

**GEORGE MASON UNIVERSITY
GRADUATE SCHOOL OF EDUCATION
Education Leadership Program**

EDLE 610, Section DL-1

Leading Schools and Communities

Spring 2016, 3 credit hours

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Course Term: January 20 - May 3, 2016

Course Description:

EDLE 610 Leading Schools and Communities (3:3:0)

Examines critical functions of leadership and organizational management, complex decision making responsibilities of school executives, and constructive relationships between schools and communities.

Prerequisite(s):

EDLE 620; EDLE 690; EDLE 791; EDLE 612; EDLE 614; EDLE 616, and EDLE 618.

Course Delivery Method

This course will be delivered online using an **asynchronous** (not “real time”) format via

Vision: The Education Leadership Program is dedicated to improving the quality of pre-K – 12 education through teaching, research, and service. Candidates and practicing administrators engage in course work devoted to experiential learning, professional growth opportunities, and doctoral research that informs practice. We educate exceptional leaders who act with integrity as they work to improve schools.

the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before “@masonlive.gmu.edu”) and email password. This course will be available on January 12 one week prior to the start of the course. Through discussions, activities, and readings, candidates will use research to develop plans that impact school and student success.

Course Materials

Course Resources:

Required reading will be listed in the weekly schedule and will be available on Blackboard.

The EDLE 610 course is an online depository and contains some required readings. E-Reserve documents will be accessed via BlackBoard

Recommended Resource:

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

Course Objectives

The primary purposes of this course involve helping candidates to exercise leadership in the school and larger community within an explicit conceptual framework.

Candidates will deepen their understanding of:

1. the use of research and development tools to lead schools and communities;
2. how organizations function; and
3. how leaders influence school change and improvement.

Specific content includes:

1. Reviewing and expanding on the meanings of leadership and the role leaders play in change within the school community.
2. Investigating political, financial, legal and instructional implications of issues as it relates to the needs, strengths and opinions of the local school community and school division.
3. Clarifying which framework(s) students find most useful for informing their own leadership styles and choices;
4. Applying skills, knowledge, and dispositions gained through the Education Leadership Program to the analysis of case studies and focus groups and in role-playing exercises involving leadership behavior and school change as demonstrated through both written and oral assessments.

Teaching and Learning

Each class will include a variety of activities and exercises. Out of class work will rely on readings and on the use of resource task sheets created to complement the topics.

Specific process goals for the class are as follows:

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. agree to disagree respectfully during class discussions;
 - b. strive to be open to new ideas and perspectives; and
 - c. listen actively to one another.

2. Candidates work will reflect what is expected from leaders. As such, candidates 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 an on-line environment that approximates what we know about learning organizations. Consequently, 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. demonstrate appropriate **respect for one another**;
 - b. voice concerns and opinions about class process openly;
 - c. engage in **genuine inquiry**;
 - d. recognize and celebrate each other's ideas and accomplishments;
 - e. show an awareness of each other's; and
 - f. **maintain strict confidentiality** regarding an information shared.

Course Objectives

Candidates taking this course will deepen their understanding of:

1. the use of research findings and tools to lead schools and communities,
2. the nature and strengths of diverse communities,
3. how organizations function, and
4. how leaders influence school and community change and improvement.

Candidate Outcomes

Successful candidates will emerge from the course will be able to:

1. demonstrate knowledge and ability to collaborate with families and other community members, respond to diverse community interests and needs, and mobilize community resources to create and maintain a positive school culture which supports the success of all students;
2. Identify assess, and apply elements of a constructive relationship between a school and its community to support implementing the school's vision;
3. gain insight into power structures and pressure groups in the school community to create coalitions and increase support for school programs and goals; and
4. identify leadership knowledge and skills that promote success of all students through integrity, fairness and ethical behavior.

Relationship of Course to Internship (EDLE 791)

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. There is one exception. This course requires that conduct a focus group and as a result this project can qualify for the required activity- Organize and run one or more community focus groups dealing with suggestions for improving visibility and communications with the local school community. Present recommendations to administration.

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:

ELCC Standard 1.0: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

1.1 Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.

1.2 Candidates understand and can collect and use data to identify school goals, assess organization effectiveness, and implement plans to achieve school goals.

ELCC Standard 4.0: A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources

on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

4.1 Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.

4.2 Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.

4.3 Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.

4.4 Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners

ELCC Standard 6.0: A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

6.3 Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.

Specific VADOE standards addressed in this course include:

a7. Identification, analysis, and resolution of problems using effective problem-solving techniques;

d2. Working collaboratively with staff, families, and community members to secure resources and to support the success of a diverse population;

- d3. Developing appropriate public relations and public engagement strategies and process;
- d4. Principles of effective two-way communication, including consensus building and negotiation skills;
- f3. Identify and respond to internal and external forces and influences on a school;

Technology Requirements

This course will be delivered on GMU's Blackboard platform, so students are required to have access to Blackboard. A Blackboard site is available to all students enrolled in the course at: <http://mymason.gmu.edu>. You need to log on using your GMU user name and password. To participate in this course, students will need the following resources:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- 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 the course requirements.
- The following software plug-ins for PCs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
 - **Adobe Acrobat Reader:** <http://get.adobe.com/reader/>

Other Technology Reminders

Email: All candidates are required to activate and monitor their GMU e-mail accounts. I **strongly recommend** that you do not forward your Mason e-mail to a different account because attachments are often lost that way. It is best to check e-mail directly from your Mason account daily.

Per university policy in compliance with federal law, I will only communicate with candidates 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 24 hours, excluding weekends.

Course Requirements, Performance-Based Assessment, and Evaluation Criteria

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; and
3. Clarity, concision, and organization.

Additionally, a portion of the class grade will be based on participation and the contribution you make to class discussions.

Other On-line Course Expectations:

- **Course Week:** Because online courses do not have a "fixed" meeting day, our week will **start** on Wednesday and **finish** on Tuesday.
- **Log-in Frequency:** Candidates 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:** Candidates 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:** Candidates 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:** Candidates 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 three times a week** to read announcements, participate in the discussions, and work on course materials. 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, and you are unable to come to the Mason campus, we can meet via telephone or web conference. Send me an email to schedule your one-on-one session and include your preferred meeting method and suggested dates/times.

- **Netiquette:** Our goal is to be **collaborative**, not combative. Experience shows that it is very easy to misconstrue online comments. 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.

Grading

Class Participation (160 points)

Candidates are expected to participate actively in class discussions, small group activities, and in serving as critical friends to other colleagues. The participation rubric is available on the course site. Participation points will be assessed as part of each unit and the activities are as follows:

Orientation (10 points)

Course Introduction and Overview (10 points)

Unit 1 (40 points)

Unit 2 (60 points)

Unit 3 (40 points)

Assignments (340 points)

Annotated Bibliography: Improving Community Relations (40 points)

School/Community Leaders Assessment of School Effectiveness* (145 points)

Parent Involvement* (155 points)

Two performance-based assessments will be completed during the semester. The School/Community Leaders Assessment of School Effectiveness and the Parent Involvement assignments are **the *program-level Performance-Based Assessments (PBA) for this course.** Each assignment relates to the application of educational research in your school setting. A description and directions for each assignment and a rubric for grading each assignment are included at the end of this syllabus.

TK20 Performance-Based Assessment Submission Requirement

Every student registered for any EDLE course with a required performance-based assessment is required to submit these assessments, the Parent Involvement and School/Community Leaders Evaluation of School Effectiveness assignments, 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 an F nine weeks into the following semester.

Late work: Candidates' work is expected on time, meaning no later than by midnight of the due date. Late assignments will not be accepted except in emergency and other extenuating 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.

Grading scale:

A+	=	500 points
A	=	475 - 499
A-	=	450 - 474
B+	=	435 - 449
B	=	415 - 434
B-	=	400 - 414
C	=	375 - 399
F	=	Below 375 points

George Mason University Policies and Resources for Students

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code-2/>]
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>]
- **Student Responsibilities:** Students are responsible for the content of university communications sent to their George Mason University 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.
- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform

their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].

- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- **Plagiarism Statement:** Statement of English Department at George Mason University 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. Student writers are often confused as to what should be cited. Some think that only direct quotations need to be credited. While direct quotations do need citations, so do paraphrases and summaries of opinions or factual information formerly unknown to the writers or which the writers did not discover themselves. Exceptions for this include factual information which can be obtained from a variety of sources, the writers' own insights or findings from their own field research, and what has been termed common knowledge. What constitutes common knowledge can sometimes be precarious; what is common knowledge for one audience may not be so for another. In such situations, it is helpful, to keep the reader in mind and to think of citations as being "reader friendly." In other words, writers provide a citation for any piece of information that they think their readers might want to investigate further. Not only is this attitude considerate of readers, it will almost certainly ensure that writers will never be guilty of plagiarism. (Statement of English Department at George Mason University)George Mason University operates under an honor system, which is published in the University Catalog and deals specifically with cheating, attempted cheating, plagiarism, lying, and stealing. Please familiarize yourself with the honor code, especially the statement on plagiarism (<http://www.gmu.edu/facstaff/handbook/aD.html>). 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.
- **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.

- **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. That means, 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/>)
- **Professional Dispositions:** Students are expected to exhibit professional behaviors and dispositions at all times.
- **Students with Disabilities:** All students with questions or concerns about this class are encouraged to set up a time to meet with the professor, preferably during the first week of the semester. Students with disabilities should work with the Office for Disability Services to identify appropriate accommodations and communicate those with the professor. (<http://ods.gmu.edu/>)

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.

Proposed Class Schedule:

To accommodate the learning needs of the class, the topics and reading schedule may be amended during the semester. Any changes will be communicated via email or Blackboard.

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

Week	Dates	Lessons	Reading	Activities/ and Assignments
1	Jan 20-26	Course Orientation and Syllabus Review Course Introduction and Overview	<ul style="list-style-type: none"> • Revolutionary and Evolutionary-The Effective Schools Movement • Correlates of Effective School: The First and Second Generation 	Journal Entry <ul style="list-style-type: none"> • Effective School Framework Syllabus Quiz Introductions
2	Jan27-Feb 2	Unit 1 Lesson 1 School Frameworks and School Direction	<ul style="list-style-type: none"> • Essential School Organization Framework 	Journal Entry <ul style="list-style-type: none"> • Effective vs Essential School Frameworks
3	Feb 3- 9	Unit 1 Lesson 2 Establishing School Direction	<ul style="list-style-type: none"> • Vision, Leadership, and Change 	Small Discussion Group <ul style="list-style-type: none"> • Group-So-How is your school doing Prepare for: School/Community Leaders Assessment of School Effectiveness assignment
4	Feb 10-16	Unit 1 Lesson 3 Sustaining School Direction	<ul style="list-style-type: none"> • The Eight Basic Competencies • Followship First, Then Leadership 	Journal Entry <ul style="list-style-type: none"> • Support and Shared Leadership Small Group Discussion <ul style="list-style-type: none"> • Hank Cotton Case
5 & 6	Feb17-23 & Feb 24 & March 1	Unit 2 Lesson 1 Understanding the Community	<ul style="list-style-type: none"> • Understanding Community 	Journal Entry <ul style="list-style-type: none"> • Map Your Community • Community Plan Prepare for:

				Improving Community Relations Annotated Bibliography assignment
7	March 2-8	Unit 2 Lesson 2 Effective Communication and Trust	<ul style="list-style-type: none"> • Building Trust • Design Your Offense 	<p>Journal Entries</p> <ul style="list-style-type: none"> • School Leader Interview <p>Group Discussion</p> <ul style="list-style-type: none"> • Interview Questions
8	March 9 - 15	Unit 2 Lesson 3 Crisis Management 101	<ul style="list-style-type: none"> • Think Smart Under Fire 	<p>Discussion Board:</p> <ul style="list-style-type: none"> • Crisis Management Plan <p>Group Activity:</p> <ul style="list-style-type: none"> • Ripped From The Headlines <p>Assignment #1 Annotated Bibliography: Improving Community Relations due Tuesday, March 15</p>
9	March 16-22	Unit 2 Lesson 4 Linking Community to School Improvement	<ul style="list-style-type: none"> • Collective Impact 	<p>Watch</p> <ul style="list-style-type: none"> • Dave Eggers video <p>Journal Entry:</p> <ul style="list-style-type: none"> • Reflection on Collective Impact <p>Discussion Board</p> <ul style="list-style-type: none"> • Dave Eggers
10 & 11	March 23-April 5	Unit 3 Lesson 1 Perspectives of Parent Involvement	<ul style="list-style-type: none"> • School/Family/Community Partnerships: Caring for the Children We Share 	<p>Journal Entry</p> <ul style="list-style-type: none"> • Epstein's Six Types of Involvement <p>Prepare for: Parent Involvement assignment</p> <p>Assignment #2</p>

				School/Community Leaders Assessment of School Effectiveness due Tuesday, March 29
12	April 6-12	Unit 3 Lesson 2 Working with Diverse Families	<ul style="list-style-type: none"> • Involvement of Engagement • Communicating with Families Across Cultures 	Discussion Board: Organizing for Change
13	April 13-19	Unit 3 Lesson 3 Parent and School Relationships and School Effectiveness	<ul style="list-style-type: none"> • A New Wave of Evidence 	Journal Entry: <ul style="list-style-type: none"> • Reflection on Research
14 & 15	April 20-May 3	Parent Involvement Presentations		Prepare for: <ul style="list-style-type: none"> • Parent Involvement Presentations Assignment #3 Parent Involvement due Tuesday, May 3

Writing Assignment 1: Annotated Bibliography- Improving Community Relations (40 points)

Overview:

Educational leaders must be able to utilize current research in order to make informed decisions. With this in mind, a primary objective of EDLE 610 is to have students deepen their understanding of the use of research and tools to lead schools and communities. Therefore, the purpose of this assignment is to provide you with the opportunity to sift through existing research on a specific topic, organize and evaluate that knowledge, and then share your findings with your classmates. The end product will be a compilation of valuable resources students can refer to in the future.

An annotated bibliography is a list of articles (or books) that includes a brief description of the work and an evaluation of its usefulness. The purpose of an annotated bibliography is to provide information about the relevance, utility, and quality of the source **for your purposes**. Not to be confused with an *abstract*, which simply gives a summary of the cited work, an annotated bibliography also describes and evaluates these points. Elements should include:

- * Brief description of the work's format and content
- * Theoretical basis and method of study
- * Results
- * Utility and significance of the work (how it can be used)
- * Your own brief impression of the work (quality and credibility)

Guidelines:

1. The focus for the annotated bibliography is **Improving Community Relations**. While this topic may seem broad, it allows you to focus your research on a specific area of interest, such as the role of parental involvement in the community, the utilization of focus groups, the purpose of a school communication plan, etc.
2. Find a number of research articles (theoretical works, empirical studies, and syntheses) that connect to your topic. You might identify several articles that are review pieces or syntheses of the literature themselves, but you should also concentrate on identifying primary research (i.e., papers that present an analysis using quantitative or qualitative methods to contribute to the knowledge base on your topic). Most of your research can be accomplished on the Internet, with support from your school library, the public library, and/or GMU libraries.
3. Prepare an ANNOTATED BIBLIOGRAPHY using at least five (5) of the most important papers you found. Remember the key to an annotated bibliography: **Summarize – Assess -Reflect**
4. Your annotated bibliography should include a statement of the topic and research question you are investigating and five or more annotated entries using the format provided in class. References must be in APA format.
5. Part of becoming an instructional leader is utilizing research to inform decision-making. As your conclusion, write an assessment of how you could apply this research to your leadership practice.

Annotated Bibliography- Improving Community Involvement Assessment Rubric

Criteria:	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
Statement	The paper begins	The paper	The statement of	The statement of

<p>of question: (10%) A clear statement of the question helps to guide the reader. (ELCC 4.4)</p>	<p>with a clear statement of the question, which specifically relates to Improving Community Relations.</p>	<p>begins with a statement of the question, which generally relates to Improving Community Relations.</p>	<p>the research question is evident, but is vaguely worded or poorly spelled out. It is difficult to discern a clear focus for the research.</p>	<p>the research question is missing or wholly inadequate.</p>
<p>Bibliographic entries – content of summaries: (40%) Articles read and reviewed should contain original research or useful reviews of research. (ELCC 4.1)</p>	<p>Annotated entries provide a clear and concise summary of each research source. Each entry includes:</p> <ul style="list-style-type: none"> • an overview of the research • method and findings • an assessment of its utility and credibility 	<p>Annotated entries provide a summary of each research source. Each entry includes a brief overview of the research and an assessment of its utility and credibility, but may be lacking in specificity.</p>	<p>Annotated entries provide a general overview of research sources, but lack detail or are missing significant elements needed to make the entries useful.</p>	<p>Annotated entries are severely lacking in detail, rendering them of little use.</p>
<p>Bibliographic entries – focus and quality (20%) Articles read must focus on and inform the research question.</p>	<p>All entries clearly and specifically answer the research question.</p> <p>Sources are well balanced, including original research and synthesis pieces from high-quality, credible sources.</p>	<p>Most entries clearly answer the research question.</p> <p>Entries are included from quality sources, but are dominated by synthesis pieces; original research is not evident.</p>	<p>Most entries relate only generally to the research question.</p> <p>One or more entries are included from questionable sources, reflecting largely opinion pieces rather than original research or syntheses of research.</p>	<p>The connection between annotated entries and the research question is difficult to discern.</p> <p>Entries are dominated by material from questionable sources: a review of research is not evident.</p>

Bibliographic entries – quantity (10%)	Five or more annotated summaries are presented.	Four annotated summaries are presented.	Three annotated summaries are presented.	Two annotated summaries are presented.
Conclusion (10%)	Assessment of how the research could be applied to leadership practice is discussed in detail.	Assessment makes some references to how the research might inform leadership practice.	Assessment of research is discussed with minimal detail.	There is no assessment/conclusion.
Mechanics (10%) Your written work should be scholarly and precise.	Entries are nearly error-free and are completed and presented in APA format.	Entries contain occasional grammatical errors and/or questionable word choice and conform to APA format.	Entries contain several errors in grammar and punctuation and do not conform to APA format	Entries are unclear and do not conform to APA format.

Assignment 2: School/Community Leaders Assessment of School Effectiveness* (145 points)

Rationale

It is easy (and popular) to talk about school vision, but it is rare that we check whether or not others perceive our schools as achieving the vision they set out for themselves. This assignment requires you to determine how leaders in your school community perceive your school’s performance. Taking focus group discussions as raw data and analyzing them through the frame of your school’s vision statements requires you to determine if your school’s theories in use are well aligned with its espoused theories—an important initial step toward school improvement. Weaving community perceptions into the school improvement process is critical to building community support for change and

advancement. Presenting your analysis and action plan is a crucial part of the process of leading for school improvement.

Process

1. Working with your intern supervisor/principal identify a minimum of 9 leaders in the school community, community at large or business community who have a stake in this issue.
2. Develop an interview protocol to be used in the discussion with the identified leaders, with the major question being “How well is our school implementing its vision statement? “
3. You will establish a meeting date and location and invite participants to attend. Provide a clear, concise summary of the purpose of the focus group, the nature of questions, how data will be used, the right to confidentiality of responses and the time needed for the interview meeting.
4. After conducting the focus group, build a matrix with questions and significant responses. Look for common themes that will be summarized in the paper, along with contrasting points of view, lack of clarity of the issue, and other significant concerns.

Your paper will include:

- a. an introduction that includes a thesis statement
- b. a profile of the school and community
- c. a summary of the methods used and results of the focus group discussion, including a matrix of responses with the participant roles clearly labeled;
- d. a summary table of themes gathered from focus groups;
- e.. significant findings;
- f. a plan of action aimed to align espoused theories and theories in use based on the data collected; and
- g. a summary.

Be sure to conclude with a restatement of your thesis and a brief discussion of the implications of what you learned from the focus group experience and your action plan.

*** A required program-level Performance-Based Assessment**

NOTE: Your paper should be 10 +/- pages excluding title and reference pages.

School/Community Leaders Assessment of School Effectiveness Assessment Rubric

Criteria	Levels of Achievement			
	exceeds expectations	meets expectations	approaching expectations	falls below expectations
Thesis and introduction	90 to 100 % The introduction	80 to 89 % Paper starts with	70 to 79 % The introduction	0 to 69 % There is no clear

Weight 10.00%	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.	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.	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.	introduction or purpose.
ELCC 1.2 Profile of the school and community: Candidates demonstrate that they understand and can collect and use data to identify school goals and assess effectiveness Weight 10.00%	90 to 100 % The profile clearly defines demographic and performance data, instructional practices and programs, improvement goals, school community trends, and areas for potential change.	80 to 89 % The profile provides general information about demographic and performance data, instructional practices and programs, improvement goals, school community trends, and areas for potential change.	70 to 79 % The profile includes limited information about demographic and performance data, instructional practices and programs, improvement goals, school community trends, and areas for potential change.	0 to 69 % There is no profile provided.
ELCC 1.1 The school vision: Candidates demonstrate that they understand and can collaboratively develop, articulate, implement and steward a vision Weight 10.00%	90 to 100 % The school's vision statement is included and assessed regarding the degree to which it relates to current instructional programs, SIP goals, and resources.	80 to 89 % The vision statement and its goals are identified and there is a general explanation of how its goals are supported.	70 to 79 % The vision statement is identified. Its goals and support are not clearly identified.	0 to 69 % There is no mention of the school vision and/or description of how the vision is supported.
ELCC 1.4 Focus group planning: The focus group process	90 to 100 % The focus group process is powerfully designed,	80 to 89 % The focus group process is well designed, but has gaps either in	70 to 79 % The focus group process is usable as designed, but there are gaps in	0 to 69 % The focus group design was poorly or haphazardly planned resulting

<p>demonstrates that candidates understand and can evaluate school progress and revise school plans supported by school stakeholders Weight 15.00%</p>	<p>including an interview protocol that targets important school improvement issues, and selection of a variety of focus group participants that include key school stakeholders.</p>	<p>terms of the construction of interview questions or limited involvement of some stakeholders.</p>	<p>terms of either the interview protocol or invitation of participants.</p>	<p>in significant problems that affected the veracity of the data.</p>
<p>ELCC 4.1 Focus Group results: The focus group process demonstrates that candidates understand and can collaborate with faculty and community members to collect and analyze data pertinent to school improvement Weight 10.00%</p>	<p>90 to 100 % The narrative and matrix present a comprehensive summary of all phases of the focus group discussions. Significant findings are specifically identified.</p>	<p>80 to 89 % A narrative and matrix are presented. The narrative and/or findings are discussed in a general manner.</p>	<p>70 to 79 % A narrative and matrix are presented. There is little detail in the narrative, matrix and findings.</p>	<p>0 to 69 % The narrative, matrix and/or findings or missing</p>
<p>ELCC 4.4 Improvement areas: The focus group data analysis demonstrates that candidates understand and can respond to community interests and issues</p>	<p>90 to 100 % Analysis of focus group evidence yields a clear and concise set of recommendations for improvement based on stakeholder suggestions and candidate analysis of existing school programs or</p>	<p>80 to 89 % Recommendations generally follow themes evident in focus group data, but are only loosely connected to stakeholder input.</p>	<p>70 to 79 % Recommendations are evidence, but their connection to stakeholder input is vague or hard to discern.</p>	<p>0 to 69 % Recommendations are incomplete or missing</p>

Weight 10.00%	practices.			
ELCC 1.3 Action Plan: The action plan demonstrates that candidates understand and can promote continual and sustainable improvement Weight 15.00%	90 to 100 % The Action Plan is fully developed. Its relationship to the data collected and steps toward improvement are explicitly stated.	80 to 90 % The Action Plan is outlined. There is some relationship shown between the plan and the data collected.	70 to 79 % The Action Plan is vague. There is little relationship between the plan and the data collected.	0 to 69 % The Action Plan is incomplete.
ELCC 4.3 Candidates demonstrate the ability to conduct a needs assessment of families and caregivers Weight 10.00%	90 to 100 % The project provides evidence of a superior ability to conduct a needs assessment and develop collaborative strategies and/or recommendations related to community interests and needs	80 to 89 % The project provides evidence of an adequate ability to conduct a needs assessment and develop collaborative strategies and/or recommendations related to community interests and needs	70 to 79 % The project provides evidence of some ability to conduct a needs assessment and develop collaborative strategies and/or recommendations related to community interests and needs	0 to 69 % The project does not provide evidence of the ability to conduct a needs assessment and develop collaborative strategies and/or recommendations related to community interests and needs
Quality of support Weight 5.00%	90 to 100 % The recommendations appear to be grounded in research about the topic in general and research about the specific elements of the school's program.	80 to 89 % The recommendations may be grounded in research about the topic but are unresponsive to actual school conditions or unresponsive to research and responsive to school conditions.	70 to 79 % Recommendations are responsive neither to school conditions nor research.	0 to 69 % It is unclear what recommendations are proposed.
Mechanics Weight 5.00%	90 to 100 % The paper is error free.	80 to 89 % There are only a few minor errors in the paper.	70 to 79 % The paper has several errors indicating a lack of proofreading.	0 to 69 % The paper contains many significant errors.

Writing and Presentation Assignment 3: Parent Involvement* (155 Points)

Using Epstein's framework of six types of parent involvement, conduct an assessment of the parent involvement program in your school, and then recommend how to improve it.

The paper should include the following elements:

Introduction

Describe in summary terms the current parent involvement program in your school and then foreshadow the results of your assessment and your recommendations to improve it.

Program Description and Assessment

Describe the parent involvement program in your school by indicating what the school is doing in regard to Epstein's six types of parent involvement (parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community).

Assess each type of parent involvement by explaining a. the degree to which the program addresses each type of parent involvement, b. the degree to which the efforts satisfy the needs of the parents, and c. the degree to which the efforts satisfy the needs of the school. In your assessment, cite any evaluations of the efforts that may be available and the findings of your own investigation.

Program Improvement Recommendations

Write recommendations for improving the program based on your assessment of the greatest needs for improvement. The program improvement recommendation should include:

Rationale Indicate why you are making the recommendations and the ways in which they respond to your assessment. A useful way to establish the rationale is to conduct a discrepancy analysis in which you describe what the ideal program would look like and how your current program compares.

Outcomes Specify in measurable terms two types of outcomes. *Process or implementation outcomes* describe major elements of what will change in the delivery of the program (e.g., the implementation of a new service, completing professional development efforts). *Substantive outcomes* refer to changes in behavior (e.g., levels of parent commitment and involvement, and student achievement).

Program Description Describe the elements of your program changes and how they will be accomplished. Specify the essential attributes of your program by way of a program configuration checklist.

Implementation Plan Provide the steps for implementation, assuring that you will address the functions of

- planning,
- building support,
- building capacity to conduct the program,
- securing resources if needed,
- implementing programmatic interventions or activities,
- evaluating the process and evaluating substantive outcomes.

In addressing those functions, indicate

- the activity or task,
- who will be responsible for completing it,
- when (date) it will be completed,
- any resources required, and
- evidence that will be accepted as a sign of accomplishment.

Evaluation Plan Describe how you will evaluate both process and substantive outcomes, indicating

- what measures will be used
- how the data will be collected
- how the analysis will be accomplished

**** Paper should be 10 pages (+/-) excluding title and reference pages**

Presentation Assignment: Improving Parent Involvement

Using your written document, develop a 15 minute presentation to be delivered to a panel of experienced school administrators who will provide evaluative feedback.

The panel will evaluate the presentation on the basis of:

- Clarity of presentation
- Clarity and persuasiveness of rationale
- Quality of program recommendations (degree to which they are likely to accomplish the desired outcomes).

- Quality of implementation and evaluation plans (degree to which they are likely to result in a successful project).

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<p>Thesis and introduction Weight 10.00%</p>	<p>90 to 100 % 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>80 to 89 % 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>70 to 79 % 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>0 to 69 % There is no clear introduction or purpose.</p>
<p>ELCC 1.2 Program Description - The program description demonstrates that the candidate understands and can amass data to identify school goals, processes and program effectiveness Weight 10.00%</p>	<p>90 to 100 % The paper describes the parent involvement program in your school by indicating what the school is doing in regard to Epstein's six types of parent involvement. Each type of parent involvement is assessed by reference to a. the degree to which the program addresses each type of parent involvement, b. the degree to which the efforts satisfy the needs of the parents, and c. the degree to which the efforts satisfy the needs of the school</p>	<p>80 to 89 % The paper includes a depiction of the parent involvement program but may be missing key elements by reference to the degree to which Epstein's six types of involvement are discussed or in terms of the degree to which the efforts satisfy the needs of the parents or the school, or the extant evaluations of the program.</p>	<p>70 to 79 % The program description and assessment is unclear, vague or missing a number of key elements.</p>	<p>0 to 69 % The program description and assessment is either largely missing or inadequate.</p>

<p>ELCC 1.3</p> <p>Program Improvement Recommendations & rationale - Program improvement recommendations and rationale demonstrate that the candidate understands and can promote continual improvement Weight 10.00%</p>	<p>90 to 100 % Recommendations are offered that clearly address needs identified, and clear and persuasive statements are provided to support the importance of the recommendations and the need for their realization on the basis of a discrepancy analysis relating the proposed changes to an ideal program.</p>	<p>80 to 89 % Recommendations are offered that address needs identified. Clear and persuasive statements are provided to support the recommendations but are not supported by a discrepancy analysis or a discrepancy analysis is not accompanied by clear and persuasive statements supporting the importance of the recommendations.</p>	<p>70 to 79 % The recommendations or statements supporting the recommendations made are unclear or not supported by a discrepancy analysis.</p>	<p>0 to 69 % Recommendations or the rationale is either missing or unclear.</p>
<p>ELCC 4.1</p> <p>Program Outcomes - Program outcomes demonstrate that the candidate understands and can collaborate with faculty and community to develop improvements in the schools' educational environment Weight 10.00%</p>	<p>90 to 100 % The paper specifies in measurable terms two types of outcomes. Process or implementation outcomes describe major elements of what will change in the delivery of the program. Substantive outcomes refer to changes in behavior related to the commitment or involvement of parents and student achievement.</p>	<p>80 to 89 % The paper includes outcomes that may not be measurable, or omits process or substantive outcomes.</p>	<p>70 to 79 % The paper omits important elements of outcomes.</p>	<p>0 to 69 % The paper omits outcomes or outcome statements are not clear.</p>
<p>ELCC 4.2</p>	<p>90 to 100 % The paper clearly</p>	<p>80 to 89 % The paper</p>	<p>70 to 79 % Program</p>	<p>0 to 69 % The paper omits</p>

<p>Program Description - Program description demonstrates that candidates understand and can mobilize school and community resources by understanding, appreciating, and using diverse social, cultural, and intellectual resources Weight 10.00%</p>	<p>delineates the elements of the program changes and how they will be accomplished, harnessing the unique resources of the school and school community. The essential attributes of the program are presented in a program configuration display.</p>	<p>includes elements of the program changes, but is vague as to how school or community resources are employed or leaves one or more changes unclear.</p>	<p>elements are evident, but the description of how the program would meet the needs of the community or harness community resources is not evident.</p>	<p>the program description or leaves the reader unsure what it is.</p>
<p>ELCC 4.3 Program Implementation Plan - The implementation plan demonstrates that candidates understand and can respond to community interests and needs by building positive relationships with parents, caregivers and community partners Weight 20.00%</p>	<p>90 to 100 % A thorough plan is presented that responds to parent and community interests and involves parents or caregivers. The plan clearly addresses the functions specified and indicates for each task, who will be responsible for completing it, the date of completion, any resources required, and what will be counted as evidence of its successful completion.</p>	<p>80 to 89 % A plan is presented that responds to parent and community needs, involving parents or caregivers, but elements of the plan are unclear or the plan, if enacted, would not likely produce the espoused outcomes.</p>	<p>70 to 79 % A plan is presented that responds to parent and community needs, but how parents or caregivers are involved is not clear, and key elements of the plan are missing.</p>	<p>0 to 69 % The paper fails to include the plan or presents it sketchily and/or unclearly.</p>
<p>ELCC 3.1 Program Evaluation Plan - The evaluation plan</p>	<p>90 to 100 % The paper specifies clearly the elements of the evaluation plan.</p>	<p>80 to 89 % The paper omits one or more elements of the evaluation plan and/or describes</p>	<p>70 to 79 % The paper describes evaluation activities but omits two or</p>	<p>0 to 69 % The paper omits the evaluation plan or presents it so unclearly that the reader</p>

demonstrates that candidates understand and can monitor and evaluate implementation of the parent involvement plan. Weight 10.00%		one or more elements unclearly.	more elements.	would not know how the evaluation will be completed.
ELCC 4.4 Presentation of plan - Presentation of the plan demonstrates that candidates understand and can respond to community and parent interests by building and sustaining positive relationships Weight 10.00%	90 to 100 % The presentation clearly and succinctly demonstrates that the analysis, recommendations, plan and outcomes proposed will result in promoting effective relationships with parents and/or community partners.	80 to 89 % The presentation generally demonstrates that the analysis, recommendations, plan and outcomes proposed will result in promoting effective relationships with parents and/or community partners.	70 to 79 % The presentation is somewhat vague relating to how the recommendations, plan and outcomes proposed will result in promoting effective relationships with parents and/or community partners.	0 to 69 % The presentation is weak, disconnected, and wholly fails to demonstrate that actions proposed will result in promoting effective relationships with parents and/or community partners.
Quality of support for recommendations Weight 5.00%	90 to 100 % The recommendations appear to be grounded in research about the topic in general and research about the specific elements of the school's program.	80 to 89 % The recommendations may be grounded in research about the topic but are unresponsive to actual school conditions or unresponsive to research and responsive to school conditions.	70 to 79 % Recommendations are responsive neither to school conditions nor research.	0 to 69 % It is unclear what recommendations are proposed.
Mechanics Weight 5.00%	90 to 100 % No grammatical or APA errors are present.	80 to 89 % Occasional grammatical errors and questionable word choices are present.	70 to 79 % Errors in grammar, spelling and punctuation are present.	0 to 69 % The paper contains many errors in spelling, grammar, and punctuation.