership and beliefs about leadership, teaching, and learning;
        - learn four major frameworks for analyzing organizational behavior and outcomes;
        - clarify which framework(s) students find most useful for informing their own leadership styles and choices;
        - apply 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.

Student Outcomes

At the conclusion of this course, successful students should be able to:
- Articulate their core beliefs about teaching, learning, and leadership, and relate these to their vision of effective school leadership;
- Analyze educational issues using four major frameworks for analyzing organizational behavior and outcomes;
- Connect major leadership and organizational theories, and apply these to the understanding of real-world puzzles associated with leadership practice;
- Articulate the leadership role(s) they aspire to take at the conclusion of their program of study;
- Begin to articulate how they plan to develop their leadership capabilities in the near future.

Relationship of Course Goals to Program Goals

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

Relationship of Course to Internship

Although the internship is a separate course, the Education Leadership program has integrated "embedded experiences" into course work. This means that some of the work for class may be related to your internship. You may write about embedded experiences in your internship journal and Collective Record, but they can only count over and above the minimum 320 hours required for the internship. However, EDLE 620 is typically taken prior to enrolling in EDLE 791, Internship; hence it is unlikely that any class work would be included in the Collective Record.

National Standards and Virginia Competencies

The course addresses a variety of the **ELLC Standards**, focusing *primarily* on the following: Standards 1.1, 1.2, 1.3, 1.4, and corresponding components of the Virginia Standards for School Leaders: The program in administration and supervision preK-12 shall ensure that the candidate has demonstrated the following competencies:

    a. Knowledge understanding, and application of planning, assessment, and instructional leadership that builds collective professional capacity, including:

        (7) Identification, analysis, and resolution of problems using effective problem-solving techniques;

        (8) Communication of a clear vision of excellence, linked to mission and core beliefs that promotes continuous improvement consistent with the goals of the school division.

    b. Knowledge, understanding and application of systems and organizations, including:

        (1) Systems theory and the change process of systems, organizations and individuals, using appropriate and effective adult learning models;

        (2) Aligning organizational practice, division mission, and core beliefs for developing and implementing strategic plans;

    e. Knowledge, understanding and application of the purpose of education and the role of professionalism in advancing educational goals, including;

        (3) Reflective understanding of theories of leadership and their application to decision-making in the school setting;

        (5) Intentional and purposeful effort to model continuous professional learning and to work collegially and collaboratively with all members of the school community to support the school's goals and enhance its collective capacity.

    f. Knowledge understanding and application of basic leadership theories and influences that impact schools including;

        (1) Concepts of leadership including systems theory, change theory, learning organizations and current leadership theory;

(2) Historical leadership theories including organizational theory, motivational theory, political and social systems theory to practical situations;

(3) Identify and respond to internal and external forces and influences on a school.

Course Materials

Required Texts.

Bolman, L. & Deal, T. (2017). *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.

Recommended Text.

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

Additional Readings and Materials. Selected articles and other materials will be available on our Blackboard class site. Required readings will be noted on the tentative weekly schedule.

Outside-of-class resources

All students are required to activate and monitor their GMU e-mail accounts. If you are uncertain about how to do this, please see me. I *strongly recommend* that you do not forward your Mason e-mail to a different account because attachments are often lost that way. It is best to check e-mail directly from your Mason account daily.

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 Requirements, Performance-based Assessment, and Evaluation Criteria

Attendance. Students are expected to attend every class on time and to remain in class until it ends. If you are ill or have an emergency that prevents you from attending class, please call or e-mail me in advance. If you miss more than one class, you arrive late to multiple classes, and/or you leave class early multiple times, you will be subject to loss of participation points.

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 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. The presence and appropriateness of application of concepts embedded in assigned readings and other materials and reinforced in classroom activities
2. The quality of analysis, synthesis, and application
3. The clarity, concision and organization of writing

Specific performances and weights. 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. 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. *A description of each assignment and a rubric for grading each assignment are included at the end of this syllabus*. The Reframing assignment is the program-level Performance-Based Assessments for this course.

Submitting papers. Papers are due as indicated on the tentative schedule that follows. *All assignments* must be submitted electronically, through Blackboard.

Late work. Students' work is expected on time, meaning no later than by midnight of the due date.

Grading scale.
A+	=	100 percent
A	=	95 – 99
A-	=	90 – 94
B+	=	86 – 89
B	=	83 – 85

B-   =   80 – 82
C   =   75 – 79
F   =   74 or below

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

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See https://cehd.gmu.edu/students/polices-procedures/

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, please visit our website https://cehd.gmu.edu/

EDLE 620.001 Fall 2017, Campus

To accommodate the learning needs of the class, the topic and reading schedule will be amended during the semester. Revisions will be posted on our Blackboard course site as the tentative weekly schedule is revised.

Session #	Date 2018	Topic(s)	Reading/Writing Assignment
1	1/24	Introductions Nominal group technique (NGT) generation of needs and apprehensions regarding course Course overview, expectations and procedures Reframing and organizational learning Complete and analyze Bolman and Deal's Leadership Orientation Self-Assessment Personal Best Case assignment requirements Qualitative interview method	Bolman and Deal, Part One
2	1/31	A brief history of leadership theory Talking lines: Fullan's model, Bolman and Deal's reframing and Perrow's organizational theory history Complete and analyze the Leadership Practices Inventory (LPI) Discuss and assess proposed personal best Interviews Make jigsaw assignments	Fullan, Chapters 1 & 2 Perrow, Charles. (1973). The short and glorious history of organizational theory. *Organizational Dynamics*, 73, 2-15 Bring your ideas for the personal best interview
3	2/7	The effects of school leadership on student learning: Two-part jigsaw exercise The relationship of standards to research on school leadership Peer review of personal best paper	ELCC Building Level Standards Read one of the following articles: Grissom, J.A., Loeb, S. & Master, B. (2013). Effective instructional time use for school leaders: Longitudinal evidence from observations of principals. *Educational Researcher*, *42*, 433–444. doi: 10.3102/0013189X13510020 Leithwood, K., Seashore-Louis, K., Anderson, S. & Wahlstrom, K. (2004). *How leadership influences student learning*. University of Minnesota. 3-15.
-----	2/11	**Assignment #1: Personal Best paper due**	
4	2/14	Leadership and school change Platform of Beliefs requirements Visioning exercise Complete, analyze and discuss the Leadership	Fullan, Chapter 3

Session #	Date 2018	Topic(s)	Reading/Writing Assignment
		Vision Questionnaire	
5	2/21	Strengths and Challenges: The Personal Best paper Complete, analyze and discuss the Core Values Questionnaire Application and analysis of the structural Frame Complete, analyze and discuss the Least Preferred Co-Worker (LPC) scale	Bolman and Deal, Part 2
6	2/28	The human resources frame Complete and analyze the Conflict Styles Assessment Complete and analyze the Team Conflict Management Index	Bolman and Deal, Part 3 and Fullan, Chapter 4
7	3/7	Formative Evaluation Presentations of Platform of Beliefs Complete analyze and discuss the Leadership Behavior Description Questionnaire-Self (LBDQ)	Fullan, Chapters 5 & 6
8	3/14	Formative Evaluation Results The Political Frame	Bolman and Deal, Part 4
9	3/21	The Symbolic Frame Peer review of Platform of Beliefs document	Bolman and Deal, Part 5
-----	3/25	**Assignment #2: Platform of Beliefs document due**	
-----	3/28	**No Class: School District Spring Breaks**	
10	4/4	Strengths / Challenges of Platform of Beliefs reflection Requirements for Reframing Paper Reframing Scenarios Bad Leadership	Bolman and Deal, Chapters 15, 16 &17
11	4/11	Reframing the "personal best" Robert F. Kennedy Case *Striving for Equity* application of reframing	Bolman and Deal, Chapters 18, 19 & 20 *Striving for Equity*, Chapter 7
12	4/18	Complete and analyze Educator's Leader Behavior Analysis II-Self Socratic Dialogue: What Counts as Instructional Leadership?	Robinson, V.M., Lloyd, C.A. &Rowe, K. (2008). The impact of leadership on student outcomes: An analysis of the differential effects of leadership types. *Educational Administration Quarterly, 44,* 634-675. doi: 10.1177/0013161x08321509 Day, C., Gu, Q. & Sammons, P. (2016). The impact of leadership on

Session #	Date 2018	Topic(s)	Reading/Writing Assignment
			student outcomes: How successful school leaders use transformational and instructional strategies. *Educational Administration Quarterly, 52*, 221-258. doi: 10.1177/0013161X15616863
13	4/25	Good to Great and Great by Choice	
14	5/2	Peer review of Reframing paper Wrap-up and class evaluation	Bring draft to class
-----	5/6	**Assignment #3: Reframing paper due**	

Assignment #1: Personal Best
30 points

Rationale

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.

Process

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?

Product

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 as an analytic tool 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 one-sentence thesis 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!

Personal Best Assessment Rubric
30 Points

Dimension	Criteria Level			
	Exceeds Expectations—4	Meets Expectations—3	Approaching Expectations—2	Falls Below Expectations—1
Thesis & introduction (10%) The introduction draws the reader into the topic of the paper and the thesis lays out the author's specific burden of proof.	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.	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 personal best case (20%) The reader needs just enough information to understand the case. This portion of the paper is nearly equal to, but certainly not greater than the analysis.	The case is described thoroughly, including an accounting of the "personal best" situation and details about why this was selected as a personal best.	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 (25%) This is the heart of the paper because it conveys what you learn by applying the Fullan model.	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.
Implications for leadership development (25%)	Lessons are derived from the case relating the candidate's experiences and need to develop specific leadership dispositions or proficiencies. .	General lessons are presented relating to the candidate's experiences and leadership development.	Lessons relating to the candidate's experiences and future leadership development are superficial	Lessons learned and implications of the case are largely missing or wholly inadequate.
Organization of paper (10%)	Paper is powerfully organized and fully developed	The paper uses a logical progression of ideas aided by clear transitions.	Paper includes brief skeleton (introduction, body, conclusion) but lacks transitions and/or is confusing.	The paper lacks a logical progression of ideas
Mechanics and APA format (10%)	Nearly error-free which reflects clear understanding and thorough proofreading	Occasional grammatical errors, questionable word choice, and/or APA errors.	Errors in grammar and punctuation are present, but spelling has been proofread.	Frequent errors in spelling, grammar, punctuation permeate the paper.

Assignment #2: Platform of Beliefs
20 points

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

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?

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 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 (2-3 pages), which should be typewritten, double-spaced with ample margins.

Platform of Beliefs Assessment Rubric
20 Points

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

Assignment #3 Reframing
40 points

Rationale

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

Process

Briefly describe the improvement or change:

- What was the performance or achievement gap being addressed by the change?
- How were 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 +/- pages) than the others assigned in this class. It must be word-processed and conform to APA format.

Reframing Assessment Rubric
40 Points

Dimension	Criteria Level			
	Exceeds Expectations-4	**Meets Expectations-3**	**Approaching 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: Presenting information pertinent to the improvement of the school's educational environment (ELCC 1.2) (15%)	The case is described thoroughly, with clear delineation of the critical events relating to the school improvement effort, including the data and/or information that drove school change.	The case is described generally with reference to important data or information that drove school change.	Description of the case is incomplete or poorly constructed.	Description of the case is largely missing or wholly inadequate.
Case analysis - Framing: Using theories relevant to building, articulating, implementing, and stewarding a school vision (ELCC 1.1) (15%)	The frame used to initially describe the case is accurately identified, characteristics of the frame are clearly explained, and the frame is used to articulate the effectiveness of data use for school improvement in relation to school vision and goals.	The frame used to present the case initially is identified, discussed, and applied as a conceptual lens for understanding the case.	Analysis is weak or incomplete, or superficially considers the application of the frame to the analysis.	Analysis is unrelated to the case, is largely missing, or wholly inadequate.
Case re-analysis - Reframing: Promoting continual and sustainable school improvement (ELCC 1.3) (20%)	At least one additional theoretical frame is clearly and thoroughly described, and used to re-analyze the case. Analysis includes plans or processes for continuous improvement on the basis of the re-analysis.	At least one additional theoretical frame is briefly described and used as a conceptual lens for re-analyzing the case.	Re-analysis is weak or incomplete, or superficially considers the application of at least one additional theoretical frame.	Re-analysis is unrelated to the case, is largely missing, or wholly inadequate.
Reflection: Evaluation of school progress and ideas for revising school plans (ELCC 1.4) (20%)	Specific lessons derived from frame analysis are presented. Compelling arguments regarding the success of the improvement effort analyzed and how school plans might be revised are presented.	General lessons derived from frame analysis are presented.	Suggested actions are superficial or weakly related to the analysis and re-analysis.	Suggested actions are largely missing or wholly inadequate.
Support Assessing organizational effectiveness (10%)	Specific, developed ideas and/or evidence from theory or research are used to support analysis of school improvement effectiveness.	Supporting theory or research used to support analysis of school effectiveness lacks specificity or is loosely developed.	The paper presents some supporting ideas and/or evidence in analysis of the school improvement case.	Few to no solid supporting ideas or evidence are presented.
Organization of paper (5%)	The paper is powerfully organized and fully developed.	The paper includes a logical progression of ideas aided by clear transitions.	The paper includes skeletal structure (introduction, body, conclusion) but lacks transitions.	The paper lacks a logical progression of ideas.
Mechanics and APA (5%)	The paper is nearly error-free, reflecting clear understanding of mechanics and APA and thorough proofreading.	The paper contains occasional grammatical errors and questionable word choice.	Errors in grammar and punctuation are frequent, but spelling has been proofread .	The paper contains frequent errors in spelling, grammar, and punctuation.

Class Participation Assessment Rubric
10 Points

Dimension	Criteria Levels			
	exceeds expectations (4)	meets expectations (3)	approaches expectations (2)	falls below expectations (1)
Attendance (30%)	Exemplary attendance, no tardies	Near perfect attendance, few tardies	Occasional (1-3) absences or tardies	Frequent (>3) absences or tardies
Quality of Questions and 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%)	Volunteers as appropriate and often leads in group settings. Engages and brings out the best in others.	Willingly participates with instructor and classmates. Engages others.	Reluctantly participates when asked (rarely volunteers) Seeks easiest duties within groups.	Actively avoids involvement. Complains about others and uses excuses to explain deficiencies.
Demonstration of preparation for class (30%)	Demonstrates preparation regularly by referring to previous learning, text and other sources to contribute to class discussion and is prepared for each and every class.	Demonstrates preparation regularly by referring to previous learning, text and other sources to contribute to class discussion.	Demonstrates preparation and readiness periodically.	Is unable to demonstrate readiness for class