GEORGE MASON UNIVERSITY
GRADUATE SCHOOL OF EDUCATION
Education Leadership Program

EDLE 610, D02
Leading Schools and Communities

Summer 2018, 3 credit hours

Instructor: Anne-Marie Balzano, Ed.D.

Email: alohse@gmu.edu

Phone: (650) 740-5228 (cell)

Skype: balzano.am

Office Hours: Online - Mondays, 4:30 – 6:30 p.m. and by appointment via Skype

Course Term: May 23 – July 18, 2018

Prerequisite(s):   EDLE 620, EDLE 690, and EDLE 791

Course Description

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

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

General Goals:

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

This is a 100% online course using an asynchronous 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. The course site will be available on **May 21, 2018**. Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technology Requirements

To participate in this course, students will need to satisfy the following technical requirements:
- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
- https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
- To get a list of supported operation systems on different devices see:
- https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course. Per university policy in compliance with federal law, the professor will only communicate with students via their GMU email accounts, and will be unable to respond to emails sent from other accounts (i.e., Gmail, Yahoo, work email, etc.). Any announcements regarding the course will be sent to your GMU account.   I will respond to emails within 48 hours, excluding weekends.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- **Video/Screencasting Tools**: You will use Kaltura, Jing, or Camtasia to record your introduction videos and Platform of Beliefs assignment.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
- Adobe Acrobat Reader: https://get.adobe.com/reader/
- Windows Media Player:
- https://support.microsoft.com/en-us/help/14209/get-windows-media-player
- Apple Quick Time Player: www.apple.com/quicktime/download/

Email: All candidates are required to activate and monitor their GMU e-mail accounts. I strongly recommend that you do not forward your Mason e-mail to a different account because attachments are often lost that way. It is best to check e-mail directly from your Mason account daily. Per university policy in compliance with federal law, I will only

communicate with candidates via their GMU email accounts and will be unable to respond to emails sent from other accounts (i.e., Gmail, yahoo, work email, etc.). Any announcements regarding the course will be sent to your GMU account. I will respond to emails within 24 hours, excluding weekends.

On-line Expectations

- **Course Week:** Because online courses do not have a "fixed" meeting day, our week will **start** on Wednesday and **finish** on Tuesday.
- **Log-in Frequency**: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.
- **Participation**: Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence**: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- **Technical Issues**: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload**: Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Instructor Support:** Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- **Netiquette:** The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. 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.

Required Readings

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

Recommended

The American Psychological Association (2009). Publication Manual of the American Psychological Association (6th edition). Washington, D.C.: American Psychological Association.

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 Learning Outcomes
Candidates who successfully complete 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 (EDLE 791)

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

National Standards and Virginia Competencies

Each M.Ed. licensure course has at least one Performance-Based Assessment (PBA) as required by the program. The PBAs for this course are the School/Community Leaders Assessment of School Effectiveness and the Parent Involvement assignments. The course addresses a variety of the **ELLC Standards**, focusing primarily on the following: Standards 1.1, 1.2, 4.1, 4.2, 4.3, 4.4, and 6.3 and corresponding components of the Virginia Standards for School Leaders:

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 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 and 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

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

Virginia Department of Education Competencies:
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;

Teaching and Learning Expectations

Each class will include a variety of activities and exercises. Out-of-class work will rely on readings and on the use of resource task sheets created to complement the primary text. Specific process goals for the class are as follows:

1. Classes will reflect a balance of activities that encourage the exploration of the use of research in instructional leadership. To promote an atmosphere that allows us to accomplish this, we will:
    a. agree to disagree respectfully during class discussions;
    b. strive to be open to new ideas and perspectives; and
    c. listen actively to one another.

2. Candidate work will reflect what is expected from leaders. Hence, it is expected that candidates will:
    a. write papers that are well researched, proofread, submitted in a timely fashion, and conform to APA guidelines;
    b. participate actively in class discussions in a manner that challenges the best thinking of the class; and
    c. provide constructive feedback to others both on their ideas and on their written work, striving to learn from each other and to test each other's ideas.

3. We will endeavor to create an on-line environment that approximates what we know about learning organizations. Consequently, it is important that we create a space that allows participants to try out new ideas and voice opinions without fear of ridicule or embarrassment. The hallmark of a learning organization is a balance between openness and constructive feedback; hence, everyone is expected to:

    a. demonstrate appropriate respect for one another;
    b. voice concerns and opinions about class process openly;
    c. engage in genuine inquiry;
    d. recognize and celebrate each other's ideas and accomplishments;
    e. show an awareness of each other's needs; and
    f. maintain strict confidentiality regarding any information shared.

Course Requirements, Grading, and Evaluation Criteria

Students can earn a total of 500 points in this course. Graded assignments account for 75% (375 points) of the overall grade, while online course participation accounts for 25% (125 points).

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. The assignments constructed for this course reflect a mix of skills associated with the application of research to education leadership contexts. 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
3. The ability to write in a clear, concise, and organized fashion.

Additionally, due to the nature of this online course, a significant portion of the class grade will be based on participation and the contribution you make to class discussions. The overall weights of various performances are as follows:

Class participation 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. Participation points will be assessed as part of each unit and the activities are as follows:

Unit 1 (50 points)
- Syllabus Quiz
- Lessons 1 &2 (Journal Entries)
- Lesson 3 (Small Group Discussion)
- Lesson 4 (Blog)
- Lesson 5 (Journal Entry)

Unit 2 (75 points)
- Lesson 1 (Discussion Board)
- Lesson 2 (Small Group)
- Lesson 3 (Blog)
- Lesson 4 (Parent Presentation/Discussion Board – 45 points*)*

Written assignments - 375 points
Two different performance-based assignments will be completed during the semester. Each assignment relates to the application of educational research in your school setting. <u>A description of each assignment and a rubric for grading each assignment are included at the end of this syllabus</u>.

The School/Community Leaders Assessment of School Effectiveness (175 points) and the Parent Involvement (200 points) assignments are the *program-level Performance-Based Assessments (PBA) for this course

TK20 Performance-Based Assessment Submission Requirements

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

<u>Submitting papers</u>: All papers must be submitted **on time, electronically via Blackboard/TK20**.

<u>Late work:</u> Students' work is expected on time, meaning no later than by midnight of the due date. Late assignments will not be accepted except in emergency situations that have been discussed and approved by the instructor in advance of the due date. Please take advantage of instructor office hours and availability to get assistance prior to assignment deadlines.

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

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times.
See https://cehd.gmu.edu/students/policies-procedures/

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

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it

regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see 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/. '
- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

For information on the College of Education and Human development, please visit our website

https://cehd.gmu.edu/students/ .

Other reminders:

GMU Add/Drop Policy: The last day to drop this class without any penalty is provided on the GMU academic calendar page http://registrar.gmu.edu/calendar/. It is the student's responsibility to check to verify that they are properly enrolled, as no credit will be awarded to students who are not.

Plagiarism Statement: Plagiarism means using the exact words, opinions, or factual information from another person without giving that person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes; a simple listing of books and articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in an academic setting (Statement of English Department at George Mason University).

Plagiarism and the Internet: Copyright rules also apply to users of the Internet who cite from Internet sources. Information and graphics accessed electronically must also be cited, giving credit to the sources. This material includes but is not limited to e-mail (don't cite or forward someone else's e-mail without permission), newsgroup material, information from

Web sites, including graphics. Even if you give credit, you must get permission from the original source to put any graphic that you did not create on your web page. Shareware graphics are not free. Freeware clipart is available for you to freely use. If the material does not say "free," assume it is not. Putting someone else's Internet material on your web page is stealing intellectual property. Making links to a site is, at this time, okay, but getting permission is strongly advised, since many Web sites have their own requirements for linking to their material.

If you have questions about when the contributions of others to your work must be acknowledged and appropriate ways to cite those contributions, please talk with the professor or utilize the GMU Writing Center.

Academic Integrity & Inclusivity: This course embodies the perspective that we all have differing perspectives and ideas and we each deserve the opportunity to share our thoughts. Therefore, we will conduct our discussions with respect for those differences, meaning we each have the freedom to express our ideas, but we should also do so keeping in mind that our colleagues deserve to hear differing thoughts in a respectful manner, i.e. we may disagree without being disagreeable. http://integrity.gmu.edu/

Diversity, Religious Holiday: Please refer to George Mason University's calendar of religious holidays and observations (http://ulife.gmu.edu/calendar/religious -holiday-calendar/). It is the student's responsibility to speak to the instructor in advance should their religious observances impact their participation in class activities and assignments.

Student Privacy Policy: George Mason University strives to fully comply with FERPA by protecting the privacy of student records and judiciously evaluating requests for release of information from those records. Please see George Mason University's student privacy policy https://registrar.gmu.edu/students/privacy/

Other Concerns: If you have concerns or issues relating to the content or conduct of the class, please talk with me directly. Although the specifics of these conversations are entirely confidential, they may provide me with useful suggestions that may be shared indirectly with the class to improve the learning experience for all students. As a matter of policy, I do not respond to anonymous e-mails.

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

Proposed Course Schedule

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

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

Week(s)/Dates	Lessons	Reading/Activities/Assignments
Week 1 May 23 -29	Course Orientation and Overview Unit 1 Lesson 1: Effective Schools & Vision	Vision Articles Participation Activities
Week 2 May 30 – June 5	Unit 1 Lesson 2 School Vision: Considering the Future Unit 1 Lesson 3 Shepherding the Vision	The Eight Basic Competencies Douglas Archbald Article: Vision and Leadership: Problem-based Learning as a Teaching Tool Followership First, Then Leadership Participation Activities
Week 3 June 6- 12	Unit 1 Lesson 4: School Effectiveness: Research (School and Supporting Literature) and Fieldwork	Independent Research Participation Activities
Week 4 June 13 - 19	Unit 1 Lesson 5: Leadership and School Culture	School Culture, School Climate Participation Activities
Assignment #1 Due School/Community Leaders Assessment of School Effectiveness due June 12		
Week 5 June 20 -26	Unit 2 Lesson 1: Perspectives of Parent-School Involvement	Toward a theory of family-school connections: Teacher practices and parent involvement Participation Activities
Lesson 6 July 27 – July 3	Unit 2 Lesson 2: Building Community Relations Unit 2 Lesson 3 Parent Involvement: School and Supporting Literature Research and Presentation Preparation	Understanding Community Independent Research Participation Activities
Week 7 July 4 - 10	Unit 2 Lesson 4 Working with Diverse Families	Equity Traps: A Useful Construct for Preparing Principals to Lead Schools That Are Successful With Racially Diverse Students Participation Activities Video/Discussion: Gloria Ladson Billings
Week 8 July 11 -17	**Assignment Two: Parent Involvement Presentations**	Participation activities
Assignment #2 Parent Involvement Assignment due Tuesday due no later than July 17		

Writing Assignment 1: School/Community Leaders
Assessment of School Effectiveness
(175 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.

<u>Your paper will be 6-10 pages long and include:</u>

- 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).

<u>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.</u>

School/Community Leaders Assessment of School Effectiveness Assessment Rubric

Criteria:	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
Introduction and Thesis (10%)	The introduction provides a clear understanding of the purpose of the assignment. The thesis states what the author intends to prove or demonstrate	The introduction suggests some purpose of the assignment. The thesis statement appears in the introductory paragraph.	The introduction includes little information about the purpose of the assignment and the thesis is not clear.	There is no introduction and thesis.
Profile of the school and community: The profile helps the reader understand the nature of the school and community (10%)	The profile clearly defines demographic and performance data, instructional practices and programs, improvement goals, school community trends, and areas for potential change.	The profile provides general information about demographic and performance data, instructional practices and programs, improvement goals, school community trends, and areas for potential change.	The profile includes limited information about demographic and performance data, instructional practices and programs, improvement goals, school community trends, and areas for potential change.	There is no profile provided
The school vision: The school vision is identified and linked to the school programs and goals ELCC 1.2 (10%)	The school's vision statement is included and assessed regarding the degree to which it relates to current instructional programs, SIP goals, and resources.	The vision statement and its goals are identified and there is a general explanation of how its goals are supported.	The vision statement is identified. Its goals and support are not clearly identified.	There is no mention of the school vision and/or description of how the vision is supported.
Focus Group: The focus group offers an opportunity to measure school community	The narrative and matrix present a comprehensive summary of all phases of the focus group discussions.	A narrative and matrix are presented. The narrative and/or findings are discussed in a general manner.	A narrative and matrix are presented. There is little detail in the narrative, matrix and findings.	The narrative, matrix and/or findings or missing

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.

perceptions of the school vision ELCC 4.1 (25%)	Significant findings are specifically identified.			
Action Plan: **The action plan provides an approach to continuous improvement ELCC 1.1(20%)**	The Action Plan is fully developed. Its relationship to the data collected and steps toward improvement are explicitly stated.	The Action Plan is outlined. There is some relationship shown between the plan and the data collected.	The Action Plan is vague. There is little relationship between the plan and the data collected.	The Action Plan is incomplete.
Summary/ Conclusion (10%)	The summary/conclusion clearly explains what was learned from completing this assignment.	The summary/conclusion suggests some of what was learned from completing this assignment.	The summary/conclusion adds little to the understanding of the assignment.	There is no conclusion/summary.
Support: Data and research form the basis for developing the relationship between school vision school effectiveness ELCC 6.3 (10%)	Points associated with school vision and school effectiveness are specific, fully explained, and supported by school data and research.	Points associated with school vision and school effectiveness are explained and supported with general references to data and research.	Most points are explained and supported but with minimal detail.	Many points are inadequately explained or supported.
Mechanics (5%)	The paper is error free.	There are only a few minor errors in the paper.	The paper has several errors indicating a lack of proofreading.	The paper contains many significant errors.

Writing Assignment 2: Parent Involvement (200 Points)

**This assignment includes written and presentation components.

Rationale: A written proposal for improved parent involvement that requires the use of Measures of School, Family, and Community Partnerships to conduct an assessment of parent involvement in your school and the development of recommendations and planning for improvement. This assignment also requires the development of a presentation that summarizes your findings, recommendation, and planning for improvement.

The proposal includes the following elements as described here and in the Parent Involvement Rubric:

Introduction

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

Program Description and Assessment

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

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

Program Improvement Recommendations

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

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

*Outcome*s Specify in measurable terms two types of outcomes. *Process or implementation outcomes* describe major elements of what will change in the delivery of the program (e.g., the implementation of a new service, completing professional development efforts). *Substantive*

outcomes refer to changes in behavior (e.g., levels of parent commitment and involvement, and student achievement).

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

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

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

In addressing those functions, indicate

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

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

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

The proposal should be 10 pages (+/-) excluding title and reference pages

The parent involvement presentation includes the following elements as described here and in the Parent Involvement (Presentation) Rubric:

Using your proposal, develop a 10 minute presentation to be delivered to a mock panel of school administrators that highlights the assessment, recommendation, and planning for improved parent involvement at your school.

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* Writing and Presentation Rubric

Criteria:	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
Introduction (5%) **Summarizes the current parent involvement program and foreshadows the assessment and recommendations.**	Describes clearly in summary terms the current parent involvement program in the school and then foreshadows the results of your assessment and your recommendations to improve it.	Describes the current parent involvement program in your school, but either leaves out important elements, or fails to foreshadow the results of the program assessment and/or the recommendations to improve the program.	Describes unclearly the current parent involvement program in the school, and fails to mention the results of the program assessment and/or recommendations to improve the program.	The introduction is missing or wholly inadequate.
Program Description and Assessment (10%). **Describes the parent involvement program by reference to Epstein's six type of involvement according to specified referents. (ELCC 4.1)**	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	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	The program description and assessment is unclear, vague or missing a number of key elements.	The program description and assessment is either largely missing or inadequate.

	the parents, and c. the degree to which the efforts satisfy the needs of the school. The description includes references to any evaluations of the program that exist or which you have conducted.	evaluations of the program.		
Program Improvement Recommendations: Rationale (10%) **Describes the importance of the recommendations by reference to discrepancies in comparison to the desired program.** **(ELCC 4.1)**	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.	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.	Statements supporting the recommendations are made by are unclear or not supported by a discrepancy analysis.	The rationale is either missing or unclear.
Program Improvement Recommendations: Outcomes (10%) **Specifies in measurable terms process or implementation outcomes and substantive outcomes** **(ELCC 4.1)**	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	Includes outcomes that may not be measurable, or elides process or substantive outcomes.	Omits important elements of outcomes.	Omits outcomes or outcome statements are not clear.

	or involvement of parents and student achievement.			
Program Improvement Recommendations: Program Description (10%). **Describes the elements of program changes and how they will be accomplished. Specifies the essential attributes of the program by way of an innovation configuration. (ELCC 4.2)**	Clearly delineates the elements of the program changes and how they will be accomplished. The essential attributes of the program are presented in a program configuration display. An element of the plan includes how community resources will be mobilized by promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community.	Includes elements of the program changes, but leaves one or more changes unclear.	Omits either a narrative of program changes or ignores the program configuration.	Omits the program description or leaves the reader unsure what it is.
Program Improvement Recommendations: Implementation Plan- General (10%) **A clear set of implementation steps that**	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	Gives a sense of the plan of implementation but fails to include two or more required elements.	Address some of the functions but leaves their accomplishment unclear.	Fails to include the plan or presents it sketchily and/or unclearly.

address the functions of planning, building support, building capacity to conduct the program, securing resources if needed, enacting interventions or activities, and evaluating process and substantive outcomes. (ELCC 4.3)	evidence of its successful completion.			
Program Improvement Recommendations: Implementation Plan- Caregivers and parents (5%) **At least one implementation step includes building and sustaining positive school relationships with families and caregivers. (ELCC 4.3)**	Indicates a clear response to community interests and needs and a feasible path to building positive and sustaining positive relationships with families and caregivers.	The step is either infeasible or unclear.	The step is both infeasible and unclear.	The step is missing.

Program Improvement Recommendations: Implementation Plan— community partners (5%). **At least one implementation step includes building and sustaining positive school relationships with community partners. (ELCC 4.4)**	Indicates a clear response to community interests and needs and a feasible path to building and sustaining positive relationships with community partners.	The step is either unfeasible or unclear.	The step is both unfeasible and unclear.	The step is missing.
Program Improvement Recommendations: Evaluation Plan (10%) **Describes the evaluation of both process and substantive outcomes, indicating the measures to be used, how the data will be collected, and how the analysis will be accomplished. (ELCC 4.1)**	Specifies clearly the elements of the evaluation plan.	Omits one or more elements of the evaluation plan and/or describes one or more elements unclearly.	Describes evaluation activities but omits two or more elements.	Omits the evaluation plan or presents it so unclearly that the reader would not know how the evaluation will be completed.
Quality of support for recommendations (5%)	The recommendations appear to be grounded in research about the topic in general and research about the specific elements of the school's program.	The recommendations may be grounded in research about the topic but unresponsive to actual school conditions or unresponsive to research and responsive to school conditions.	Recommendations are responsive neither to school conditions nor research.	It is unclear what recommendations are proposed.

Mechanics (5%)	The paper is written clearly with a minimal number of errors in spelling and/or APA format.	Occasional grammatical errors and questionable word choices.	Errors in grammar, spelling and punctuation,	Many errors in spelling, grammar, and punctuation.
Presentation (15%) **Based on the parent involvement paper the presentation meets the criteria of clarity and persuasiveness of rationale, quality of recommendations, and quality of implementation and evaluation plans.**	Exceeds all criteria	Exceeds most criteria	Does not meet two or more criteria	Represents an unclear presentation failing to meet most criteria.