

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

EDLE 610 601: Leading Schools and Communities
3 Credits, Summer 2021

Faculty

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Class: Tuesdays 4:45-7:45
Dates: May 18th – July 20 2021

Prerequisite(s)

EDLE 620; EDLE 690; EDLE 791

Required Text:

Clark-Louque, A. R., Lindsey, R. B., Quezada, R. L., & Jew, C. L. (2019). *Equity partnerships: A culturally proficient guide to family, school, and community engagement*. Corwin.

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

Course Description

EDLE 610 Leading Schools and Communities

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, equity, inclusion, culturally responsive behavior and student achievement. Practical and academic emphasis on leadership skill development and dispositions.

Course Overview

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, (4) how leaders influence school and community change and improvement; (5) cultural competence skills and social justice values needed in leadership.

Additionally, they will sharpen their oral and written communication, and reflection and general leadership skills, and (5) how to collaboratively design, communicate, and evaluate a district mission and vision that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.

Course Delivery Method

This course will be delivered 100% fully online using a hybrid synchronous and asynchronous (not “real time”) format via the Blackboard learning management system (LMS) housed in the MyMason portal. This course will be taught using both a synchronous format via Zoom (**Tuesdays from 4:45pm – 7:45pm**) (At least 70%) and an asynchronous (not “real time”) format (30 %) 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.

Synchronous Sessions will take place virtually via Zoom on **Tuesdays from 4:45pm – 7:45pm**. At least 70 percent of the class instruction will be delivered using this method. Students will be required to attend and participate in these sessions. Please refer to Syllabus for specific dates. ***For all online sessions, students should keep their video on. Students should participate in a place that allows for maximum participant engagement.***

This course will be available on **May 17, 2021**.

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

On-line Course Expectations

- **Course Week**: The course week will begin on **Tuesday** with our class and end on Monday. I will send out the reminders for each week. These will also be available in Blackboard. Please respond to any discussion post or turn in assignment by 11:59 pm on Monday of each week. When there is a discussion post, please respond to at least 2 classmates by Tuesdays at 11:59pm
- **Log-in Frequency**: **All students should participate live during our synchronous sessions. *Students should make sure their camera is on.*** 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 several times a week.

- Participation: Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload: Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in 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. 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.

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.

- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Learner Outcomes

Successful students 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
2. Identify assess, and apply elements of a constructive relationship between a school and its community to support implementing the school’s mission and 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 on the part of faculty and staff.

Understand and demonstrate the capacity to evaluate, cultivate, and advocate for a supportive and inclusive district culture

Professional Standards (National Standards and Virginia Competencies)

The course addresses selected Virginia Department of Education (VDOE) Competencies, The Interstate School Leaders Licensure Consortium (ISLLC) Standards, and National Educational Leadership Preparation (NELP) and National Council for Accreditation of Teacher Education (NCATE) Standards. Specific NELP standards addressed include:

NELP Standard 1.0: Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and wellbeing of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a district mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.

1.1: Program completers understand and demonstrate the capacity to collaboratively design, communicate, and evaluate a district mission and vision that reflects a core set of

values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.

1.2: Program completers understand and demonstrate the capacity to lead district strategic planning and continuous improvement processes that engage diverse stakeholders in data collection, diagnosis, design, implementation, and evaluation.

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

3.1 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for a supportive and inclusive district culture.

3.2 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to safe and nurturing schools and the opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships, necessary to support the success and well-being of each student.

3.3 Program completers understand and demonstrate the capacity to evaluate, advocate, and cultivate equitable, inclusive, and culturally responsive instructional and behavior support practices among teachers and staff.

NELP Standard 5: Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and wellbeing of each student and adult by applying the knowledge, skills, and commitments necessary to understand and engage families, communities, and other constituents in the work of schools and the district and to advocate for district, student, and community needs.

Component 5.1 Program completers understand and demonstrate the capacity to represent and support district schools in engaging diverse families in strengthening student learning in and out of school.

Component 5.2 Program completers understand and demonstrate the capacity to understand, engage, and effectively collaborate and communicate with, through oral, written, and digital means, diverse families, community members, partners, and other constituencies to benefit learners, schools, and the district as a whole.

Component 5.3 Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts and cultivate relationships with members of the business, civic, and policy community in support of their advocacy for district, school, student, and community needs

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

NELP Standard 7: Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the present and future success and wellbeing of students and district personnel by applying the knowledge, skills, and commitments necessary to cultivate relationships, lead collaborative decision making and governance, and represent and advocate for district needs in broader policy conversations.

Component 7.1 Program completers understand and demonstrate the capacity to represent the district, advocate for district needs, and cultivate a respectful and responsive relationship with the district's board of education focused on achieving the district's shared mission and vision.

Component 7.2 Program completers understand and demonstrate the capacity to design, implement, cultivate, and evaluate effective and collaborative systems for district governance that engage multiple and diverse stakeholder groups, including school and district personnel, families, community stakeholders, and board members.

Component 7.3 Program completers understand and demonstrate the capacity to evaluate, engage in decision making around, implement, and appropriately communicate about district, state, and national policy, laws, rules, and regulations.

Component 7.4 Program completers understand the implications of larger cultural, social, economic, legal, and political interests, changes, and expectations and demonstrate the capacity to evaluate and represent district needs and priorities within larger policy conversations and advocate for district needs and priorities at the local, state, and national level.

Course Objectives

Students taking this course will deepen their understanding of:

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

Relationship of Course to Internship

Although the internship is a separate course, the Education Leadership program has integrated “embedded experiences” into course work. This means that some of the work for this class is related to the internship. Students may write about embedded experiences in their internship journal and Collective Records, but they can only count over and above the minimum 320 hours required for the internship. There is one exception. This course requires a focus group and as a result this project can qualify for the required activity- “Organize and run one or more community focus groups dealing with suggestions for improving visibility and communications with the local school community. Present recommendations to administration”

Course Performance Evaluation

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

• Assignments (75%-375 points)

The two graded assignments required for the course are as follows:
School/Community Leaders Assessment of School Effectiveness* (175 points)
Parent Involvement* (200 points)

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

• Participation Requirements (25%-125 points)

To maximize learning and engagement in the online environment, students are expected to participate actively in asynchronous class discussions, asynchronous and synchronous group activities, simulations, and serve as critical friends to other students. In this course, participation points are given by unit, rather than per

learning activity. Below is a list of all required learning activities, by unit, which will count toward your overall participation grade.

Activity	Total Points
Participation Requirement	Unit 1 – 60 points Unit 2 – 65 points
Assignment #1 – School Community Leaders Assessment of School Effectiveness	175
Assignment #2 – Parental Involvement	200
	500 points

Grading

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

Grading Policies

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

All work is expected on time, meaning no later than by midnight of the due date. If you happen to be absent on the day a paper is due, the due date remains and the paper must be submitted electronically. Assignments are not accepted after the due date though at the discretion, and unusual and compelling circumstances (e.g. serious illness) due dates may be negotiated if the student contacts the instructor prior to the due date. **Late penalties WILL be assessed for late work (2 points per day)**.

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

Proposed Class Schedule Summer 610

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

Class	Date/Unit/Lesson	Format	Lessons	Reading/Activities/Assignments
1	May 18 Unit 1 Leading Schools Lesson 1	Synchronous Tuesday from 4:45-7:45pm - Via Zoom	Unit 1: Lesson 1 Effective Schools and Leadership	Introduction Activity See lesson in Blackboard for readings and videos shared on Blackboard
2	May 25 Unit 1 Leading Schools Lesson 2	Synchronous Tuesday from 4:45-7:45pm - Via Zoom	Unit 1: Lesson 2 Leading by Example: Culture and Climate Creating School Culture Difference between Climate and Culture	See lesson in Blackboard for readings and videos shared on Blackboard
3	June 1 Unit 1 Leading Schools Lesson 3	Synchronous Tuesday from 4:45-7:45pm - Via Zoom	Unit 1: Lesson 3: Leadership Style and Sharing the Vision Transformative, Transactional, Instructional Servant?	See lesson in Blackboard for readings and videos shared on Blackboard
4	June 8 Unit 1 Leading Schools Lesson 4	Synchronous Tuesday from 4:45-7:45pm - Via Zoom	Unit 1: Lesson 4: Challenging the Norm	See lesson in Blackboard for readings and videos shared on Blackboard Simulation Activity
5	June 15 Unit 1	Synchronous	Unit 1: Lesson 5	Readings and videos shared on Blackboard

	Leading Schools Lesson 5	Tuesday from 4:45-7:45pm - Via Zoom	Shared Leadership and Collaboration Positive Relationships	Performance Assessment #1 School/Community Leaders Assessment of School Effectiveness due to Tk20 by 11:59pm on June 14th Share highlights Assignment #1
6	June 22 Unit 2 Leading Communities Lesson 1	Synchronous Tuesday from 4:45-7:45pm - Via Zoom	Unit 2: Lesson 1 Perspectives of Parent Involvement in Education -School Involvement 6 types of Parental Involvement	Readings: Ch. 1 – <i>Equity Partnerships</i> (Textbook) See lesson in Blackboard for readings and videos shared on Blackboard
7	June 29 Unit 2 Leading Communities Lesson 2	Synchronous Tuesday from 4:45- 7:45pm – Via Zoom	Unit 2: Lesson 2 Building Community Relations: Differences between Parent Involvement and Engagement	Readings: Chapter 2 & 3 <i>Equity Partnerships</i> See lesson in Blackboard for readings and videos shared on Blackboard
8	July 6 Unit 2 Leading Communities Lesson 3	Async class	Unit 2: Lesson 3 History of Engagement	Readings: Chapter 4 <i>Partnerships</i> See lesson in Blackboard for readings and videos shared on Blackboard -simulation
9	July 13 Unit 2 Leading Communities Lesson 4	Synchronous Tuesday from 4:45- 7:45pm – Via Zoom	Unit 2 Lesson 4: Engaging ALL Families	Readings: Chapter 5 & 6 <i>Equity Partnerships</i> See lesson in Blackboard for readings and videos shared on Blackboard

10	July 20 Unit 2 Leading Communities Lesson 5	Synchronous Tuesday from 4:45- 7:45pm – Via Zoom	Building Trust and Action Steps	Chapters 7 and 8 <i>Equity Partnerships</i> Resource C (p.135) – Group Exploration See lesson in Blackboard for readings and videos shared on Blackboard Assignment #2 Parent Involvement Assignment Due by July 19th
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Professional Dispositions

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

Plagiarism: Candidates must avoid plagiarizing the work of others. Specifically, when referencing a source or author, candidates must give appropriate source documentation; and when using direct quotes, candidates must use quotations, provide page numbers, and ensure that credit is given to the author of quoted material. If a candidate's work contains plagiarism, the candidate will receive no credit for the assignment.

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 in EDLE 610 School/Community Leaders Assessment of School Effectiveness and Parent Involvement 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 grade will convert to some F nine weeks into the following semester.

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://courseessupport.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/>.

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX

Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

Other reminders:

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.

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/>

Other Concerns: If you have concerns or issues relating to the content or conduct of the class, please talk with me directly. 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/>.

Performance Based-Assessment #1 - (175 Points)
School/Community Leaders Assessment of School Effectiveness

Due: June 14th

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.

Levels of Achievement

Criteria	exceeds expectations	meets expectations	approaching expectations	falls below expectations
<p>Thesis and introduction Weight 10.00%</p>	<p>90 to 100 % The introduction draws the reader into the paper and ends with a clear and compelling thesis. The introduction provides a clear roadmap for the reader, foreshadowing what the paper is intended to cover.</p>	<p>80 to 89 % Paper starts with a brief introduction that alludes to the purpose of the paper, contains a thesis, and provides a general foreshadowing of what is to be included.</p>	<p>70 to 79 % The introduction provides some indication of the purpose of the paper, but lacks a thesis and/or provides inadequate or confusing information about what is to be shared.</p>	<p>0 to 69 % There is no clear introduction or purpose.</p>
<p>NELP 1.2 and 7.2 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%</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>0 to 69 % There is no profile provided.</p>
<p>NELP 1.1. and 7.1 The school vision: Candidates demonstrate that they understand and can collaboratively develop, articulate, implement and steward a vision Weight 10.00%</p>	<p>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.</p>	<p>80 to 89 % The vision statement and its goals are identified and there is a general explanation of how its goals are supported.</p>	<p>70 to 79 % The vision statement is identified. Its goals and support are not clearly identified.</p>	<p>0 to 69 % There is no mention of the school vision and/or description of how the vision is supported.</p>

<p>NELP 1.2 and 7.2</p> <p>Focus group planning: The focus group process demonstrates that candidates understand and can evaluate school progress and revise school plans supported by school stakeholders</p> <p>Weight 15.00%</p>	<p>90 to 100 %</p> <p>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.</p>	<p>80 to 89 %</p> <p>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.</p>	<p>70 to 79 %</p> <p>The focus group process is usable as designed, but there are gaps in terms of either the interview protocol or invitation of participants.</p>	<p>0 to 69 %</p> <p>The focus group design was poorly or haphazardly planned resulting in significant problems that affected the veracity of the data.</p>
<p>NELP 1.2 and 7.2</p> <p>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</p> <p>Weight 10.00%</p>	<p>90 to 100 %</p> <p>The narrative and matrix present a comprehensive summary of all phases of the focus group discussions. Significant findings are specifically identified.</p>	<p>80 to 89 %</p> <p>A narrative and matrix are presented. The narrative and/or findings are discussed in a general manner.</p>	<p>70 to 79 %</p> <p>A narrative and matrix are presented. There is little detail in the narrative, matrix and findings.</p>	<p>0 to 69 %</p> <p>The narrative, matrix and/or findings or missing</p>
<p>NELP 3.1 and 7.2-7.3</p> <p>Improvement areas: The focus group</p>	<p>90 to 100 %</p> <p>Analysis of focus group evidence yields a clear and concise set of recommendations</p>	<p>80 to 89 %</p> <p>Recommendations generally follow themes evident in focus group data, but are only</p>	<p>70 to 79 %</p> <p>Recommendations are evidence, but their connection to stakeholder</p>	<p>0 to 69 %</p> <p>Recommendations are incomplete or missing</p>

<p>data analysis demonstrates that candidates understand and can respond to community interests issues.</p> <p>Weight 10.00%</p>	<p>for improvement based on stakeholder suggestions and candidate analysis of existing school programs or practices.</p>	<p>loosely connected to stakeholder input.</p>	<p>input is vague or hard to discern.</p>	
<p>/NELP 3.2 and 7.3</p> <p>Action Plan: The action plan demonstrates that candidates understand and can promote continual and sustainable improvement</p> <p>Weight 15.00%</p>	<p>90 to 100 % The Action Plan is fully developed. Its relationship to the data collected and steps toward improvement are explicitly stated.</p>	<p>80 to 90 % The Action Plan is outlined. There is some relationship shown between the plan and the data collected.</p>	<p>70 to 79 % The Action Plan is vague. There is little relationship between the plan and the data collected.</p>	<p>0 to 69 % The Action Plan is incomplete.</p>
<p>NELP 3.1</p> <p>Candidates demonstrate the ability to conduct a needs assessment of families and caregivers</p> <p>Weight 10.00</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>
<p>The Quality of support NELP 3.1 and 7.2</p> <p>Weight 5.00%</p>	<p>90 to 100 % The recommendations appear to be grounded in research about the topic in general and research</p>	<p>80 to 89 % The recommendations may be grounded in research about the topic but are unresponsive to actual school</p>	<p>70 to 79 % Recommendations are responsive neither to school conditions nor research.</p>	<p>0 to 69 % It is unclear what recommendations are proposed.</p>

	about the specific elements of the school’s program.	conditions or unresponsive to research and responsive to school conditions.		
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.

- 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? “Interview questions should also include school improvement areas related to achievement, inclusion and equity.
- 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 & reference pages) & 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.

School/Community Leaders Assessment of School Effectiveness Rubric

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

Performance-based Assessment #2*(200 points)
Parent Involvement Assignment Due: July 19th

This assignment includes **written and presentation components.**

Purpose

Using Epstein's framework of six types of parent involvement and the 4 'C's [capabilities, connections, confidence & cognition] of the **Dual Capacity Framework**, conduct an assessment of the parent involvement program in your school, select TWO deficit areas, and then recommend how to improve them.

Process

The Written Assignment should include the following elements:

The written assignment should be 10 pages (+/-) excluding title and reference pages and an Electronic Poster.

[a] Introduction

[i] Briefly describe, in summary terms the current parent **involvement** program in your school –using Epstein's framework--and then foreshadow the results of your assessment and your recommendations to improve **two areas.**

[ii] Select those same TWO areas that need improvement. Discuss and analyze using the 4 'C's of the Dual Capacity Framework and suggest how the School might close the gap between *what is and what could be.*

NOTE: In assessing the two areas of parent involvement, explain

[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. Provide a short summary and assessment (links to learning) of the Dual Capacity Framework and at least two strategies to build capacity in your school.

[b] Program Improvement Recommendations Write recommendations for improving **TWO deficit areas** of the program based on your assessment of the greatest needs for *improvement* moving towards *engagement*. The program improvement recommendation should include:

Recommendations and Rationale - Indicate your recommendations and why you are making the recommendations in the TWO identified areas 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** [what could/might be] would look like and how your current program compares [what is].

Recommendations should feature a plan to include both Dual Capacity Framework process and organizational changes.

Be sure to connect your reasoning to current research.

Outcomes - Specify in measurable terms **two types of outcomes**.

[i] *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).

[ii] *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 for the TWO identified areas, and how they will be accomplished. Specify who will drive the essential attributes of your program by way of a program configuration matrix [e.g. Proposed change[s]; person[s] responsible; tentative timeline; etc.]

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 Presentation should take a form of an Electronic Poster
[with balanced text/graphics, and with optional links]:***

Create an Electronic Poster [with balanced text/graphics, and with optional links] that highlights the following:

[i] summarizes Parent Involvement and identifies 2 deficit areas

[ii] provides clear pathways from involvement to engagement

[iii] illustrates how the outcomes for the 2 areas will be accomplished

[iv] connects to current research as support

You will have an opportunity to share your poster and a brief summary of your project. (presentation style TBD).

*** This is a required program-level Performance-Based Assessment**

Assignment 2: Parent Involvement* Writing and Presentation Rubric

	Levels of Achievement			
Criteria	Exceeds Expectations	Meets Expectations	Approaching Expectations	Falls Below Expectations
<p>Thesis and introduction</p> <p>Weight 5.00%</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>NELP Program Component 1.1:</p> <p>Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities.</p> <p>Weight 20.00%</p>	<p>90 to 100 %</p> <p>The program description demonstrates that the candidate understands and can amass data to identify school goals, processes and program effectiveness by describing the parent involvement program to include what the school is doing in regard to Epstein’s six types of parent involvement. Each type of parent involvement is briefly 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. Two PI deficit areas are identified and analyzed relative to the 4 ‘C’s of the Dual Capacity framework.</p>	<p>80 to 89 %</p> <p>The program description 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. One PI deficit area is identified and analyzed relative to the 4 ‘C’s of the Dual Capacity framework.</p>	<p>70 to 79 %</p> <p>The program description and assessment are unclear, vague or missing a number of key elements including connection to the Dual Capacity Framework.</p>	<p>0 to 69 %</p> <p>The program description and assessment are either largely missing or inadequate.</p>
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<p>NELP Program Component 1.2:</p> <p>Program completers understand and demonstrate the capacity to lead improvement processes that include design, implementation, and evaluation.</p> <p>Weight 10.00%</p>	<p>90 to 100 %</p> <p>Program improvement recommendations clearly address needs identified, and clear and persuasive statements that connect to both Epstein & the Dual Capacity framework 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 [what is versus what might/could be].</p>	<p>80 to 89 %</p> <p>Program improvement recommendations are offered that address needs identified. Clear and persuasive statements from either Epstein or Dual Capacity framework 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>Program improvement recommendations or statements supporting the recommendations made are unclear or not supported by a discrepancy analysis.</p>	<p>0 to 69 %</p> <p>Program improvement recommendations or the rationale is either missing or unclear.</p>
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<p>NELP Program Component 3.1</p> <p>Program completers understand and demonstrate capacity to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.</p> <p>Weight 15.00%</p>	<p>90 to 100 %</p> <p>The written assignment specifies in measurable terms two types of outcomes and connects Epstein to the Dual Capacity framework. <i>Process or implementation outcomes</i> describe major elements of what will change in the delivery of the program. <i>Substantive outcomes</i> refer to changes in behavior related to the commitment or involvement of parents and student achievement.</p>	<p>80 to 89 %</p> <p>The written assignment includes outcomes from either Epstein or the Dual Capacity framework 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>
<p>NELP Program Component 3.2</p> <p>Program completers understand and demonstrate capacity to evaluate, cultivate, and advocate for equitable access to educational resources and opportunities that support the educational success and well-being of each student.</p>	<p>90 to 100 %</p> <p>The written assignment clearly delineates the elements of the program changes and how they will be accomplished providing equitable access while harnessing the unique resources of the school and school community as described in the Dual Capacity framework. The essential attributes of the program are</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 equitably accessible or leaves one or more changes unclear.</p>	<p>70 to 79 %</p> <p>The written assignment includes program Elements, but the description of how the program would meet the needs of the community or harness equitable access to community resources are 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>Weight 10.00%</p>	<p>presented in a program configuration display.</p>			
<p>NELP Program Component 5.1:</p> <p>Program completers understand and demonstrate the capacity to understand and collaboratively engage diverse families in strengthening student learning in and out of school.</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. The plan will be offered as an electronic poster board with both text and graphics.</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. The plan may or may not be offered as an electronic poster board.</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>NELP Program Component 3.3</p> <p>Program completers understand and demonstrate capacity to evaluate, advocate, and cultivate equitable, inclusive and culturally responsive instruction and behavioral support practices among teachers and staff.</p> <p>Weight 10.00%</p>	<p>90 to 100 %</p> <p>The presentation includes a plan that clearly and succinctly documents how the analysis, recommendations, plan and outcomes will be evaluated to increase school personnel's capacity to cultivate and advocate for equitable, inclusive and culturally responsive relationships with parents and/or community partners.</p>	<p>80 to 89 %</p> <p>The presentation includes a plan that generally documents how the analysis, recommendations, plan and outcomes will be evaluated to increase school personnel's capacity to cultivate and advocate for equitable, inclusive and culturally responsive 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 be evaluated to increase school personnel's capacity to cultivate and advocate for equitable, inclusive and culturally responsive 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 equitable, inclusive and culturally responsive 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</p>

				errors in spelling, grammar, and punctuation.
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