

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

EDLE 610, Section 602 – Leading Schools and Communities
3 Credits, Spring 2018

Thursdays, 5-8 p.m., Independent Hill Complex, Building 51, Room 207

Faculty

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Prerequisites/Corequisites

EDLE 620; EDLE 690; EDLE 791

University Catalog Course Description

Examines critical functions of leadership and organizational management, complex decision making responsibilities of school executives, and constructive relationships between schools and communities. Incorporates historical, ethical, philosophical, and sociological foundations of American education and the impact of organizational structure on reform and student achievement Practice and academic emphasis on leadership skill development and dispositions.

Course Overview

Not Applicable.

Course Delivery Method

A variety of instructional methods are used in this course including: direct instruction, cooperative learning activities, media use, Internet assignments, lectures, group presentations, individual research, case studies, simulations, and written and oral assignments.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

Successful students will emerge from the course with the ability 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.
4. Identify leadership knowledge and skills that promote success of all students through integrity, fairness and ethical behavior.

Students 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. Additionally, they will sharpen their oral and written communication, and reflection and general leadership skills.

All of the EDLE program goals are active, to a greater or lesser extent, in this course. The primary purposes of this course involve helping students 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.

Each class will include a variety of activities and exercises. Out-of-class work will rely in part on the use of Blackboard and on the use of other resources created to complement the in-class teaching and learning. 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. Start and end on time;
 - b. Maintain (flexibly) a written agenda reflecting objectives for each class;
 - c. Agree to disagree respectfully during class discussions;
 - d. Strive to be open to new ideas and perspectives; and
 - e. Listen actively to one another.
2. Student work will reflect what is expected from leaders. As such, students are expected to:
 - a. Write papers that are well researched, proofread, submitted in a timely fashion, and conform to APA guidelines;
 - b. Participate actively in class discussions in a manner that challenges the best thinking of the class; and
 - c. Provide constructive feedback to others both on their ideas and on their written work, striving to learn from each other and to test each other's ideas.

3. We will endeavor to create a classroom climate that approximates what we know about learning organizations. 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. Come fully prepared to each class;
 - b. Demonstrate appropriate respect for one another;
 - c. Voice concerns and opinions about class process openly;
 - d. Engage in genuine inquiry;
 - e. Recognize and celebrate each other's ideas and accomplishments; and
 - f. Display an awareness of each other's needs.

Professional Standards

The course addresses selected Virginia Department of Education (VDOE) Competencies, The Interstate School Leaders Licensure Consortium (ISLLC) Standards, and Educational Leadership Constituent Council (ELCC) (NCATE) Standards. Upon completion of this course, students will have met the following professional standards:

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 VDOE 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;

Required Texts

Recommended Resource:

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

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

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy). Blackboard is an online assessment system used by the college to collect student work, provide feedback to students, and maintain an ongoing record of student assessment data. All students use their Blackboard account to submit work for courses.

- **Assignments and/or Examinations**

Class participation: 10 points

Students are expected to participate actively in class discussions, in group activities, and in serving as critical friends to other students. Attendance is expected for all classes. If you must be absent, please notify me by e-mail or phone. More than one absence may result in a reduction in participation points. Arriving at class more than 30 minutes late or leaving more than 30 minutes before the end of class may result in loss of points.

Written assignments: 90 points

Two performance-based assessments will be completed during the semester. The School/Community Leaders Assessment of School Effectiveness and Parent Involvement assignments represent the required program-level performance based assessments 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 Education Leadership course with required performance-based assessments are 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.

- **Other Requirements**

Attendance

Students are expected to attend every class for its entirety. Maximum class participation points will be earned by students who attend all classes, are on time and do not leave early.

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.

Late work

I expect all students to submit their work on time, meaning no later than by midnight of the due date. Papers due on a day when you are absent must be submitted via Blackboard by the due date. Papers submitted more than 48 hours late will NOT be graded.

Rewrites

Students may rewrite a paper (other than the final paper) and re-submit for re-grading within one week of receiving the paper back. I recommend that students not consider re-writing papers with scores of 3.6 or higher. If you wish to discuss your work, I am willing to do so at a time of mutual convenience.

Technology Use

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

All students are required to use Blackboard as part of this course. This is an Internet site at which I will post vital information for the course and through which we will communicate from time to time. Samples of student work will be archived on this site for purposes of course, program, and college assessment.

All students should have access to standard word processing software that can be read by Microsoft Office 2007 or later.

- **Grading**

- A+ 100 points
- A 95-99 points
- A- 90-94 points
- B+ 86-89 points
- B 83-85 points
- B- 80-82 points
- C 75-79 points
- F 74 points or below

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/polices-procedures/>

Class Schedule

Date	Class Agenda and Assignments
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January 18	Course Expectations and Overview Course Assignments: -Annotated Bibliography -Parent Involvement (Epstein) -Assessing School Effectiveness (Focus Group)
January 25	Connecting Theory and Practice: Family, Community, and Schools -What does the research say? -How does theory and research compare with actual practice?
February 1	Leadership and Internal and External Politics -Internal: School Board, Central Offices, and Schools -External: Parents, Community Leaders, and Organizations
February 5	Leadership and Improving Parent Involvement -Public Relations, Communications, Responsiveness, and Proactivity -Parent Groups Annotated Bibliography Due
February 15	Leadership and School Effectiveness -Vision and Mission -Strategic Planning and supporting practices -Communication and shared decision making -Active supervision and follow-up
February 22	Activity: Parent Involvement Presentations
March 1	Activity: Parent Involvement Presentations
March 8	Attend budget work session at the Kelly Leadership Center and complete a reflection on Blackboard. Parent Involvement Writing Assignment Due
March 15	Leadership and Shaping School Culture -Assessing the culture of the staff and students -Building a strong school culture -Maintaining positive aspects to a school culture -Affecting positive change to school culture
March 22	Building and Maintaining Trust without Compromising High Expectations -Establishing appropriate professional relationships -Addressing performance issues -Working with teacher associations
March 29	Spring Break – No Class
April 5	Leadership, Communication, and Decision Making -Shared decision making: How should it look and how much is too much? -Communicating about change -Balancing the need to solicit feedback with the need for decisive leadership
April 12	Leadership Challenges -Review of challenging leadership situations, including replacing a popular administrator, addressing urgent compliance issues, dealing with the performance issues of popular staff members, and mediating disputes.
April 19	Leadership Roundtable Discussion -New Initiatives and Quality Teaching and Learning -Standardized Testing -Budgets -Special Education Final Paper Due

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Core Values Commitment

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

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <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://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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

Writing Assignment #1

Annotated Bibliography: Improving Community Relations (15 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.

Rubric for Writing Assignment #1

Levels	exceeds expectations	meets expectations	approaching expectations	falls below expectations
<i>Criteria:</i>	4	3	2	1
<p>Statement of question: (10%)</p> <p>A clear statement of the question helps to guide the reader. (ELCC 4.4)</p>	The paper begins with a clear statement of the question, which specifically relates to Improving Community Relations.	The paper begins with a statement of the question, which generally relates to Improving Community Relations.	The statement of the research question is evident, but is vaguely worded or poorly spelled out. It is difficult to see a clear focus.	The statement of the research question is missing or wholly inadequate.
<p>Bibliographic entries – content of summaries: (40%)</p> <p>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 	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.	Annotated entries provide a general overview of research sources, but lack detail or are missing significant elements needed to make the entries useful.	Annotated entries are severely lacking in detail, rendering them of little use.
<p>Bibliographic entries – focus and quality (20%)</p> <p>Articles read must focus on and inform the research question.</p>	All entries clearly and specifically answer the research question. Sources are well balanced, including original research and synthesis pieces from high-quality, credible sources.	Most entries clearly answer the research question. Entries are included from quality sources, but are dominated by synthesis pieces; original research is not evident.	Most entries relate only generally to the research question. One or more entries are included from questionable sources.	The connection between annotated entries and the research question is difficult to discern. Entries are dominated by material from questionable sources: a review of research is not evident.
<p>Bibliographic entries – quantity (10%)</p>	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 errors and/or questionable word choice, but 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.

Writing Assignment/Presentation #2*
Parent Involvement
(35 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:

Recommendations and Rationale - Indicate your recommendations and 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
- the 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 15 pages (+/-) excluding title and reference pages**

NOTE: This writing assignment will be due on March 8

Presentation Assignment: Improving Parent Involvement

Using your written document, develop a 10 minute presentation to be delivered to your class.

The presentation will be evaluated based on:

- 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).
- NOTE: This presentation assignment will be due on February 23 or March 1.

Parental Involvement Assignment Rubric

Criteria	Levels of Achievement			
	exceeds expectations	meets expectations	approaching expectations	falls below expectations
<p>Thesis and introduction</p> <p>Weight 10.00%</p>	<p>90 to 100 %</p> <p>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 the written assignment is intended to cover.</p>	<p>80 to 89 %</p> <p>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 included.</p>	<p>70 to 79 %</p> <p>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 shared.</p>	<p>0 to 69 %</p> <p>There is no clear introduction or purpose.</p>

<p>ELCC 1.2 Program Description –</p> <p>The program description demonstrates that the candidate understands and can amass data to identify school goals, processes and program effectiveness.</p> <p>Weight 10.00%</p>	<p>90 to 100 %</p> <p>The written assignment 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 %</p> <p>The written assignment 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 %</p> <p>The program description and assessment is unclear, vague or missing a number of key elements.</p>	<p>0 to 69 %</p> <p>The program description and assessment is either largely missing or inadequate.</p>
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<p>ELCC 1.3</p> <p>Program Improvement Recommendations & rationale –</p> <p>Program improvement recommendations and rationale demonstrate that the candidate understands and can promote continual improvement</p> <p>Weight 10.00%</p>	<p>90 to 100 %</p> <p>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 %</p> <p>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 %</p> <p>The recommendations or statements supporting the recommendations made are unclear or not supported by a discrepancy analysis.</p>	<p>0 to 69 %</p> <p>Recommendations or the rationale is either missing or unclear.</p>
<p>ELCC 4.1</p> <p>Program Outcomes -</p> <p>Program outcomes demonstrate that the candidate understands and can collaborate with faculty and community to develop improvements in the schools' educational environment.</p> <p>Weight 10.00%</p>	<p>90 to 100 %</p> <p>The written assignment 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</p>	<p>80 to 89 %</p> <p>The written assignment includes outcomes that may not be measurable, or omits process or substantive outcomes.</p>	<p>70 to 79 %</p> <p>The written assignment omits important elements of outcomes.</p>	<p>0 to 69 %</p> <p>The written assignment omits outcomes or outcome statements are not clear.</p>

	student achievement.			
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<p>ELCC 4.2 Program Description</p> <p>Program description demonstrates that candidates understand and can mobilize school and community resources by understanding, appreciating, and using diverse social, cultural, and intellectual resources.</p> <p>Weight 10.00%</p>	<p>90 to 100 %</p> <p>The written assignment clearly 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>80 to 89 %</p> <p>The written assignment 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>70 to 79 %</p> <p>Program 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>0 to 69 %</p> <p>The written assignment omits the program description or leaves the reader unsure what it is.</p>
<p>ELCC 4.3 Program Implementation Plan</p> <p>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</p> <p>Weight 20.00%</p>	<p>90 to 100 %</p> <p>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 %</p> <p>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 %</p> <p>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 %</p> <p>The written assignment fails to include the plan or presents it sketchily and/or unclearly.</p>

<p>ELCC 3.1 Program Evaluation Plan –</p> <p>The evaluation plan demonstrates that candidates understand and can monitor and evaluate implementation of the parent involvement plan.</p>	<p>90 to 100 %</p> <p>The written assignment specifies clearly the elements of the evaluation plan.</p>	<p>80 to 89 %</p> <p>The written assignment omits one or more elements of the evaluation plan and/or describes one or more elements unclearly</p>	<p>70 to 79 %</p> <p>The written assignment describes evaluation activities but omits two or more elements.</p>	<p>0 to 69 %</p> <p>The written assignment omits the evaluation plan or presents it so unclearly that the reader would not know how the evaluation will be completed.</p>
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Weight 10.00%				
<p>ELCC 4.4 Presentation of plan</p> <p>Presentation of the plan demonstrates that candidates understand and can respond to community and parent interests by building and sustaining positive relationships</p> <p>Weight 10.00%</p>	<p>90 to 100 %</p> <p>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.</p>	<p>80 to 89 %</p> <p>The presentation generally demonstrates that the analysis, recommendations, plan and outcomes proposed will result in promoting effective relationships with parents and/or community partners.</p>	<p>70 to 79 %</p> <p>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.</p>	<p>0 to 69 %</p> <p>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.</p>
<p>Quality of support for recommendations</p> <p>Weight 5.00%</p>	<p>90 to 100 %</p> <p>The recommendations appear to be grounded in research about the topic in general and research about the specific elements of the school's program.</p>	<p>80 to 89 %</p> <p>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.</p>	<p>70 to 79 %</p> <p>Recommendations are responsive neither to school conditions nor research.</p>	<p>0 to 69 %</p> <p>It is unclear what recommendations are proposed.</p>
<p>Mechanics</p> <p>Weight 5.00%</p>	<p>90 to 100 %</p> <p>No grammatical or APA errors are present.</p>	<p>80 to 89 %</p> <p>Occasional grammatical errors and questionable word choices are present.</p>	<p>70 to 79 %</p> <p>Errors in grammar, spelling and punctuation are present.</p>	<p>0 to 69 %</p> <p>The written assignment contains many errors in spelling, grammar, and punctuation.</p>

Writing Assignment #3*

School/Community Leaders Assessment of School Effectiveness

(40 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

- 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 (excluding the title and reference pages) and include:

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

Rubric for Writing Assignment #3

Criteria	Levels of Achievement			
	exceeds expectations	meets expectations	approaching expectations	falls below expectations
Thesis and introduction Weight 10.00%	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.	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.	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.	0 to 69 % There is no clear 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 demonstrates that candidates understand and can evaluate school progress and revise school plans supported	90 to 100 % The focus group process is powerfully designed, including an interview protocol that targets important school improvement issues, and selection of a variety of focus group participants that include key school stakeholders.	80 to 89 % The focus group process is well designed, but has gaps either in terms of the construction of interview questions or limited involvement of some stakeholders.	70 to 79 % The focus group process is usable as designed, but there are gaps in terms of either the interview protocol or invitation of participants.	0 to 69 % The focus group design was poorly or haphazardly planned resulting in significant problems that affected the veracity of the data.

by school stakeholders Weight 15.00%				
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%	90 to 100 % The narrative and matrix present a comprehensive summary of all phases of the focus group discussions. Significant findings are specifically identified.	80 to 89 % A narrative and matrix are presented. The narrative and/or findings are discussed in a general manner.	70 to 79 % A narrative and matrix are presented. There is little detail in the narrative, matrix and findings.	0 to 69 % The narrative, matrix and/or findings or missing
ELCC 4.4 Improvement areas: The focus group data analysis demonstrates that candidates understand and can respond to community interests and issues Weight 10.00%	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 practices.	80 to 89 % Recommendations generally follow themes evident in focus group data, but are only loosely connected to stakeholder input.	70 to 79 % Recommendations are evidence, but their connection to stakeholder input is vague or hard to discern.	0 to 69 % Recommendations are incomplete or missing
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.

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

Class Participation Rubric (10 points)

	4 Exceeds Expectations	3 Meets Expectations	2 Approaches Expectations	1 Falls Below Expectations
Attendance (25%)	Exemplary attendance (no absences, tardies or early dismissals)	Maximum of one absence or two tardies and/or early dismissals	Occasional absences (more than one)...and/or frequent tardies and early dismissals	Frequent absences and/or tardies
Quality of interaction --- questions, comments, suggestions (20%)	Most queries are specific and on target. Deeply involved in whole class and group discussions.	Often has specific queries, stays involved in class discussion.	Asks questions about deadlines, procedures, directions. Little discussion about class topics and/or ideas.	Rarely interacts with the instructor or class mates in an appropriate manner
Effort (25%)	Volunteers as appropriate and often leads in group settings. Engages and brings out the best in others.	Willingly participates with instructor and classmates. Engages others.	Reluctantly participates when asked (rarely volunteers) Seeks easiest duties within groups.	Actively avoids involvement. Complains about others and uses excuses to explain deficiencies.
Demonstration of preparation for class (30%)	Demonstrates preparation regularly by referring to previous learning, text and other sources to contribute to class discussion and is prepared for each and every class.	Demonstrates preparation regularly by referring to previous learning, text and other sources to contribute to class discussion.	Demonstrates preparation and readiness periodically.	Is unable to demonstrate readiness for class