

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

EDLE 620, Section DL2: Organizational Theory and Leadership Development
3 credits, Fall 2021

Professor: Maureen Marshall, Ed.D.
Office Hours: By appointment via Zoom (link in Blackboard)
Cell Phone: Please use cell in Blackboard
Course Term: August 23 – December 13
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Co-requisite(s): Application to the Independent School Leadership (ISL) 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 an **asynchronous** format via the Blackboard learning management system (LMS) housed in the MyMason portal. 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 20, 2021.**

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.

On-line Expectations

- **Course Week:** Because online courses do not have a “fixed” meeting day, our week will **start** on Mondays (August 23) and **finish** on Sundays. Major Assignments notwithstanding, all Activities should be completed **on or before the Sunday 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.
- **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* (6th 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* (7th 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 first class is intended to introduce students to theory and practice in school leadership. Theory introduced in this class through readings, mixed media, and engagement activities will be used throughout the program to frame the candidate's thinking about leadership practice and decision making.

National Standards and Virginia Competencies

The Independent School Leadership Concentration coursework includes Performance-Based Assessments (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:

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 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).

VIA 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 VIA 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 VIA through Blackboard. Failure to submit the assessment to VIA (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 VIA submission, the IN will convert to F nine weeks into the following semester.

Participation Requirements **Activities (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.

Unit 1 (20 pts.)

Unit 2 (35 pts.)

Unit 3 (55 pts.)

Unit 4 (15pts.)

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 VIA should be directed to VIAhelp@gmu.edu or <https://cehd.gmu.edu/aero/VIA>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.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.

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.DL2 Weekly Course Schedule (Fall 2021)

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

WEEK	DATE THE WEEK OF:	UNIT	LESSON	ACTIVITIES/READINGS/ ASSIGNMENTS
1	8/23	1	Course Overview; Lesson 1: What is Vision	Course Syllabus Introductions Personal Leadership Vision and Discussion Activity [1]: Vision (10 points)
2	8/30	1	Lesson 2: Vision, Beliefs, and Values <i>Assignment #1- Autoethnography explained</i>	Activity [2]: Beliefs and Values (10 points) Fullan, Ch. Preface, 1 & 2
3	9/6	2	Lesson 1: Defining and Theorizing Leadership	Fullan, Chapter 3 & 4 Activity [3]: Who Do You Admire? (10 points)
4	9/13	2	Lesson 2: Organizational Theory and Schools Leadership <i>Assignment #2 Explained-Platform of Beliefs</i>	Readings: Blackboard Fullan, Ch. 5 Activity [4]: Who Inspires You? (10 points) Assignment #1 due: Autoethnography due on or before 9/13
5	9/20	2	Lesson 3: Bridging Theory and Practice	Fullan, Ch. 6 & 7 Activity [5]: Fullan Slam (15 points)
6	9/27	3	Lesson 1: Making Sense of Organizations	B&D Ch. 1, 2 Leadership 102: Ethical Dilemmas [2] Assignment #2 [Platform of Beliefs video due by 9/27, feedback 10/4 (+ 15 points) and paper 10/18]

7	10/4	3	Lesson 2: The Structural Frame	B&D Ch. 3, 4, 5 Activity [6]: Structural Frame (10 points) *Platform of Beliefs <u>feedback</u> to classmates (assigned group) no later than 10/4 (15 points)
8	10/11	3	Lesson 3: The Human Resource Frame	B&D Ch. 6, 7, 8 Activity [7]: Human Resource Frame (10 points) *Platform of Beliefs Reflection paper due on or before 10/18
9	10/18	3	Lesson A: Introduce Simulation Group Activity & Assignment <i>Assignment #3 Explained</i>	Begin work on Assignment #3 Assignment #2 - Platform of Beliefs <u>Paper</u> by 10/18
10	10/25	3	Lesson 4: The Political Frame	B&D Ch. 9, 10, 11 Activity [8]: Political Frame (10 points)
11	11/1	3	Lesson 5: The Symbolic Frame	B&D Ch. 12, 13, 14 Activity [9]: Symbolic Frame (10 points)
12	11/8	3	Lesson 6: Independent Research – SIP for Reframing Paper <i>Explain Project #4 Reframing</i>	Begin work on Assignment #4
13	11/15	3	Lesson 7: Independent School Leadership Strategic Planning	B&D Ch. 15, 16, 17 Assignment #3 due -Simulation Group Activity due on or before 11/15
	11/22		Thanksgiving Break	No class
14	11/29	4	Lesson 1: Reframing Leadership and Change	B&D Ch. 18, 19, 20 Activity [10]: Integrating Frames (10 points) Course evaluation
15	12/6	4	Lesson 2: Change & Leadership	Course evaluation Activity [11]: Final Reflection (5 points)
16	12/13	4	Lesson 3: Final Submission	Assignment #4 due [Reframing Paper] on or before 12/13