



**EDLE 636: Section 602**

3 Credits, Fall 2021

September 8 – December 8, 2021 | Alternating Wednesdays: 4:45 – 7:45 pm

Kelly Leadership Building – Room 3011

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

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**Office Hours:** By appointment via Blackboard Collaborate. I am also available by email or phone.

**Course Description:**

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

**Course Delivery Method Course Delivery**

This is a hybrid course using a face-to-face and asynchronous format via the Blackboard learning management system (LMS) housed in the MyMason portal. If needed, synchronous sessions may be utilized via Blackboard. 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 September 1, 2021. **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 standard up-to-date browsers. To get a list of Blackboard's supported browsers see: [https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers) To get a list of supported operation systems on different devices see: [https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)
- 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 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/](http://www.apple.com/quicktime/download/)

### *On-line Expectations*

- **Course Week:** Our synchronous sessions will be scheduled on select Wednesdays from 4:45-7:45 and the class schedule will reflect the details. Alternating weeks will feature asynchronous study.
- **Log-in Frequency:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be 2 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 are expected to seek assistance if they are struggling with technical components of the course.
- **Technical Issues:** Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:** Expect to log in to this course **at least two times a week** to read announcements, participate in the discussions, and work on course materials when meeting asynchronously. Students are expected to attend all synchronous session. Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates** listed in the **CLASS SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Advising:** If you would like to schedule a one-on-one meeting to discuss course requirements, content or other course-related issues, we can meet via Blackboard. Send

me an email to schedule your one-on-one session and include your preferred meeting method and suggested dates/times.

- **Etiquette and Netiquette:** Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post. **Be positive in your approach to others and diplomatic with your words.** I will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.
- **Accommodations:**  
Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

## National Standards and Virginia Competencies

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

Specific ELCC standards addressed include:

- 1.3b Candidates develop plans and processes for implementing the vision (e.g., articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork, structuring significant work, ensuring appropriate use of student assessments, providing autonomy, supporting innovation, delegating responsibility, developing leadership in others, and securing needed resources). Candidates demonstrate an understanding of the role effective communication skills play in building a shared commitment to the vision.
- 3.1a Candidates demonstrate the ability to optimize the learning environment for all students by applying appropriate models and principles of organizational development and management, including research and data driven decision making with attention to indicators of equity, effectiveness, and efficiency.
- 3.1c Candidates demonstrate an ability to manage time effectively and deploy financial and human resources in ways that promote student achievement.
- 3.2a Candidates demonstrate the ability to involve staff in conducting operations and setting priorities using appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision.
- 5.1a Candidates demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.
- 5.2a Candidates demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.
- 5.3a Candidates make and explain decisions based upon ethical and legal principles.

- 6.1a Candidates act as informed consumers of educational theory and concepts appropriate to school context and can demonstrate the ability to apply appropriate research methods to a school context.
- 6.1h Candidates demonstrate the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities.
- 6.2a Candidates demonstrate the ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of an ongoing dialogue with representatives of diverse community groups.

Specific VADOE standards addressed include:

- a7 Knowledge, understanding, and application of planning, assessment, and instructional leadership that builds collective professional capacity, including identification, analysis, and resolution of problems using effective problem-solving techniques.
- b1 Knowledge, understanding and application of systems and organizations, including systems theory and the change process of systems, organizations and individuals, using appropriate and effective adult learning models
- b3 Knowledge, understanding and application of systems and organizations, including information sources and processing, including data collection and data analysis strategies
- b4 Knowledge, understanding and application of systems and organizations, including using data as a part of ongoing program evaluation to inform and lead change
- b7 Knowledge, understanding and application of systems and organizations, including effective communication skills including consensus building, negotiation, and mediation skills.
- c2 Knowledge understanding and application of management and leadership skills that achieve effective and efficient organizational operations, including principles and issues of supervising and leading others to ensure a working and learning climate that is safe, secure, and respectful of a diverse school community
- c3 Knowledge understanding and application of management and leadership skills that achieve effective and efficient organizational operations, including management decisions that ensure successful teaching and learning including, human resources management and development, theories of motivation, change in school culture, innovation and creativity, conflict resolution, adult learning and professional development models
- c8 Knowledge understanding and application of management and leadership skills that achieve effective and efficient organizational operations, including application of data-driven decision making to initiate and continue improvement in school and classroom practices and student achievement
- d4 Knowledge understanding and application of the conditions and dynamics impacting a diverse school community, including principles of effective two-way communication, including consensus building and negotiation skills

- e2 Knowledge, understanding and application of the purpose of education and the role of professionalism in advancing educational goals, including integration of high quality, content rich, job-embedded professional learning that respects the contribution of all faculty and staff members in building a diverse professional learning community
- e3 Knowledge, understanding and application of the purpose of education and the role of professionalism in advancing educational goals, including reflective understanding of theories of leadership and their application to decision-making in the school setting
- e4 Knowledge, understanding and application of the purpose of education and the role of professionalism in advancing educational goals, including intentional and purposeful effort to model professional, moral, and ethical standards as well as personal integrity in all interactions
- f1 Knowledge understanding and application of basic leadership theories and influences that impact schools including concepts of leadership including systems theory, change theory, learning organizations and current leadership theory
- f2 Knowledge understanding and application of basic leadership theories and influences that impact schools including concepts of leadership including historical leadership theories including organizational theory, motivational theory, political and social systems theory to practical situations

## **Content**

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

## **Course Objectives**

Students will:

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

## Student Outcomes

Successful students will emerge from the course able to:

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

## Teaching and Learning

Each class will include a variety of activities and exercises. Out-of-class work will rely, in part, on the use of TaskStream. Specific process goals for the class appear below.

1. Classes will reflect a balance of activities that encourage high quality, ethical leadership. To promote an atmosphere that allows us to accomplish this, we will:
  - a. start and end on time;
  - b. maintain (flexibly) a written agenda reflecting objectives for each class;
  - c. agree to disagree respectfully during class discussions;
  - d. strive to be open to new ideas and perspectives; and
  - e. listen actively to one another.
  - f. The ultimate goal is to function as *a community of learners*.
2. Student work will reflect what is expected from leaders. As such, students are expected to:
  - a. write papers that are well researched, proofread, submitted in a timely fashion, and conform to APA guidelines;
  - b. participate actively in class discussions in a manner that challenges the best thinking of the class; and
  - c. provide constructive feedback to others both on their ideas and on their written work, striving to learn from each other and to test each other's ideas.
3. We will endeavor to create a classroom climate that approximates what we know about learning organizations. As such, it is important that we create conditions that allow participants to try out new ideas and voice opinions without fear of ridicule or embarrassment. The hallmark of a learning organization is a balance between openness and constructive feedback; hence, everyone is expected to:
  - a. come fully prepared to each class;
  - b. demonstrate appropriate respect for one another;
  - c. voice concerns and opinions about class process openly;
  - d. engage in genuine inquiry;
  - e. recognize and celebrate each other's ideas and accomplishments; and
  - f. display an awareness of each other's needs.

## **Relationship of Course to Internship**

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

## **Course Materials**

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

Whitaker, Todd (2020) *What Great Principals Do Differently: 20 Things That Matter Most[3rd Edition]*. New York: Routledge.

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

## ***Recommended:***

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

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

## **Outside-of-Class Resources**

Online access is vital for the distance learning aspects of the course and is important if we experience school shutdowns because of the weather or other problems. **All students are now required to activate and monitor their GMU e-mail accounts.** If you are uncertain about how to do this, please see me. It is my expectation that you will be fully competent to send and receive e-mail messages **with attachments**. If your computer at school or home has spam blocking that will prevent you from seeing messages with attachments, you are responsible for addressing this problem immediately.

## **Course Requirements, Performance-based Assessment, and Evaluation Criteria**

### **Attendance**

Students are expected to attend every face-to-face class for its entirety. Maximum class participation points will be earned by students who attend all classes, and actively engage in the synchronous sessions and engage in asynchronous activities required.

## General Expectations

Consistent with expectations of a master's level course in the Education Leadership program, grading is based heavily on student performance on written assignments. Overall, written work will be assessed using the following broad criteria:

1. Application of concepts reflected in class discussion and readings
2. Original thinking and persuasiveness
3. The ability to write in a clear, concise, and organized fashion

Additionally, a portion of the class grade will be based on participation and the contribution you make to class discussions. The overall weights of the various performances are as follows:

### 1. Class attendance and participation: 25 points

Students are expected to attend and participate actively in class discussions, in group activities, and in serving as critical friends to other students. Attendance is expected for all synchronous classes. **If you must be absent, please notify me by e-mail or phone.** Excessive absences will affect this grade.

### 2. Written assignments [2]: 55 points

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

### 3. Group Book Discussion Facilitation: 10 points

Small student groups will lead book discussion once this semester. The schedule will be provided on Blackboard.

### 4. Group Case Presentation: 10 points

The final project for this course is a facilitated case study discussion. Student groups will select one case from the Kowalski text that was not discussed during the course and facilitate a 20-minute learning session for the class.

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

## Grading scale:

A+	100
A	95-99
A-	90-94
B+	87-89
B	83-86
B-	80-82
C	75-79
F	0-74



## 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 <https://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 <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- 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/> .**

**Class Schedule**

Weeks highlighted in **green** are **in-person meetings**

Weeks highlighted in **yellow** represent **asynchronous participation weeks**

Weeks highlighted in **blue** represent a virtual (Blackboard) meeting

See the course Blackboard site for weekly assignments during asynchronous weeks

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Notes</b>
1	Sept 8	Introductions / Review Syllabus	
2	Sept 15	Intrinsic/Extrinsic Motivation	Virtual meeting on Blackboard
3	Sept 22	Maslow and Hertzberg Theory	
4	Sept 29	Maslow and Hertzberg Theory	Assignment 1 Introduced
5	Oct 6	Strategies for Conflict Management	
6	Oct 13	Strategies for Conflict Management	
7	Oct 20	Teacher Retention and Attrition	Assignment 1 Due 10/20
8	Oct 27	Teacher Retention and Attrition	Assignment 2 Introduced
9	Nov 3	Distributed Leadership	
10	Nov 10	Distributed Leadership	Virtual meeting on Blackboard
11	Nov 17	Ted Talks on Motivation	Responses will be recorded in BB
12	Nov 24	No class – Thanksgiving holiday	Assignment 2 Due 11/23
13	Dec 1	Final Presentations	
14	Dec 8	Final Presentations / Wrap Up	Final Presentation Due 12/8

## Written Assignment #1: Authentic Motivation Action Plan (25 points)

You are the new principal of a school in Prince William County. You joined the school during the COVID pandemic and have been involved with helping the community finish strongly. Though you are still just getting to know the staff and the needs of the community, you are starting to see some of the things about the school that may need to be improved in the future. Your stance this April and May has been "let's get to the finish line! We'll take this summer to think more deeply about our action plan". However, you check your inbox at 7:30AM one morning and find an email from one of your teachers (attached on Blackboard).

Somewhat alarmed, you forward the email to the administrative offices to ask for support. After a brief conversation, you agree to look into this email further and develop a concise action plan for the very end of the school year, the summer, and to start the 2021-22 school year. You agree that you'll share this action planning with your supervisor in two weeks once you have some time to think it through. Your supervisor clarifies that your job is to:

- Read and reflect on the teacher's email to you
- Utilize the Problem Solving and Decision Making process showcased on pages *x-xiii* of the Kowalski introduction to develop a tentative action plan for possible school change.
- At this time, you'll mostly be addressing "Stages 1-3" of the process. You may wish to mention that "Stages 4-5" will be down the road. For the purposes of this assignment, you may need to "assume" you learn certain types of information in Stage 1 that would be helpful for planning Stages 2-3.
- Since you are the principal, the way in which you choose to showcase your action plan to your supervisor (me) is your choice. However, your supervisor is only available to meet with you for 15 minutes so it should be concise and easily articulated. A suggested format might be a short slideshow accompanied by either 1) slideshow notes for your slides or 2) a short reflective essay demonstrating how you followed Stages 1-3 of the process. This is not intended to be a lengthy writing assignment - therefore written responses or slide notes should not exceed the equivalent of 3-4 double-spaced pages.
- As motivation is a focus of this assignment, references should be made to intrinsic and extrinsic motivation in your proposed actions. Citations are not necessary unless academic research is cited. You are also encouraged to integrate other themes from your coursework - CLTs, teacher leadership, distributed leadership, finance, leading school improvement, etc.
- Students who hold or aspire to central office roles may modify this assignment, if desired, by assuming the email came from an employee you supervisor and you are delivering the product to your Director (me).

### Rubric for Assignment #1

Dimensions	Criteria Levels			
	Exceeds expectations (4)	Meets expectations (3)	Approaches expectations (2)	Falls below expectations (1)
<b>Effective Communication of Reflection and Action Planning (80%)</b>	The product effectively and concisely demonstrates reflection on the email, a proposed method for <b>Understanding</b> the problem, and how you expect to <b>Formulate</b> a plan and then <b>Apply</b> this plan in your school.	The product partially demonstrates reflection on the email, a proposed method for <b>Understanding</b> the problem, and how you expect to <b>Formulate</b> a plan and then <b>Apply</b> this plan in your school.	The product does not demonstrate reflection on the teacher email <b>or</b> does not reflect a plan to address Stages 1-3	The product does not demonstrate reflection on the teacher email <b>and</b> does not reflect a plan to address Stages 1-3
<b>Motivation (10%)</b>	The product is supported by examples of how intrinsic and external motivation are involved in the plan.	The product is supported by general statements about intrinsic and extrinsic motivation	Intrinsic and extrinsic motivation principles do not bolster the action product	There is no evidence that intrinsic and extrinsic motivation were considered
<b>Organization (5%)</b>	The product is powerfully organized and fully developed.	The product includes a logical progression of ideas aided by clear transitions.	The product lacks effective transitions or organization.	The product lacks a logical progression of ideas.
<b>Mechanics (5%)</b>	Nearly error-free, reflecting clear understanding and thorough proofreading.	Occasional grammatical errors and questionable word choice.	Errors in grammar and punctuation, but spelling largely correct.	Frequent errors in spelling, grammar, and punctuation.

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

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

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

### Rubric for Assignment #2

Dimensions	Criteria Levels			
	Exceeds expectations (4)	Meets expectations (3)	Approaches expectations (2)	Falls below expectations (1)
<b>Interview procedure (10%)</b>	Procedure is described, including at least ground rules, documentation, setting, questions and length.	Procedure is described but at least one of the elements (ground rules, documentation, setting, questions or length) is unclear.	Procedure is described, but at least two of the elements (ground rules, documentation, setting, questions and length) are unclear.	Procedure is entirely unclear or missing.
<b>Description of workplace conflict (20%)</b>	Conflict is described clearly, including interviewee's role, issues involved, how the conflict was addressed, and the result.	Conflict is described with one of the elements (interviewee's role, issues, how addressed or result) unclear.	Conflict is described with two of the elements unclear.	Conflict is described with all of the elements unclear or the description is missing.
<b>Analysis (40%)</b>	Management of the conflict is analyzed clearly and insightfully in relation to concepts of leadership and	Management of the conflict is analyzed, but the relationship to leadership <i>or</i> motivation is unclear.	Management of the conflict is analyzed, but the relationship to leadership <i>and</i> motivation is unclear.	Analysis is missing or unrelated to the conflict as described.

	motivation.			
<b>Conclusion (20%)</b>	Conclusions are drawn regarding the quality of the conflict management, what might have been done differently and why, and lessons learned by the interviewer.	Conclusions are drawn, but one of the elements is unclear (quality, different approach or lessons learned).	Conclusions are drawn, but two of the elements are unclear.	Conclusions drawn are unclear, unrelated to the management of the conflict or missing.
<b>Mechanics (10%)</b>	Error free; clearly & professionally written.	Error free for the most part; clearly written for the most part.	Some spelling, grammar and mechanical errors.	Multiple spelling, grammar and mechanical errors.

## Rubric

### EDLE 636: Class Attendance and Participation (25 Points)

Dimensions	Criteria Levels			
	Exceeds expectations (4)	Meets expectations (3)	Approaches expectations (2)	Falls below expectations (1)
<b>Attendance (40%)</b>	Exemplary attendance, no tardies	Near perfect attendance, few tardies	Occasional (1-3) absences or tardies	Frequent (>3) absences or tardies
<b>Quality of Questions, Interaction (20%)</b>	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.
<b>Effort (20%)</b>	Willingly participates when asked. Plays a leadership role in groups. Engages and brings out the best in others.	Willingly participates when asked. Takes on group tasks. Engages others.	Reluctantly participates when asked. Seeks easiest duties in groups. Tolerates others.	Actively avoids involvement when possible. Complains about others. Has large set of excuses.
<b>Engagement (20%)</b>	Enthusiastically initiates discussion. Personalizes and takes ownership of activities. Always knows where class or group is.	Sometimes initiates discussion and always works well with direction. Generally knows what's going on.	Seeks direction, but does not initiate discussion. May know where class or group is.	Waits for direction. Knows little of what is going on. Cannot describe where class or group is.