



GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
Education Leadership Program

Spring 2022

Course Number/Title: EDLE 610.602 Leading Schools and Communities (3 credits) –

Course Information

Class Location: Loudoun Campus, 2335 Signal Hill Plaza, Sterling – Room: 111

Class Dates: Wednesdays - January 19, 2022 – April 20, 2022

Class Meetings: Wednesday 4:45pm -7:45 pm when virtual 4:45-7:10 when in person -

Instructor

Name: Dr. Andrew Buchheit

Office Hours: After class or By Appointment

Phone: 703.615.0744 (Cell)

Email: abuchhe@gmu.edu

Twitter: @AndrewBuchheit

Website: Blackboard [<http://mymasonportal.gmu.edu>]

Prerequisites: EDLE 620, EDLE 690, and 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:

Virginia Standards of Learning; VDOE Website

APA Reference

American Psychological Association (2009). *Publication Manual of the American Psychological Association* (6th edition). Washington DC: American Psychological Assoc.

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 using a hybrid format to include face to face in person along with live virtual instruction on ZOOM as well as asynchronous assignments throughout the semester via the Blackboard learning management system (LMS) housed in the MyMason portal. This course will be taught using both a synchronous format (Wednesday from 4:45pm – 7:45pm) You will log in to the Blackboard course site using your Mason email name (everything before “@masonlive.gmu.edu) and email password.

This course will be available on Wednesday, January 12, 2022

Face to Face class sessions will include brief lectures, discussions, online activities, and role playing. We will utilize several videos for training/development as we observe classroom teachers at work. Students should bring their laptop with them to each face to face class. Students will benefit from and contribute to the learning experience to the extent that they are prepared and ready to participate in each class meeting by reading any of the assigned readings prior to class. A variety of instructional methods are used in this course including direct instruction, cooperative learning activities, media use, Internet assignments, lectures, group presentations, individual research, case studies, simulations, and written and oral assignments.

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. I ask all students to keep their video cameras on so we can see one another.

Online Expectations

1. **Course Week:** The course week will begin on Wednesday with our class and end on Tuesday. **I will send out the reminders for each week on Thursday after our class meeting. These will also be available in Blackboard. Please respond to any discussion post or turn in assignment by 11:59 pm on Wednesday of each week. When there is a discussion post, please respond to at least 2 classmates by Saturday at 11:59pm**
2. **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.
3. **Participation:** Students are expected to actively engage in all course activities throughout the semester, which includes attending all synchronous session, viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
4. **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.
5. **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.
6. **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.

7. **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.
8. **Accommodations:** Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.
9. **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.

Technical Requirements –

To participate in this course, students will need to satisfy the following technical requirements:

1. High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
 - a. https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
 - b. To get a list of supported operation systems on different devices see:
 - c. https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems
2. Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
3. 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.
4. The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
5. Adobe Acrobat Reader: <https://get.adobe.com/reader/>
6. Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
7. Apple Quick Time Player: www.apple.com/quicktime/download/

Course Objectives –

Candidates taking this course will deepen their understanding of:

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

Course Learner Outcomes

Students will emerge from the course able to:

1. Demonstrate knowledge and skills needed 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 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.
5. **Understand and demonstrate the capacity to evaluate, cultivate, and advocate for a supportive and inclusive district culture (NELP 3.1)**

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 are expected to submit all assignments on time in the manner outlined by the

instructor (e.g., Blackboard, VIA, hard copy).

Every student registered for any Education Leadership course with a required performance-based assessment are required to submit these assessments, the School/Community Leaders Assessment of School Effectiveness and Parent Involvement assignments, to VIA 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 VIA through Blackboard. Failure to submit the assessment to VIA (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 VIA submission, the IN will convert to an F nine weeks into the following semester.

Assignments and/or Examinations Students' grades are based on their proficiency with respect to the student outcomes stated above. Each outcome will have an oral (class participation) and/or a written component. Educational leaders must be able to use current research in making informed decisions and improving community relations. With this in mind, a primary objective of EDLE 610 is to have students deepen their understanding of the use of research and tools to lead schools and communities. Consequently, you should find opportunity throughout the course and assignments to explore existing research on a specific topic, organize and evaluate that research, and then share your findings with your classmates and/or in your journals.

Below are the basic percentages for the various kinds of work required for the class. Students should always bear in mind that grading is primarily my judgment about your performance. Grades are designed to indicate your success in completing the course, not the level of effort you put into it.

Reflection, Research, Class participation	25 percent
Written assignments	75 percent

Other Requirements

Class participation

A large proportion of the work in this class will be done either individually and/or in small groups. Each student is expected to be an active, contributing member of her/his small group in every class session and outside of class. Every student is also expected to contribute to Blackboard discussions as necessary. If you are absent or miss part of a class session, you may lose participation points. If you are absent for an oral activity, there will be no alternative way to engage in the activity and you will not receive credit

for it. Such an absence will cause you to lose participation points regardless of your overall attendance record. If you must be absent, please notify me by e-mail or phone. More than one absence may result in a reduction in participation points. Arriving at class more than 30 minutes late or leaving more than 30 minutes before the end of class will result in loss of points.

Attendance

Students are expected to attend every class for its entirety. Emergencies sometimes arise, however. If you need to be absent from class, you are expected to notify me in advance by telephone or e-mail. **Any absence will result in a .5 reduction in class participation points. If you come to class more than 30 minutes late or leave more than 30 minutes early, you will lose participation points.** Papers due on a day you are absent must be submitted via Blackboard by the due date.

Written assignments

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

Participation Assignments and Written Work - Consistent with expectations of a master's level course in the Education Leadership program, grading is based heavily on student performance on written assignments. Overall, written work will be assessed using the following broad criteria:

1. Application of concepts reflected in learning modules.
2. Original thinking and persuasiveness; and
3. Clarity, concision and organization.

Late Work - I expect all students to submit work no later than midnight of the due date. Any work submitted more than 48 hours late will not be graded. 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. **Late penalties may be assessed for persistently late work.**

Course Submission Policies

Assignments are due by 11:59 pm on the dates listed on the syllabus, electronically via Blackboard. Please take advantage of instructor office hours and availability to get assistance prior to assignment deadlines.

Because EDLE 610 is a graduate level course, high quality work is expected on all assignments. Assignments are graded by a rubric. In this way, the rubric can both inform the completion of the assignments and serve as an instrument to assess your grade for the activity.

This course is designed to further develop and expand your educational leadership skills. You will be assessed on your ability to analyze situations from the broad perspective of an emerging school administrator and be expected to view the impact of the decisions from a systematic perspective and from the benefit to student learning.

Resubmission of Work - Students may resubmit an assignment (other than the final paper) for re-grading within one week of its assessment. Students who wish to do this must request the resubmission by email. If you wish to discuss your work, I am willing to do so at a time of mutual convenience.

Performance Evaluation Criteria

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

Project Based Assignments (up to 375 points)

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

1. School/Community Leaders Assessment of School Effectiveness* (175 points)
2. 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 (Up to 125 points)

To maximize learning and engagement in the online environment, candidates are expected to participate actively in asynchronous and synchronous class discussions and group activities and serve as critical friends to other students.

Participation points will be given for Unit 1 (60 points) and Unit 2 (65 points) for a total of up to 125 points.

Grading Scale:

Activity	Total Points
Participation Requirement	125 – broken down as: Unit 1 – 60 points Unit 2 – 65 points
Assignment #1 – School Community Leaders Assessment of School Effectiveness	175
Assignment #2 – Parental Involvement	200
TOTAL:	500 points

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

Tentative Class Schedule**

Syllabi created in a learner vacuum are by nature, imperfect -Schedule can change

Note: Please refer to the Weekly Schedule on Blackboard for the most up---to---date version of the Course Schedule—including reading and viewing assignments, etc

I. Unit 1 – Leading Schools

Week	Format	Focus	Assignments and Due Dates
<u>Week 1</u> Jan. 19	In Person	Unit 1 – Leading Schools Student Focused Mission: <ul style="list-style-type: none"> • Vision for this Class • Vision for your School • Vision as your Leader Sharing your Vision (branding,)	Introduction Activity Effective Schools Movement Group Discussion - Communicating your school and personal vision. Discussion – Assigned Readings and videos shared on Blackboard.
<u>Week 2</u> Jan 26	Live -ZOOM	Unit 1 – Leading Schools Leading by Example: <ul style="list-style-type: none"> • Creating School Culture • Difference between Climate and Culture 	Difference between Culture and Climate Group Discussion - Assigned Readings and videos on Blackboard 8 Basic Competences

Week 3 Feb 2	In Person	Unit 1 – Leading Schools Leadership Style – <ul style="list-style-type: none"> • Transformative, • Transactional, • Instructional • Servant? 	Reflection Response – What type of leader are you? Readings and videos shared on Blackboard
Week 4 Feb. 9	Live -ZOOM	Unit 1 – Leading Schools Challenging the Norm	Group Discussion – Case Study Readings and videos shared on Blackboard Education Disruptor
Week 5 Feb. 16	In Person	Unit 1 – Leading Schools Shared Leadership and Collaboration	Readings and videos shared on Blackboard
Week 6 Feb. 23	Live -ZOOM	Unit 1 – Leading Schools Positive Relationships	Readings and videos shared on Blackboard Performance Assessment #1 due to VIA by 11:59pm on March 2nd.

II. Unit 2 – Leading Communities

Week 7 Mar. 2	Live -ZOOM	Unit 2 – Leading Communities 6 types of Parental Involvement	Share highlights Assignment #1 Ch. 1 –Equity Partnerships (Text) Readings shared on Blackboard
Week 8 Mar. 9	In-Person	Unit 2 – Leading Communities Differences between Parent Involvement and Engagement	Differences between parental involvement and engagement Readings: Chapter 2 Equity Partnerships Readings and videos shared on Blackboard
Week of March 14 -GMU Spring Break			
Week 9 Mar. 23	Live ZOOM	Unit 2 – Leading Communities History of Culturally Proficient Engagement	Chapter 3 Equity Partnerships Readings and videos shared on Blackboard Leadership and Social Justice
Week 10 Mar. 30	In-Person	Unit 2 – Leading Communities Engaging Families 7 Cs	Readings: Chapter 4 and 5 Equity Partnerships Readings and videos shared on Blackboard

Week 11 Apr.6	Live ZOOM	Unit 2 – Leading Communities Barriers to Engagement	Readings: Chapter 6 Equity Partnerships Readings and videos shared on Blackboard
Week 12 Apr. 13 Loudoun Spring Break	Asynchronous Loudoun Spring Break	Unit 2 – Leading Communities Action Steps	Chapter 7 and 8 Equity Partnerships Readings and videos shared on Blackboard
Week 13 Apr. 20	In-Person	Unit 2 – Leading Communities Leading Schools and Communities	Readings and videos shared on Blackboard Performance Assessment #2 is due to TDK by 11:59pm on April 20 Share Project summaries.

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.

VIA 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 VIA 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 VIA through Blackboard.

Failure to submit the assessment to VIA (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 VIA 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 VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>
- **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/>.

Please see the Safe Return to Campus Guidelines for Students - in a separate link below the Syllabus.