

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

**EDLE 610, Section D02: Leading Schools and Communities
3 Credits, Summer 2017**

Course Term: May 22-July 28, 2017

Faculty

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Prerequisite(s)

EDLE 620; EDLE 690; EDLE 791.

Course Description

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

This course examines critical functions of leadership and organizational management, complex decision-making responsibilities of school executives, and constructive relationships between schools and communities. It incorporates historical, ethical, philosophical, and sociological foundations of American education and the impact of organizational structure on reform and student achievement. Practical and academic emphasis on leadership skill development and dispositions are interwoven through the course. .

Course Overview

In this course, candidates will apply research, theory, and practices that impact the school leadership, school direction, parents, and communities on student learning. Through discussions, activities, and readings, candidates will use research to develop plans that impact school and student success.

The foundation of the three units relate directly to effective schools research emphasizing the importance of school mission and vision and school, family, and community partnerships.

Course Delivery Method

This course will be delivered online(100%) using an **asynchronous** (not “real time”) format via 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 May 22.

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Under no circumstances, may candidates participate in online sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-face class meeting, such online participation requires undivided attention to course content and communication.

Program 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.

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.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- 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: [Add or delete options, as desire.]
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player: <https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

On-line Course Expectations

- **Course Week:** Because asynchronous courses do not have a “fixed” meeting day, our week will **start** on Monday and **finish** on Sunday.
- **Log-in Frequency:** Candidates 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:** 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. Candidates 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:** Candidates should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:** Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- **Instructor Support:** Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- **Netiquette:** The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- **Accommodations:** Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

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

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.

Relationship of Course to Internship

Although the internship is a separate course, the Education Leadership program has integrated “embedded experiences” into course work. This means that some of the work for this class is related to the internship. Students may write about embedded experiences in their internship journal 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 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”

Professional Standards (National Standards and Virginia Competencies)

Upon completion of this course, candidates will meet the following professional ELCC standards:

1.1, 1.2, 4.1, 4.2, 4.3 4.4 and 6.3 Virginia competencies 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;

Required Text

There is no required textbook for this course. Required reading will be listed in the weekly schedule and will be available on Blackboard.

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

Course Performance Evaluation

Candidates can earn a total of 500 points in this course. Graded assignments account for 75% (375 points) of the overall grade, while course participation accounts for 25% (125 points). A description of each assignment and a rubric for grading each assignment are included at the end of this syllabus. Candidates are expected to submit all assignments, on time, in the manner outlined by the instructor.

- **Assignments (75%-375 points)**

The two graded assignments required for the course are as follows:

School/Community Leaders Assessment of School Effectiveness* (175 points)

Parent Involvement* (200 points)

The School/Community Leaders Assessment of School Effectiveness and the Parent Involvement assignments are the *program-level Performance-Based Assessments (BPA) 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.

- **Participation Requirements (25%-125 points)**

To maximize learning and engagement in the online environment, candidates 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.

Course Overview (10 points)
Getting to Know You! (Discussion Board)

- Unit 1 (50 points)
- Lessons 1 (Journal Entry)
 - Lesson 2 (Discussion Board)
 - Lesson 3 (Journal Entry)

- Unit 2 (65 points)
- Lesson 1 (Discussion Board)
 - Lesson 2 (Journal Entry)
 - Lesson 3 (Journal Entry & Small Group Discussion)
 - Lesson 4 (Journal Entry)

Grading

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

Grading Policies

Papers are due as indicated in the course schedule. All assignments must be submitted **electronically through TK20**.

All work is expected on time, meaning no later than by midnight of the due date. If you happen to be absent on the day a paper is due, the due date remains and the paper must be submitted electronically. Assignments are not accepted after the due date though at the discretion, and unusual and compelling circumstances (e.g. serious illness) due dates may be negotiated.

Every student registered for any EDLE course with a required performance-based assessment (designated in the syllabus) is required to submit these assessment to TK20. In EDLE 610, the required performances are **School/Community Leaders Assessment of School Effectiveness and Parent Involvement**. Evaluation of the performance-based assessments 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 this grade is changed upon completion of the required TK20 submission, the IN will convert to an F nine weeks into the following semester.

Professional Dispositions

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

Class Schedule

Proposed Class Schedule Summer 2017 DL 610

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students. *Please refer to the Weekly Schedule on Blackboard for the most up-to-date version of the course schedule.*

Week(s)/Dates	Lessons	Reading/Activities
Week 1 May 22-28	Course Orientation and Overview Unit 1 Lesson 1: Effective Schools & Vision	The Effective Schools Movement Vision: Essential Scaffolding Participation Activities
Week 2 May 29-June 4	Unit 1 Lesson 2: School Vision: Considering the Future	The Eight Basic Competencies Followship First, Then Leadership Participation Activities
Weeks 3 & 4 June 5-18	Unit 1 Lessons 3 School Effectiveness: Research and Fieldwork	Independent Research Participation Activities
Week 5 June 19-25	Unit 2 Lesson 1: Perspectives of Parent-School- Community Involvement	Toward a theory of family-school connections: Teacher practices and parent involvement School Community Participation Activities
Sunday, June 25 Assignment #1 Due School/Community Leaders Assessment of School Effectiveness		
Week 6 June 26-July 2	Unit 2 Lesson 2 Working with Diverse Families	Equity Traps: A Useful Construct for Preparing Principals to Lead Schools That Are Successful With Racially Diverse Students Involvement vs Engagement Participation Activities
Weeks 7 & 8 July 3-16	Unit 2 Lesson 3 Parent Involvement: School Research and Presentation Preparation	Independent Research Participation Activities
Week 9 July 17-23	Unit 2 Lesson 4 Communication & Trust	Why Communication Matters Build Trust Design Your Own Defense
Week 10 July 24-28	Course Wrap up	

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- 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 <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- The Writing Center 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/>).

- The 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/>).
- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

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

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).
- **Copyright:** 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, 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/>

Course Assignments

Assignment #1 School/Community Leaders Assessment of School Effectiveness

Connection to standards

This assessment addresses the following ELCC standard elements, as delineated in the attached scoring rubric:

- **ELCC 1.1:** Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.
- **ELCC 1.2:** Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and create and implement plans to achieve school goals.
- **ELCC 1.3:** Candidates understand and can promote continual and sustainable school improvement.
- **ELCC 1.4:** Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.
- **ELCC 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.
- **ELCC 4.3:** Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.
- **ELCC 4.4:** Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners

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

- 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.
- 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?”
- 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.
- 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 be 6-10 pages long and include:

- An introduction that includes a thesis statement;
- A description and analysis of the school's vision statement regarding the degree to which it relates to current instructional programs, SIP goals, and resources, demonstrating the ability to formulate plans to steward school vision statements **(ELCC 1.1)**;
- A profile of the school and community that demonstrates your ability to develop and use evidence-centered research strategies and strategic planning processes by thoroughly defining demographic and performance data, instructional practices and programs, improvement goals, school community trends, and areas for potential change **(ELCC 1.2)**;
- A summary of the methods used and results of the focus group discussion, including a matrix of responses with the participant roles clearly labeled, demonstrating the ability to interpret information and communicate progress toward achievement of school vision and goals for educators in the community and other stakeholders **(ELCC 1.4)**;
- A narrative and matrix that includes a comprehensive summary of all phases of the focus group discussions, demonstrating the ability to use collaboration strategies to collect, analyze, and interpret school, student, faculty, and community information **(ELCC 4.1)**;
- A thorough analysis of focus group evidence, yielding a clear and concise set of recommendations for improvement based on stakeholder suggestions and analysis of existing school programs or practices, demonstrating an ability to involve community partners in the decision-making processes at the school by providing **(ELCC 4.4)**;
- A fully-developed action plan that explicitly and clearly relates to the data collected with steps toward improvement explicitly stated, connecting the your ability to identify strategies or practices to build organizational capacity that promotes continuous and sustainable school improvement by providing **(ELCC 1.3)**; and
- A summary that demonstrates your ability to conduct a needs assessment and develop collaboration strategies for effective relationships with families and caregivers by including a clear and detailed focus on meeting the needs of families and caregivers **(ELCC 4.3)**.

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.

School/Community Leaders Assessment of School Effectiveness Assessment Rubric

Criteria	Exceeds Expectations 4	Meets expectations 3	Approaches Expectations 2	Below Expectations 1
Thesis and introduction	9 - 10 points 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.	8 – 8.9 points 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.	7 – 7.9 points 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.	0 – 6.9 points There is no clear introduction or purpose.
ELCC 1.2 Profile of the school and community: Describes the nature of the school and community.	9 - 10 points Candidate demonstrates a superior ability to develop and use evidence-centered research strategies and strategic planning processes by thoroughly defining demographic and performance data, instructional practices and programs, improvement goals, school community trends, and areas for potential change.	8 – 8.9 points Candidate demonstrates an adequate ability to develop and use evidence-centered research strategies and strategic planning processes by defining demographic and performance data, instructional practices and programs, improvement goals, school community trends, and areas for potential change.	7 – 7.9 points Candidate demonstrates an inadequate ability to develop and use evidence-centered research strategies and strategic planning processes by defining limited demographic and performance data, instructional practices and programs, improvement goals, school community trends, and areas for potential change.	0 – 6.9 points There is no profile provided. Candidate fails to demonstrate ability to develop and use evidence-centered research strategies and strategic planning processes.
ELCC 1.1 The school vision: Identifies school commitment for effectiveness	9 - 10 points Candidate demonstrates a superior ability to formulate plans to steward school vision statements by thoroughly describing and analyzing the school's vision statement regarding the degree to which it relates to current instructional programs, SIP goals, and resources.	8 – 8.9 points Candidate demonstrates an adequate ability to formulate plans to steward school vision statements by describing and analyzing in general terms the school's vision statement regarding the degree to which it relates to current instructional programs, SIP goals, and resources.	7 – 7.9 points Candidate demonstrates an inadequate ability to formulate plans to steward school vision statements by providing a vague or incomplete description of the school's vision statement regarding the degree to which it relates to current instructional programs, SIP goals, and resources.	0 – 6.9 points There is no mention of the school vision, hence the candidate does not demonstrate the ability to formulate plans to steward school vision statements.
ELCC 1.4 Focus group planning:	13.5 - 15 points Candidate demonstrates a superior ability to	12 – 13.4 points Candidate demonstrates adequate ability to	10.5 – 11.9 points Candidate demonstrates an inadequate ability to	0 – 10.4 points Candidate fails to demonstrate the

Criteria	Exceeds Expectations 4	Meets expectations 3	Approaches Expectations 2	Below Expectations 1
Identifies the focus group process	interpret information and communicate progress toward achievement of school vision and goals for educators in the community and other stakeholders by designing a powerful focus group process, including an interview protocol that targets important school improvement issues, and selection of a variety of focus group participants that include key school stakeholders.	interpret information and communication of progress toward achievement of school vision and goals for educators in the community and other stakeholders by providing a well- designed focus group process, but the process has gaps either in terms of the construction of interview questions or limited involvement of some stakeholders adequately interprets information and communicate progress toward achievement of school vision and goals for educators in the community and other stakeholders.	interpret information and communication of progress toward achievement of school vision and goals for educators in the community and other stakeholders by designing a focus group process that has significant weaknesses and/or omissions in terms of either the interview protocol or invitation of participants.	ability to interpret information and communication of progress toward achievement of school vision and goals for educators in the community and other stakeholders by failing to provide a focus group process, or by providing a process that is haphazardly planned and unusable.
ELCC 4.1 Focus Group results: The focus group process summarizes data pertinent to school improvement	9 - 10 points Candidate demonstrates a superior ability to use collaboration strategies to collect, analyze, and interpret school, student, faculty, and community information by providing a narrative and matrix that includes a comprehensive summary of all phases of the focus group discussions.	8 – 8.9 points Candidate demonstrates an adequate ability to use collaboration strategies to collect, analyze, and interpret school, student, faculty, and community information by providing a narrative and matrix that generally summarizes and discusses various phases of the group discussions.	7 – 7.9 points Candidate demonstrates an inadequate ability to use collaboration strategies to collect, analyze, and interpret school, student, faculty, and community information by providing a narrative and matrix with little detail or analysis.	0 – 6.9 points Candidate does not demonstrate ability to use collaboration strategies to collect, analyze, and interpret school, student, faculty, and community information by failing to provide a narrative, matrix and/or findings.
ELCC 4.4 Improvement areas: Supports response to community interests and issues.	9 - 10 points Candidate demonstrates a superior ability to involve community partners in the decision-making processes at the school by providing a thorough analysis of focus group evidence, yielding a clear and concise set of recommendations for improvement based on stakeholder suggestions	8 – 8.9 points Candidate demonstrates an adequate ability to involve community partners in the decision-making processes at the school by providing an analysis of focus group evidence, yielding a set of recommendations for improvement based at least somewhat on stakeholder suggestions	7 – 7.9 points Candidate demonstrates an inadequate ability to involve community partners in the decision-making processes at the school by providing a limited analysis of focus group evidence, yielding vague or unusable recommendations for improvement based on stakeholder suggestions	0 – 6.9 points Candidate does not demonstrate an ability to involve community partners in the decision-making processes at the school because recommendations are incomplete or missing.

Criteria	Exceeds Expectations 4	Meets expectations 3	Approaches Expectations 2	Below Expectations 1
	and analysis of existing school programs or practices.	and analysis of existing school programs	and analysis of existing school programs	
ELCC 1.3 Action Plan: Demonstrates a systemic approach to continuous improvement.	13.5 - 15 points Candidate demonstrates a superior ability to identify strategies or practices to build organizational capacity that promotes continuous and sustainable school improvement by providing a fully-developed Action Plan that is explicitly and clearly related to the data collected with steps toward improvement explicitly stated.	12 – 13.4 points Candidate demonstrates an adequate ability to identify strategies or practices to build organizational capacity that promotes continuous and sustainable school improvement by providing a well-developed Action Plan that is related to the data and contains reasonable steps toward improvement.	10.5 – 11.9 points Candidate demonstrates an inadequate ability to identify strategies or practices to build organizational capacity that promote continuous and sustainable school improvement by providing an Action Plan that is vague. There is little relationship between the plan and the data collected.	0 – 10.4 points The Action Plan is missing, hence the candidate does not demonstrate ability to identify of strategies or practices to build organizational capacity that promote continuous and sustainable school improvement.
ELCC 4.3 Candidates demonstrate the ability to assess families and caregivers needs	9 - 10 points Candidate demonstrates a superior ability to conduct a needs assessment and develop collaboration strategies for effective relationships with families and caregivers by including a project with a clear and detailed focus on meeting the needs of families and caregivers.	8 – 8.9 points Candidate demonstrates an adequate ability to conduct a needs assessment and develop collaboration strategies for effective relationships with families and caregivers by including a project with some focus on meeting the needs of families and caregivers.	7 – 7.9 points Candidate demonstrates an inadequate ability to conduct a needs assessment and develop relationships with families and caregivers by providing a project with limited or vague focus on meeting the needs of families and caregivers.	0 – 6.9 points Candidate fails to demonstrate the ability to conduct a needs assessment and develop strategies for effective relationships with families and caregivers because the project does not focus at all on assessing the needs of families and caregivers, or this part of the plan is missing.
Quality of support	4.5 – 5 points The recommendation s appear to be grounded in research about the topic in general and research about the specific elements of the school’s program.	4 – 4.45 points The recommendation s may be grounded in research about the topic but are unresponsive to actual school conditions or unresponsive to research and responsive to school conditions.	3.5 – 3.95 points Recommendation s are responsive neither to school conditions nor research.	0 to 3.45 points It is unclear what recommendation s are proposed.

Criteria	Exceeds Expectations 4	Meets expectations 3	Approaches Expectations 2	Below Expectations 1
Mechanics	4.5 – 5 points The paper is error free.	4 – 4.45 points There are only a few minor errors in the paper.	3.5 – 3.95 points The paper has several errors indicating a lack of proofreading.	0 to 3.45 points The paper contains many significant errors.

• Parent Involvement Project

Connection to standards

This assessment addresses the following ELCC standard elements, as delineated in the attached scoring rubric:

- **ELCC 1.2:** Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and create and implement plans to achieve school goals.
- **ELCC 1.3:** Candidates understand and can promote continual and sustainable school improvement.
- **ELCC 3.1:** Candidates understand and can monitor and evaluate school management and operational systems.
- **ELCC 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.
- **ELCC 4.2:** Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community.
- **ELCC 4.3:** Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.
- **ELCC 4.4:** Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners

PROCESS:

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:

1. **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.
2. **Program Description and Assessment:** Demonstrate your ability to create school-based strategic and tactical goals and to assess same (**ELCC 1.2**) by describing and analyzing the parent involvement program in your school. Indicate 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.

3. **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. The recommendation and rationale demonstrate your ability to identify strategies or practices to build organizational capacity that promote continuous and sustainable school improvement (**ELCC 1.3**).
 - **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). This demonstrates your ability to use collaboration strategies to collect, analyze, and interpret school, student, faculty, and community information by adeptly specifying in measurable terms two types of outcomes (**ELCC 4.1**).
 - **Improvement 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. This demonstrates the ability to identify and use diverse community resources to improve school programs by clearly delineating the elements of the program changes and how they will be accomplished, harnessing the unique resources of the school and school community (**ELCC 4.2**).
 - **Implementation Plan:** Demonstrate your ability to develop collaboration strategies for effective relationships with families by providing a thorough plan that responds to parent and community interests and involves parents or caregivers (**ELCC 4.3**). 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 the evidence that will be accepted as a sign of accomplishment.
- **Evaluation Plan:** Demonstrate your ability to analyze school processes and operations to identify and prioritize strategic and tactical challenges for the school by providing clear and implementable elements in the evaluation plan (**ELCC 3.1**). Include the following:
 - what measures will be used
 - how the data will be collected
 - how the analysis will be accomplished

**** Paper should be 15 pages (+/-) excluding resources**

Presentation Assignment: Improving Parent Involvement

Using your written document, develop a 10 minutes presentation to be delivered to a panel of experienced school administrators presenting a clear and succinct analysis, recommendations, plans and outcomes that will result in promoting effective relationships with parents and/or community partners (**ELCC 4.4**).

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).

Assignment #2 Parent Involvement Project Rubric

Criteria	Exceeds Expectations 4	Meets expectations 3	Approaches Expectations 2	Below Expectations 1
Thesis and introduction Weight 10.00%	9 – 10 points The introduction draws the reader into the written assignment and ends with a clear and compelling thesis. The introduction provides a clear roadmap for the reader, foreshadowing what	8 – 8.9 points Written assignment starts with a brief introduction that alludes to the purpose of the written assignment, contains a thesis, and provides a general foreshadowing of what is to be	7 – 7.9 points The introduction provides some indication of the purpose of the written assignment, but lacks a thesis and/or provides inadequate or confusing information about what is to be	0 – 6.9 points There is no clear introduction or purpose.

	the written assignment is intended to cover.	included.	shared.	
ELCC 1.2 Program Description – Describes school goals, processes and program effectiveness associated with parent-school involvement	9 – 10 points Candidate demonstrates an in-depth ability to create school-based strategic and tactical goals by describing the parent involvement program using Epstein’s six types of parent involvement, with each type of parent involvement assessed by reference to the degree to which the program addresses each type of parent involvement, the degree to which the efforts satisfy the needs of the parents, and the degree to which the efforts satisfy the needs of the school.	8 – 8.9 points Candidate demonstrates general ability to create school-based strategic and tactical goals by describing the parent involvement program using some of Epstein’s six types of parent involvement, with some assessment of the degree to which the program addresses each type of parent involvement, the degree to which the efforts satisfy the needs of the parents, and the degree to which the efforts satisfy the needs of the school.	7 – 7.9 points Candidate demonstrates limited ability to create school-based strategic and tactical goals by describing the parent involvement program using vague or incomplete reference to Epstein’s six types of parent involvement, with limited assessment of the degree to which the program addresses each type of parent involvement, the degree to which the efforts satisfy the needs of the parents, and the degree to which the efforts satisfy the needs of the school.	0 – 6.9 points The program description and assessment is either largely missing or inadequate, hence the candidate does not demonstrate ability to create school-based strategic and tactical goals.
ELCC 1.3 Program Improvement Recommendations & rationale - Describes the importance of the recommendations by reference to discrepancies	9 – 10 points Candidate demonstrates in-depth ability to identify strategies or practices to build organizational capacity that promote continuous and sustainable school improvement by providing recommendations that clearly address needs	8 – 8.9 points Candidate demonstrates general ability to identify strategies or practices to build organizational capacity that promote continuous and sustainable school improvement by providing	7 – 7.9 points Candidate demonstrates limited ability to identify strategies or practices to build organizational capacity that promote continuous and sustainable school improvement by providing	0 – 6.9 points Recommendations or the rationale is either missing or unclear, hence candidate does not demonstrate ability to identify strategies or practices to build organizational capacity that promote continuous and sustainable

in comparison to desired program.	identified, clear and persuasive statements 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.	recommendations that adequately address needs identified, statements 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.	recommendations that inadequately address needs identified, statements 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.	school improvement.
ELCC 4.1 Program Outcomes - Specifies in measurable terms process or implementation and substantive outcomes.	9 – 10 points Candidate demonstrates an in-depth ability to use collaboration strategies to collect, analyze, and interpret school, student, faculty, and community information by adeptly specifying in measurable terms two types of outcomes; processes or implementation outcomes that describe major elements of what will change in the delivery of the program; and substantive outcomes that refer to changes in behavior related to the commitment or involvement of parents and student achievement.	8 – 8.9 points Candidate demonstrates general ability to use collaboration strategies to collect, analyze, and interpret school, student, faculty, and community information by adequately specifying two types of outcomes; processes or implementation outcomes that describe elements of what will change in the delivery of the program; and outcomes that refer to changes in behavior related to the commitment or involvement of parents and student achievement.	7 – 7.9 points Candidates demonstrates limited ability to use collaboration strategies to collect, analyze, and interpret school, student, faculty, and community information by inadequately specifying types of outcomes; processes or implementation outcomes that describe major elements of what will change in the delivery of the program; and substantive outcomes that refer to changes in behavior related to the commitment or involvement of	0 – 6.9 points The written assignment omits outcomes or outcome statements are not clear, hence candidate does not demonstrate the ability to use collaboration strategies to collect, analyze, and interpret school, student, faculty, and community information.

			parents and student achievement.	
ELCC 4.2	9 – 10 points	8 – 8.9 points	7 – 7.9 points	0 – 6.9 points
Program Description - Program description demonstrates that candidates understand and can mobilize school and community resources by understanding, appreciating, and using diverse social and cultural resources	Candidate demonstrates an in-depth ability to identify and use diverse community resources to improve school programs by clearly delineating 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.	Candidate demonstrates a general ability to identify and use of diverse community resources to improve school program by adequately delineating 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.	Candidate demonstrates a limited ability to appropriately identify and use of diverse community resources to improve school programs by inadequately delineating 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.	The written assignment omits the program description or leaves the reader unsure what it is, hence the candidate does not demonstrate the ability to identify and use of diverse community resources to improve school programs.
ELCC 4.3	18-20 points	16 – 17.9 points	14 – 15.9 points	0 to 13.9 points
Program Implementation The implementation plan demonstrates that candidates understand and can respond to community interests and	Candidate demonstrates in-depth ability to develop collaboration strategies for effective relationships with families and caregivers by providing a thorough plan that responds to parent and community interests and involves parents or caregivers. The plan clearly addresses	Candidate demonstrates general ability to develop collaboration strategies for effective relationships with families and caregivers by providing an adequate plan that responds to parent and community	Candidate demonstrates limited ability to develop collaboration strategies for effective relationships with families and caregivers by providing an inadequate plan responding to parent and community	The written assignment fails to include the plan, hence the candidate does not demonstrate ability to develop collaboration strategies for effective relationships with families and caregivers.

needs by building positive relationships with parents, caregivers and community partners	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.	interests and involves parents or caregivers. The plan adequately 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.	interests. The plan inadequately 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.	
ELCC 3.1 Program Evaluation Plan – The evaluation plan demonstrates that candidates understand and can monitor and evaluate implementation of the parent involvement plan.	9 – 10 points Candidate demonstrates in-depth ability to analyze school processes and operations to identify and prioritize strategic and tactical challenges for the school by providing clear and implementable elements in the evaluation plan.	8 – 8.9 points Candidate demonstrates general ability to analyze school processes and operations to identify and prioritize strategic and tactical challenges for the school by providing an adequate description of elements in the evaluation plan.	7 – 7.9 points Candidate demonstrates limited ability to analyze school processes and operations to identify and prioritize strategic and tactical challenges for the school by providing an inadequate evaluation plan.	0 – 6.9 points The written assignment omits the evaluation plan or presents it so unclearly that the reader would not know how the evaluation will be completed.
ELCC 4.4 Presentation of plan - Presentation of the plan demonstrates that candidates	9 – 10 points Candidate demonstrates in-depth ability to develop effective relationships with a variety of community partners by presenting a clear and succinct analysis,	8 – 8.9 points Candidate demonstrates general ability to develop effective relationships with a variety of community partner by presenting an	7 – 7.9 points Candidate demonstrates limited ability to develop effective relationships with a variety of community partners by	0 – 6.9 points The presentation is weak, disconnected, and wholly fails to demonstrate that actions proposed will result in promoting effective

understand and can respond to community and parent interests by building and sustaining positive relationships	recommendations, plans and outcomes that will result in promoting effective relationships with parents and/or community partners.	adequate analysis, recommendations, plans and outcomes that will result in promoting effective relationships with parents and/or community partners.	presenting an inadequate analysis, recommendations, plans and outcomes that will result in promoting effective relationships with parents and/or community partners.	relationships with parents and/or community partners.
Quality of support for recommendations	4.5 – 5 points Recommendations appear to be grounded in research about the topic in general and research about the specific elements of the school’s program.	4 – 4.45 points 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.	3.5 – 3.95 points Recommendations are responsive neither to school conditions nor research.	0 to 3.45 points It is unclear what recommendations are proposed.
Mechanics	4.5 – 5 points No grammatical or APA errors are present.	4 – 4.45 points Occasional grammatical errors and questionable word choices are present.	3.5 – 3.95 points Errors in grammar, spelling and punctuation are present.	0 to 3.45 points The written assignment contains many errors in spelling, grammar, and punctuation.