

**GEORGE MASON UNIVERSITY  
COLLEGE OF EDUCATION and HUMAN DEVELOPMENT  
Education Leadership Program**

**EDLE 620: Organizational Theory and Leadership Development  
Section 601 (AA9)  
Fall 2023  
9/5/23 – 12/2/23**

**Faculty Name:** Anthony S. Terrell, Ph.D.  
**Office Hours:** By appointment  
**Office Phone:** 703.993.3633  
**Class Time:** Thursdays, 4:45 – 7:45 p.m.  
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**Course Schedule Information**

Location: Wakefield High School, Room A335

Meeting time: Designated Thursdays, 4:45 – 7:45 p.m. (See Class Schedule below.)

**Nature of Course Delivery**

This course will be delivered using a hybrid (50% in-person and 50 % asynchronous) format. The asynchronous portion of the course will be delivered through the Blackboard Learning Management System (LMS) housed in the MyMason portal. You will log into the Blackboard course site using your Mason email name and email password. The course site will be available by September 6, 2023.

**Course Description**

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

**Course Objectives**

Students will: 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.

## Required Texts

Bolman, L., & Deal, T. (2021). *Reframing organizations: Artistry, choice, and leadership* (7<sup>th</sup> ed.). Jossey-Bass. **A free electronic version of this text is available through the Mason library. See link to text under *Course Reserve (Leganto)* tab on the course Blackboard site.**

Fullan, M. (2020). *Leading in a culture of change* (2<sup>nd</sup> ed.). Jossey-Bass. **A free electronic version of this text is available through the Mason library. See link to text under *Course Reserve (Leganto)* tab on the course Blackboard site.**

## Online Course Expectations

- Synchronous Participation: **All students should participate live during any synchronous sessions, should they become necessary during the course of the semester. *Students should make sure their camera is on.***
- Asynchronous Participation: ***Assignments are posted on Thursday (a.m.) and due by the following Wednesday (11:59 p.m.).***
- Log-in Frequency: Students must actively check the course Blackboard site and their Mason email for communications from the instructor, class discussions, and/or access to course materials at least several times a 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 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. 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 ensure accessibility must be registered with George Mason University Disability Services.

## **Technology 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/)

## **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.

## **Learning Outcomes**

Students who successfully complete this course will be able to:

- Define, identify, and articulate the meaning and significance of the education leader's personal vision and core beliefs in school organizations.
- Construct and articulate a vision of effective school leadership as supported by their personal values and core beliefs around leadership, teaching, and learning.

- Demonstrate knowledge of traditional and critical leadership and organizational theories and their relationship to the field of education leadership.
- Compare and contrast the theoretical assumptions and traditional organizational theories that inform Bolman & Deal’s four-frame model for analyzing organizational behaviors and outcomes.
- Develop leadership cases that reflect connections between leadership and organizational theory, research, and practice.
- Analyze leadership cases and scenarios through the practice of framing and reframing.

### **National Education Leadership Preparation (NELP) 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.

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.

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 1:** Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and wellbeing of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a district mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.

**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 3:** Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and wellbeing of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive district culture.

**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 4:** Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skill, and commitments necessary to evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessments.

**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.

### **Course Materials**

#### **Recommended Resource:**

American Psychological Association (2019). *Publication manual of the American Psychological Association* (7<sup>th</sup> edition). Washington, D.C. American Psychological Association.

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

### **VIA Performance Based Assessment Submission Requirement**

Every student registered for any EDLE course with a requirement performance-based assessment is required to submit these assessments: The Professional Development Project and the Clinical Supervision Project to VIA through Blackboard (regardless of whether a course is an elective, a onetime course or 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 grade as Incomplete (IN). Unless the IN grade is changed upon completion of the VIA submission, the IN will convert to an *F* nine weeks into the following semester.

More information about VIA can be found at <https://cehd.gmu.edu/aero/assessments/>. Questions can be directed to [viahelp@gmu.edu](mailto:viahelp@gmu.edu).