

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

EDLE 620, Section 001 70922 Organizational Theory and Leadership Development  
3 credits, Fall 2020

**REGION NORTH 19 COHORT-Online**  
9/10/20-12/10/20

**Thursdays**

**Faculty**

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**Co-requisite(s):** 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.

**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 is a 100% online course using **asynchronous & synchronous** formats via the Blackboard learning management system (LMS) housed in the MyMason portal and Zoom, accessible on

Blackboard. There will be required assignments where you need to work with colleagues in a small group, synchronous manner on schedules that meet your individual needs. You will log in to the Blackboard course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. **The course site will be available on August 24 2020.**

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.

### **Technology 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. Per university policy in compliance with federal law, the professor will only communicate with students via their GMU email accounts, and will be unable to respond to emails sent from other accounts (i.e., Gmail, Yahoo, work email, etc.). Any announcements regarding the course will be sent to your GMU account. I will respond to emails within 48 hours, excluding weekends.
- 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.
- **Video/Screencasting Tools:** You will use Kaltura, Jing, Zoom, or Camtasia to record your introduction videos, responses and Platform of Beliefs assignment.
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### **On-line Expectations**

- **Course Week:** Because we are scheduled for a THURSDAY night class, our week will **start** on THURSDAYS and finish on WENESDAY nights. Major Assignments notwithstanding, all Activities should be completed on or before the THURSDAYS of the course week.
- **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.
- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which include viewing of 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.

## **Required Readings**

### ***Course Texts:***

Bolman, L., & Deal, T. (2017). *Reframing organizations: Artistry, choice, and leadership* (6<sup>th</sup> ed.). San Francisco: Jossey-Bass.

Fullan, M. (2020). *Leading in a culture of change (Second Edition)*. San Francisco: Jossey-Bass.

### ***Recommended:***

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

## **Course Learning Objectives**

1. Understand the meaning and significance of the education leader's personal vision and core beliefs in school organizations;

2. Explore and differentiate traditional and critical leadership and organizational theories and their relationship to the study and practice of education leadership; and
3. Engage multiple conceptual and theoretical tools and strategies for observing, describing, and analyzing leadership cases for organizational change and school improvement.

### **Course Learning Outcomes**

Students who successfully complete this course will be able to:

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.

### **Program Learning Objectives**

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.

### **National Standards and Virginia Competencies**

Each M.Ed. licensure course has at least one Performance-Based Assessment (PBA) as required by the program. The PBA for this course is the Reframing Paper. The course addresses a variety of the **NELP Standards**, focusing primarily on the following: Standards 1.1, 1.2, 3.3, 4.3, 4.4, and corresponding components of the Virginia Standards for School Leaders:

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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.

The **NELP** standards for building-level leadership preparation address the most critical knowledge and skill areas for beginning building-level educational leaders. These standards align to national leadership practice standards and research on effective leadership practice, input from key stakeholder communities, and the four Council for the Accreditation of Educator Preparation (CAEP) principles—(A) The Learner and Learning, (B) Content, (C) Instructional Practice, and (D) Professional Responsibility. The Education Leadership Department began the transition to NELP standards in the fall of 2020 and students beginning his/her program on or after that time will be following the NELP standards.

**NELP Standard Component 1.1** Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.

**NELP Standard Component 1.2** Program completers understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation.

**NELP Standard Component 3.3** Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff.

**NELP Standard Component 4.3** Program completers understand and can demonstrate the capacity to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being.

**NELP Standard Component 4.4** Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner.

### **Grading**

Students can earn a total of 500 points in this course. Graded assignments account for 75% (375 points) of the overall grade, while online course participation accounts for 25% (125 points).

## **Assignment Descriptions (75% or 375 points of total grade)**

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

### **Assignment #1: Autoethnography-Part One [100 points]**

**DUE DATE: on or before September 22<sup>nd</sup>**

#### **Rationale**

Over the next couple of years, you will be asked at three points to reflect in writing on your life in relation to what you are learning or have learned over time and in this program. This assignment represents the first section of a three-part autoethnography that you will be asked to complete. Parts two and three will be written about half-way through your internship and at the close of the internship respectively.

An autoethnography is a blending of an autobiography (story of self) and ethnography (study of culture) that represents one form of qualitative research. The purpose of this three-part assignment (i.e., personal, professional, and transformational ethnographic moments) revolves around having you reflect on your own history as it relates to the development of your values and philosophy, and the impact of this program on your growth as a leader.

#### **Process**

In this first section you are asked to impart your story growing up by reflecting on your family history, your school experiences and key moments in your life (leading to what some call “epiphanies”) that affected the ways you believe and act. Part two will treat your professional work history. Part three will address transformational experiences in this program.

#### **Product**

The first part of this paper should be a provocative memory that brings the reader into your life story. Then provide an introduction that tells the reader your thesis (e.g., what experiences were most important to your development and why) and foreshadows how you will go about supporting it, followed by the body of the paper which represents an account of your family history, school experiences and any key moments that impacted your life. Wrap up the paper with a conclusion that restates your thesis and summarizes the support you have provided for it.

The paper should be double spaced (APA format) and be approximately 6-9 pages long. Submission via Blackboard link.

## **Assignment #2: Platform of Beliefs [75 points]**

**DUE DATE for three parts: on or before October 22, October 29, and November 5**

**75 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 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**

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. Prepare a short video of your vision and beliefs.

***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?

### **Oral presentation – Part 1 (10/22)**

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 (through this committee) about your leadership? **You have 3 minutes to make your best impression in your video.**

### **Constructive Feedback – Part 2 (10/29)**

As part of your assigned team, a minimum of three colleagues will be tasked with watching your Platform of Beliefs and giving you constructive feedback. Points for constructive feedback will be part of activity/participation points.

### **Written reflection – Part 3 (11/5)**

Review your recorded presentation and write a brief reflection 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 (3 pages max), which should be typewritten, double-spaced, 12-point font, with 1" margin.

**Submission:** Link on Blackboard

### **Assignment #3: Module Simulation (50 points)**

**DUE DATE: on or before November 12<sup>th</sup>**

Working in a small group, your team will work through a simulation which will require you to first experience an online interactive educational simulation, and then work to craft a response to the discussion question. Individually craft a response to the discussion question(s) with a minimum of one citation. Your initial posts must be completed by 11:59 p.m. of the due date. After you submit your initial post you will be able to see the posts of your peers, unless you are the first to post in your group. You are required to respond to two of your colleagues' posts prior to 11:59 p.m. of the 2<sup>nd</sup> deadline provided. Your response should demonstrate reflective analytical thinking and be supported with evidence from your reading.

### **Assignment #4: Reframing Paper (150 points)**

**DUE DATE: on or before December 8<sup>th</sup>**

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?*

### **HINTS:**

- **Follow your rubric**
- 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 paper (8 +/- pages) must be word-processed and conform to APA form. This assignment is the Performance-Based Assessment (PBA) for this course and must be uploaded to Tk20.

- Your paper 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.
- **Make sure you follow the rubric.**

**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.

***Participation Requirements Activities & Participation in Synchronous sessions (25% or 125 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. In this course, participation points are given by unit, rather than per learning activity. Below is a list of all required learning activities, by unit, which will count toward your overall participation grade. Please refer to the Course Participation Rubric for details.

**Grading Scale**

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

**Course Policies**

Assignments are due by 11:59 p.m. on the dates listed on the syllabus. Late assignments will not be accepted except in emergency situations that have been discussed and approved by the instructor in advance of the due date. Please take advantage of instructor office hours and availability to get assistance prior to assignment deadlines.

## **Professional Dispositions**

Students are expected to exhibit professional behaviors and dispositions at all times.

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

## **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 <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto: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>

**Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:**

As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

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

*Other reminders:*

**GMU Add/Drop Policy:** The last day to drop this class without any penalty is provided on the GMU academic calendar page <http://registrar.gmu.edu/calendar/>. It is the student's responsibility to check to verify that they are properly enrolled, as no credit will be awarded to students who are not.

**Plagiarism Statement:** Plagiarism means using the exact words, opinions, or factual information from another person without giving that person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes; a simple listing of books and articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in an academic setting (Statement of English Department at George Mason University).

**Plagiarism and the Internet:** Copyright rules also apply to users of the Internet who cite from Internet sources. Information and graphics accessed electronically must also be cited, giving credit to the sources. This material includes but is not limited to e-mail (don't cite or forward someone else's e-mail without permission), newsgroup material, information from Web sites, including graphics. Even if you give credit, you must get permission from the original source to put any graphic that you did not create on your web page. Shareware graphics are not free. Freeware clipart is available for you to freely use. If the material does not say "free," assume it is not. Putting someone else's Internet material on your web page is stealing intellectual property. Making links to a site is, at this time, okay, but getting permission is strongly advised, since many Web sites have their own requirements for linking to their material.

If you have questions about when the contributions of others to your work must be acknowledged and appropriate ways to cite those contributions, please talk with the professor or utilize the GMU Writing Center.

**Academic Integrity & Inclusivity:** This course embodies the perspective that we all have differing perspectives and ideas and we each deserve the opportunity to share our thoughts. Therefore, we will conduct our discussions with respect for those differences, meaning we each have the freedom to express our ideas, but we should also do so keeping in mind that our colleagues deserve to hear differing thoughts in a respectful manner, i.e. we may disagree without being disagreeable. <http://integrity.gmu.edu/>

**Diversity, Religious Holiday:** Please refer to George Mason University's calendar of religious holidays and observations (<http://ulife.gmu.edu/calendar/religious-holiday-calendar/>). It is the student's responsibility to speak to the instructor in advance should their religious observances impact their participation in class activities and assignments.

**Student Privacy Policy:** George Mason University strives to fully comply with FERPA by protecting the privacy of student records and judiciously evaluating requests for release of information from those records. Please see George Mason University's student privacy policy <https://registrar.gmu.edu/students/privacy/>

**Other Concerns:** If you have concerns or issues relating to the content or conduct of the class, please talk with me directly. Although the specifics of these conversations are entirely confidential, they may provide me with useful suggestions that may be shared indirectly with the class to improve the learning experience for all students. As a matter of policy, I do not respond to anonymous e-mails.

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

## EDLE 620 COHORT Weekly Course Schedule (Fall 2020)

**Note:** Please refer to the Weekly Schedule on Blackboard for the most up-to-date version of the Course Schedule.

WEEK	DATE	UNIT	LESSON	ACTIVITIES/READINGS/ ASSIGNMENTS
1	9/10 <b>Synchronous</b> 4:45-7:45	1	Course Overview; Lesson 1: What is Vision  <i>Assignment #1- Autoethnography explained</i>	Course Syllabus  Personal Leadership Vision and Discussion
2	9/17 <b>Synchronous</b> 4:45-7:45	1	Lesson 2: Vision, Beliefs, and Values	Fullan, Ch. Preface, 1 & 2
3	9/24 <b>Asynchronous</b>	2	Lesson 1: Defining and Theorizing Leadership	Fullan, Chapter 3 & 4  <b>Activity [1]: Who Do You Admire? (15 points)</b>
4	10/1 <b>Synchronous</b> 4:45-7:45	2	Lesson 2: Organizational Theory and Schools Leadership  <i>Assignment #2 Explained-Platform of Beliefs</i>	Readings: The Short and Glorious History of Organizational Theory; The School as a Social System  Fullan, Ch. 5
5	10/8 <b>Asynchronous</b>	2	Lesson 2: Organizational Theory and Schools Leadership (cont.)	Fullan, Ch. 6 & 7  <b>Assignment #1 due: Autoethnography due on or before October 8<sup>th</sup></b>  <b>Activity [2]: Fullan Slam (20 points)</b>
6	10/15 <b>Synchronous</b> 4:45-7:45	2	Lesson 3: Bridging Theory and Practice	Leadership 102: Ethical Dilemmas

7	10/22 <b>Asynchronous</b>	3	Lesson 1: Making Sense of Organizations	B&D Ch. 1, 2 Leadership 102: Ethical Dilemmas [2]  <b>Assignment #2 [Platform of Beliefs video due by 10/22 and reflection paper due before 11/5]</b>
8	10/29 <b>Synchronous</b> 4:45-7:45	3	Lesson 2: The Structural Frame  Lesson 6: Introduce Simulation Group Activity & Assignment <i>Assignment # Explained</i>  Lesson 7: Independent Research – SIP for Reframing Paper	<b>*Platform of Beliefs feedback to classmates (assigned group) no later than 10/29 (20 points)</b>  B&D Ch. 3, 4, 5
10	11/5 <b>Asynchronous</b>	3	Lesson 3: The Human Resource Frame	B&D Ch. 6, 7, 8 <b>Activity [3]: Human Resource Frame (15 points)</b>  <b>*Platform of Beliefs Reflection paper due by 11/5</b>
11	11/12 <b>Asynchronous</b>	3	Lesson 4: The Political Frame	B&D Ch. 9, 10, 11 <b>Activity [4]: Political Frame (15 points)</b>  <b>Assignment #3 due [Simulation Group Activity &amp; Individual Response] on or before 11/12</b>
12	11/19 <b>Synchronous</b> 4:45-7:45	3	Lesson 5: The Symbolic Frame	B&D Ch. 12, 13, 14  <b>Assignment #3 Discussion Board Simulation Response on or before 11/19</b>
13	11/26		Thanksgiving	No Class

	12/3 <b>Asynchronous</b>	4	Lesson 1: Reframing Leadership and Change	B&D Ch. 15, 16, 17, 18 <b>Activity [5]: Integrating Frames (10)</b>
14	12/10 <b>Synchronous</b> 4:45-7:45	4	Lesson 2: Change & Leadership	<i>B&amp; D Ch. 19,20</i> <b>Assignment #4 due [Reframing Paper] on or before 12/8).</b>  <b>Activity [6]: Final Reflection (5)</b>



## Assignment #1 Autoethnography Rubric [100 points]

Autoethnography Criteria	Criteria Level			
	Exceeds Expectations—4	Meets Expectations—3	Approaching Expectations—2	Falls Below Expectations—1
<b>Provocative Memory (10%)</b> The paper begins with a story based on a memory that brings the reader into the story.	The memory captures the attention of the reader and illustrates and/or leads to the thesis that follows.	The memory is recounted but may not be particularly interesting.	The memory is recounted but the story is unclear.	The memory is absent.
<b>Thesis and Introduction (10%)</b> The introduction serves to provide a bridge between the provocative memory and the body of the paper by including a thesis statement and foreshadowing of how it will be supported.	The introduction follows from the provocative memory and provides a statement of thesis and foreshadows for the reader how the thesis will be supported.	The introduction follows from the provocative memory but may be missing a thesis or foreshadowing of its support.	The introduction includes neither a thesis nor foreshadowing.	The introduction is either unclear or missing.
<b>Body of Paper (50%)</b> The body of the paper includes a description of important or key moments in family history and school experiences that lead to an indication of your values and/or philosophy and support the thesis.	The body of the paper includes a compelling account of important moments and/or epiphanies related to your family history and school experiences that support the thesis.	The body of the paper provides an account of family history and school experiences important to your development but may be loosely related to the thesis.	The body of the paper provides an account of personal history but elides either school experiences or family history.	The body of the paper addresses none of the expected elements.
<b>Conclusion (10%)</b> The conclusion summarizes the thesis and its supporting experiences.	The conclusion restates the thesis and summarizes succinctly the supporting accounts of family history and school experiences.	The conclusion is missing either a restatement of the thesis or a summary of supporting accounts.	The conclusion appears to be disconnected from the body of the paper.	The conclusion is missing.
<b>Organization of Paper (10%)</b>	The paper is powerfully organized and fully developed.	The paper includes a logical progression of ideas aided by clear transitions.	The paper includes some inconsistency in the progression of ideas.	The paper lacks a logical progression of ideas.
<b>Mechanics and APA format (10%)</b>	The paper is nearly error-free, reflecting clear understanding of mechanics and APA.	The paper contains occasional grammatical errors and questionable word choices.	The paper contains frequent errors in grammar and punctuation.	The paper contains frequent errors in spelling, grammar, and punctuation.

## Assignment #2 Platform of Beliefs Rubric [75 points]

Dimension	Criteria Level			
	Exceeds Expectations—4	Meets Expectations—3	Approaching Expectations—2	Falls Below Expectations—1
<b>Attention to Audience (20%)</b>	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.
<b>Clarity (20%)</b>	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.
<b>Presentation Length (15%)</b>	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)
<b>Content (20%)</b>	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.
<b>Written reflection (25%)</b>	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 - Simulation Module Rubric [50 points]**

<b>Category</b>	<b>10 points</b>	<b>5 points</b>	<b>Zero points</b>
Collaboration	Work with a small group of colleagues to discuss the simulation from beginning to end, weighing the possible impact of decisions and discussing outcomes.	There is not a middle option with collaboration.	Work individually on the simulation.
Original Response	Discussion posting displays an excellent understanding of the lessons within the simulations and underlying concepts. The response includes the reference in addition to 200 words or more.	Partial evidence of recognition of the concepts presented	Presents no response or shows no convincing evidence that resources have been used.
Citation	Original post integrates a minimum of one total citation in APA 6 format.	This is not an option. The post either has a citation or it does not.	No citation.
Literature	An article is uploaded (or a link provided) to support the citation used in the response. A district policy will not work as a source even though you will want to rely on district policies. As a scholar-practitioner, the expectation is for you to connect your ideas with the peer-reviewed journal articles most likely found through GMU's Library.	This is not an option. The post either has an article or it does not.	No article is uploaded or no link provided.
Responses to Others	Shows definite insights into the relationship between concepts presented, class activities, and others' responses. Provides responses for two or more different threads. Response is 100 words or more.	Shows some insights into the relationship between concepts presented, class activities, and others' responses.	No evidence of the relationship between concepts presented, class activities, and others' responses. Provides response for only one thread.

**Assignment #4 - Reframing Project Rubric (150 POINTS) – TK20 submission**

<b>Criteria</b>	<b>exceeds expectations</b>	<b>meets expectations</b>	<b>approaching expectations</b>	<b>falls below expectations</b>
<b>Thesis and introduction</b>	<p><b>9 - 10 points</b></p> <p>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.</p>	<p><b>8 – 8.9 points</b></p> <p>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.</p>	<p><b>7 – 7.9 points</b></p> <p>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.</p>	<p><b>0 – 6.9 points</b></p> <p>There is no clear introduction or purpose.</p>
<p><b>Description of school improvement case</b></p> <p><b>NELP 1.1</b></p>	<p><b>13.5 – 15 points</b></p> <p>The case is described thoroughly, with clear delineation of the critical events relating to the school improvement effort, evaluation of the existing mission and vision processes and statements and an understanding of school variables to include comprehensive knowledge of data use, technology, equity, diversity, digital citizenship, and community.</p>	<p><b>12 – 13.4 points</b></p> <p>The case is described generally with delineation of the critical events relating to the school improvement effort, evaluation of the existing mission and vision processes and statements and an understanding of school variables to include general knowledge of data use, technology, equity, diversity, digital citizenship, and community.</p>	<p><b>10.5 – 11.9 points</b></p> <p>Description of the case is incomplete or poorly constructed, demonstrating candidate’s inadequate knowledge of the critical events relating to the school improvement effort, evaluation of the existing mission and vision processes and statements and a lack of understanding of school variables to include limited knowledge of data use, technology, equity, diversity, digital citizenship, and community.</p>	<p><b>0 – 10.4 points</b></p> <p>Description of the case is largely missing or wholly inadequate, hence provides no evidence related to candidate knowledge on standard.</p>

<p><b>Case analysis - Framing</b></p> <p><b>NELP 1.2</b></p>	<p><b>13.5 – 15 points</b></p> <p>The initial frame identified includes a comprehensive description and explanation of the improvement process including the diagnosis, design, implementation, and evaluation of the case.</p>	<p><b>12 – 13.4 points</b></p> <p>The initial frame identified includes a sufficient description and explanation of the improvement process including the diagnosis, design, implementation, and evaluation of the case.</p>	<p><b>10.5 – 11.9 points</b></p> <p>The initial frame identified includes a limited description and explanation of the improvement process including the diagnosis, design, implementation, and evaluation of the case.</p>	<p><b>0 – 10.4 points</b></p> <p>The initial frame identified includes a minimal description and explanation of the improvement process including the diagnosis, design, implementation, and evaluation of the case.</p>
<p><b>Case analysis - Reframing</b></p> <p><b>NELP 4.3</b></p>	<p><b>18 – 20 points</b></p> <p>At least one additional theoretical frame is clearly and accurately described, and used to re-analyze the case, demonstrating mastery of skills to develop school policies or procedures that cultivate equitable, inclusive, and culturally responsive practice among teachers and staff.</p>	<p><b>16 – 17.9 points</b></p> <p>At least one additional theoretical frame is adequately described, and used to re-analyze the case, demonstrating mastery of skills to develop school policies or procedures that cultivate equitable, inclusive, and culturally responsive practice among teachers and staff.</p>	<p><b>14 – 15.9 points</b></p> <p>At least one additional theoretical frame is minimally described, and used to re-analyze the case, demonstrating mastery of skills to develop school policies or procedures that cultivate equitable, inclusive, and culturally responsive practice among teachers and staff.</p>	<p><b>0 – 13.9 points</b></p> <p>At least one additional theoretical frame is inadequately described, and used to re-analyze the case, demonstrating mastery of skills to develop school policies or procedures that cultivate equitable, inclusive, and culturally responsive practice among teachers and staff.</p>
<p><b>Case analysis Framing OR Reframing</b></p> <p><b>NELP 3.3</b></p>	<p>Framing or Reframing analysis includes logical plans or processes for evaluating root causes of inequity and bias.</p>	<p>Framing or Reframing analysis includes adequate plans or processes for evaluating root causes of inequity and bias.</p>	<p>Framing or reframing analysis includes minimal plans or processes for evaluating root causes of inequity and bias.</p>	<p>Framing or reframing analysis includes unclear plans or processes for evaluating root causes of inequity and bias.</p>

<b>Reflection</b>  <b>NELP 4.4</b>	<b>18 – 20 points</b>  Clear and comprehensive recommendations for collaborative reflection that engage faculty in gathering, critically interpreting, synthesizing, and using data to evaluate, monitor and modify the improvement effort in a coherent, equitable and systematic manner.	<b>16 – 17.9 points</b>  Adequate recommendations for collaborative reflection that engage faculty in gathering, critically interpreting, synthesizing, and using data to evaluate, monitor and modify the improvement effort in a coherent, equitable and systematic manner.	<b>14 – 15.9 points</b>  Includes few recommendations for collaborative reflection that engage faculty in gathering, critically interpreting, synthesizing, and using data to evaluate, monitor and modify the improvement effort in a coherent, equitable and systematic manner.	<b>0 to 13.9 points</b>  Includes no recommendations for collaborative reflection that engages faculty in gathering, critically interpreting, synthesizing, and using data to evaluate, monitor and modify the improvement effort in a coherent, equitable and systematic manner.
<b>Support</b>  <b>NELP 1.2</b>	<b>9 - 10 points</b>  Superiorly developed ideas and/or evidence from theory or research are appropriately used to support analysis of school improvement effectiveness.	<b>8 – 8.9 points</b>  Adequately developed ideas and/or evidence from theory or research are reasonably used to support analysis of school improvement effectiveness.	<b>7 – 7.9 points</b>  Minimally developed ideas and/or evidence from theory or research are vaguely used to support analysis of school improvement effectiveness.	<b>0 – 6.9 points</b>  Few to no solid inadequately developed ideas and/or evidence from theory or research are unclearly used to support analysis of school improvement effectiveness.
<b>Organization of paper</b>	<b>4.5 - 5 points</b>  Paper is powerfully organized and fully developed	<b>4 – 4.4 points</b>  Paper includes the logical progression of ideas aided by clear transitions	<b>3.5 – 3.9 points</b>  Paper includes a brief skeleton (introduction, body, conclusion) but lacks transitions	<b>0 – 3.4 points</b>  Paper lacks a logical progression of ideas
<b>Mechanics</b>	<b>4.5 - 5 points</b>  Nearly error-free which reflects a clear understanding of APA format and thorough proofreading	<b>4 – 4.4 points</b>  Occasional APA and/or grammatical errors and questionable word choice	<b>3.5 – 3.9 points</b>  Errors in grammar, APA format, or punctuation, but spelling has been proofread	<b>0 – 3.4 points</b>  Frequent errors in spelling, grammar, format and/or punctuation

