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

EDLE 610 Leading Schools
Spring 2015, Section 001

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Office Hours: By Appointment

Schedule Information Wednesdays, January 21, through April 29, 2015

All students are expected to attend every class session. Personal problems that prevent students from attending class should be reported ahead of time to the instructor via telephone or e-mail.

Location: Thompson Hall L019
4:30 p.m. – 7:10 p.m.

Course Description

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

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

Prerequisite(s): EDLE 620 or EDSE 743, EDLE 690 and EDLE 791.

Course Objectives
Students will deepen their understanding of (1) the use of research findings and tools to lead schools and communities, (2) the nature and strengths of diverse communities, (3) how organizations function, and (4) how leaders influence school and community change and improvement. Additionally, they will sharpen their oral and written communication, and reflection and general leadership skills.

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

General Goals

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.

Content:
All of the EDLE program goals are active, to a greater or lesser extent, in this course. The primary purposes of this course involve helping students to exercise leadership in the school and larger community within an explicit conceptual framework. Candidates will deepen their understanding of (1) the use of research and development tools to lead schools and communities, (2) how organizations function, and (3) how leaders influence school change and improvement. Specific content includes:

1. Reviewing and expanding on the meanings of leadership and the role leaders play in change within the school community.
2. Investigating political, financial, legal and instructional implications of issues as it relates to the needs, strengths and opinions of the local school community and school division.
3. Clarifying which framework(s) students find most useful for informing their own leadership styles and choices;
4. Applying skills, knowledge, and dispositions gained through the Education Leadership Program to the analysis of case studies and focus groups and in role-playing exercises involving leadership behavior and school change as demonstrated through both written and oral assessments.

Teaching and Learning:
Each class will include a variety of activities and exercises. Out-of-class work will rely in part on the use of TaskStream and on the use of other resources created to complement the in-class teaching and learning. Specific process goals for the class are as follows:

1. Classes will reflect a balance of activities that encourage high quality, ethical leadership. To promote an atmosphere that allows us to accomplish this, we will:
   a. Start and end on time;
   b. Maintain (flexibly) a written agenda reflecting objectives for each class;
   c. Agree to disagree respectfully during class discussions;
   d. Strive to be open to new ideas and perspectives; and
   e. Listen actively to one another.
2. Student work will reflect what is expected from leaders. As such, students are expected to:
   a. Write papers that are well researched, proofread, submitted in a timely fashion, and conform to APA guidelines;
   b. Participate actively in class discussions in a manner that challenges the best thinking of the class; and
   c. Provide constructive feedback to others both on their ideas and on their written work, striving to learn from each other and to test each other's ideas.
3. We will endeavor to create a classroom climate that approximates what we know about learning organizations. Consequently, it is important that we create conditions that allow participants to try out new ideas and voice opinions without fear of ridicule or embarrassment. The hallmark of a learning organization is a balance between openness and constructive feedback; hence, everyone is expected to:
   a. come fully prepared to each class;
   b. demonstrate appropriate respect for one another
   c. voice concerns and opinions about class process openly;
   d. engage in genuine inquiry;
   e. recognize and celebrate each other's ideas and accomplishments; and
   f. display an awareness of each other's needs.

Learning Outcomes

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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.
4. identify leadership knowledge and skills that promote success of all students through integrity, fairness and ethical behavior.

National Standards and Virginia Competencies
The course addresses selected Virginia Department of Education (VADOE) Competencies, The Interstate School Leaders Licensure Consortium **(**ISLLC**)** Standards and Educational Leadership Constituent Council (ELCC) (NCATE) Standards. The specific ELCC standards to be addressed are presented in the following listing.

ELCC Standard 1.0: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.
> **1.1** Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.
> **1.2** Candidates understand and can collect and use data to identify school goals, assess organization effectiveness, and implement plans to achieve school goals.

ELCC Standard 4.0: A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.
> **4.1** Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.
> **4.2** Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.
> **4.3** Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.
> **4.4** Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.

ELCC Standard 6.0: A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.
> **6.3** Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.

Specific VADOE standards addressed in this course include:

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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;

Relationship of Course Goals to Program Goals

Student outcomes and activities for this course are related to the following GMU/EDLE program goals:
1. Understand the complexities of change in schools.
2. Develop and demonstrate the knowledge, skills, and dispositions necessary to create and maintain learning environments that value diversity, continual knowledge acquisition, instructional leadership, innovative and ethical decision-making, reflective practice, and successful achievement of all school-aged youth.

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 your internship. You may write about embedded experiences in your internship journal and Collective Record, but they can only count over and above the minimum 320 hours required for the internship.

Course Materials

Required Readings: Assigned readings are available for your access and use on TaskStream.

Recommended Resource:
American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th edition). Washington, D.C. American Psychological Association. Other Course Resources will be presented on TaskStream.

Technology Requirements

In order to successfully complete required assignments, students must have access to a personal computer with internet access, be able to use basic word processing and e-mail, and access identified websites for supplemental materials. **All e-mail correspondence will be transmitted via your Mason e-mail account. All candidates are required to activate and monitor their GMU e-mail accounts**. Online access is vital for the distance learning aspects of the course and is important if we experience school shutdowns because of the weather or other problems. It is expected that you will be fully competent to send and receive email messages **with attachments**. If your computer at school or home has spam blocking that will prevent you from seeing messages with attachments; you are responsible for addressing this problem immediately. Candidate's work products must be able to be read by Microsoft Office 2007.

Candidates are required to use Taskstream (http://taskstream.gmu.edu) as part of this course. Vital information for the course will be posted on Taskstream; and we will communicate regularly through this site. Candidates are required to submit their course assignments electronically using the Taskstream website. Samples of student work will be archived on this site for purposes of course, program, and college assessment.

Cancellation Policy

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If a cancellation is necessary, the class will be made up via an electronic activity. Specifically, candidates are expected to log-on to the computer in order to participate in an electronic discussion/activity as directed, which will replace the missed class.

Course Requirements, Performance-based Assessment, and Evaluation Criteria

Participation and Attendance (15 points)

Students are expected to attend every class for its entirety. **Maximum class participation points will be earned by students who attend all classes, are on time and do not leave early**. Part of your course grade is earned through ongoing assessment of your attendance, performance, communication and professional disposition in class and online discussions. Punctual attendance and regular class participation are vital to your success in this course. **If you must be absent, please notify the instructor in advance by e-mail or phone.** More than one absence may result in a reduction in participation points. Arriving at class more than 30 minutes late or leaving more than 30 minutes before the end of class may result in loss of points. Participation includes, but is not limited to the following:

- Coming to class prepared (i.e., reading the assigned material)
- Demonstrate respect and civility (**avoid side conversations**, **multi-tasking**, etc…)
- Professional behavior and presentation
- Willingness to volunteer for a class activity
- Contributing to class and online discussions in a meaningful manner
- Sticking to the topic at hand
- Respect for others' responses and questions
- Use of appropriate problem solving techniques
- Appropriate use of allotted time
- Sharing experiences from work that are relevant to the class discussion

TASKSTREAM REQUIREMENTS

Written Assignments (85 points)

Since this is a graduate-level class, high quality work on all assignments is expected. Two required performance-based assessments will be completed during the semester. Every student registered for any Education Leadership course with a required performance-based assessment (designated as such in the syllabus) is required to submit these assessments. In EDLE 610, the required standards based performances are the **School/Community Leaders Assessment of School Effectiveness and the Assessment of Parent Involvement.** Completion of an Annotated Bibliography provides candidates with an opportunity to review and compile research to inform the leadership of schools and communities. All assignments must be submitted to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor.) Evaluation of the performance-based assessments by the course instructor will also be completed in TaskStream. Failure to submit assessments to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

1. Annotated Bibliography (20 points)

   Directions & Due Date:
   Appendix A

2. The School/Community Leaders Assessment of School Effectiveness (30 points)

   Directions & Due Date:
   Appendix B

3. Parent Involvement Assignment (35 points)

   Directions & Due Dates:
   Appendix C

Each assignment relates to the application of educational research in your school setting. Candidates should refer to the appendices and rubrics for specific guidance on the preparation of assignments. Candidates are expected to submit their work, as prescribed, on time.

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Expectations for Written Work

Use appropriate grammar.	Spell correctly.
Writing should be the caliber of a graduate student.	Type all work.
Use Times Roman or Arial 12 point font.	Write clearly.
Include a cover page with name, date & assignment.	Find a good proofreader!
Follow **APA guidelines** (double space, references, etc.)	**Avoid plagiarism*!!!!**

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

Grade Appeals: *Candidates must present grade appeals in writing and must put forth a reasonable written explanation that supports their request for a grade change.*

Grading Scale:

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

George Mason University Policies and Resources for Students

a. Students must adhere to the guidelines of the George Mason University Honor Code (See **http://oai.gmu.edu/honor-code/**).

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

c. Students are responsible for the content of university communications sent to their George Mason University 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.

d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (See **http://caps.gmu.edu/**).

e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester (See **http://ods.gmu.edu/**).

f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and

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share knowledge through writing (See **http://writingcenter.gmu.edu/**).

PROFESSIONAL DISPOSITIONS

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

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/**.

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu].

<u>**Weekly Schedule of Activity**</u>

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NOTE: *The following represents an approximation of the items to be covered and the respective dates. True coverage will depend on the pace of the discussion, the collective needs of students and the professor and the demands of time. You are expected, however, to keep pace with the calendar of assigned readings.*

	Class	Topic	Assigned Readings	Assignments Due
1	1/21	Course Expectations and Overview Course Assignments: ✓ Annotated Bibliography ✓ Parent Involvement (Epstein) ✓ Assessing School Effectiveness (Focus Group)	Syllabus: EDLE 610.001.SP15	
2	1/28	Connecting Theory and Practice ✓ Family ✓ Community ✓ Schools	Leading Learning Communities: NAESP Standards for What Principals Should Know and Be Able To Do. A Guide for Those Who Care about Creating and Supporting Quality in Schools. Pgs. 76-87 (Taskstream)	
3	2/4	Information Literacy ✓ Relevance ✓ Purpose ✓ Validity	Evaluating Information (Taskstream)	
4	2/5	Framework of Parent Involvement ✓ Epstein Model Focus Group ✓ Procedures ✓ Discussion Guide ✓ Moderator's Role	PowerPoint (Taskstream)	Annotated Bibliography Improving Community Relations Bibliography
5	2/11	Leadership and Improving Parent Involvement ✓ Teamwork for program development ✓ Goal-linked partnership activities ✓ Equity in outreach to all families ✓ Evaluation of program quality and results of partnership activities	Efficacy of Parent Involvement Programs. A Meta-Analysis (Taskstream)	

Weekly Schedule of Activity - continued

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Class		Topic	Readings	Assignments Due
6	2/18	Assessing Parent Involvement ✓ Reading ✓ Research ✓ Fieldwork	Teamwork is the key: The National Network of Partnership Schools (Taskstream)	
7	2/25	Implementation and Evaluation Plans ✓ Purpose ✓ Steps ✓ Documentation	PowerPoint (Taskstream)	
8	3/4	Leadership and Improving Parent Involvement ✓ Parent Involvement (Epstein)-Presentations		Parent Involvement – Assessment & Improvement Plan
	3/11	SPRING BREAK		
9	3/18	Leadership and Improving Parent Involvement ✓ Parent Involvement (Epstein)-Presentations		
10	3/25	Leadership and Shaping School Culture	PowerPoint (Taskstream)	
11	4/1	Leadership and Building Trust	PowerPoint (Taskstream)	
12	4/8	Leadership, Communication, and Decision Making	PowerPoint (Taskstream)	
13	4/15	Leadership Through Storytelling ✓ Branding Your School	Webinar http://all4ed.org/webinar-event/oct-2-2014/	School/Community Leaders Assessment of School Effectiveness Presentation of Focus Group Analysis
14	4/22	School Community Leadership in Practice ✓ Case Study	*Tangled Narratives and Wicked Problems: A Complex Case of Positioning and Politics in a Diverse School Community* (Taskstream)	
15	4/29	Wrap Up and Evaluations		

APPENDIX A

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Annotated Bibliography: Improving Community Relations

DUE DATE: February 5, 2015   **ASSIGNMENT VALUE: 20 Points**

I. Overview of Assignment

Educational leaders must be able to utilize current research in order to make informed decisions. With this in mind, a primary objective of EDLE 610 is to have candidates deepen their understanding of the use of research and tools to lead schools and communities. Therefore, the purpose of this assignment is to facilitate an opportunity to review research on a specific topic, organize and evaluate the research, and then share your understanding with classmates. The end product will be a compilation of valuable resources to which candidates can refer.

An annotated bibliography is a list of articles (or books) that includes a brief description of the work and an evaluation of its usefulness. The purpose of an annotated bibliography is to provide information about the relevance, utility, and quality of the source **for your purposes.** Not to be confused with an *abstract*, which simply gives a summary of the cited work, an annotated bibliography also describes and evaluates these points. Elements should include:
1. Brief description of the work's format and content
2. Theoretical basis and method of study
3. Results
4. Utility and significance of the work (how it can be used)
5. Your own brief impression of the work (quality and credibility)

II. Guidelines

A. The **focus for the annotated bibliography is improving community relations**. While this focus may seem broad, it allows you to target your research on a specific area of interest, such as the role of parental involvement in the community, the utilization of focus groups, the purpose of a school communication plan, etc.
B. Find a number of research articles (theoretical works, empirical studies, and syntheses) that connect to your topic. You might identify several articles that are review pieces or syntheses of the literature themselves, but you should also concentrate on identifying primary research (i.e., papers that present an analysis using quantitative or qualitative methods to contribute to the knowledge base on your topic). Most of your research can be accomplished on the Internet, with support from your school library, the public library, and/or GMU libraries.
C. Prepare an ANNOTATED BIBLIOGRAPHY using at least five (5) of the most important papers you found. Remember the key to an annotated bibliography: **Summarize – Assess – Reflect**
D. Your annotated bibliography should include a statement of the topic and research question you are investigating and five or more annotated entries using the format provided in class. References must be in APA format.
E. Part of becoming an instructional leader is utilizing research to inform decision-making. Your conclusion is to specify your strategy for how you could apply this research to your leadership practice.

Annotated Bibliography Assessment Rubric

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	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
ELCC 4.4 Statement of question: A clear statement of the question helps to guide the reader. 10%	The paper begins with a clear statement of the research question, which specifically relates to improving community relations.	The paper begins with a statement of the research question, which generally relates to improving community relations.	The statement of the research question is evident, but is vaguely worded or poorly spelled out. It is difficult to see a clear focus.	The statement of the research question is missing or wholly inadequate.
ELCC 4.1 Bibliographic entries – Content of summaries: Articles read and reviewed contain original research or useful reviews of research. 40%	Annotated entries provide a clear and concise summary of each research source. Each entry includes: a clear overview of the research, method and findings, and an assessment of its utility and credibility.	Annotated entries provide a general summary of each research source. Each entry includes: a relative overview of the research, method and findings, and an assessment of its utility and credibility.	Annotated entries provide a limited overview of research sources, but lack detail or are missing significant elements needed to make the entries useful.	Annotated entries are severely lacking in detail, rendering them of little use.
Bibliographic entries Focus and quality Articles read must focus on and inform the research question. 20%	All entries clearly and specifically answer the research question. Sources are well balanced, including original research and synthesis pieces from high quality, credible sources.	Most entries clearly answer the research question. Entries are included from quality sources, but are dominated by synthesis pieces; original research is not evident.	Most entries relate only generally to the research question. One or more entries are included from questionable sources, reflecting largely opinion pieces rather than original research or syntheses of research.	The connection between annotated entries and the research question is difficult to discern. Entries are dominated by material from non-peer reviewed sources: a review of research is not evident.
Bibliographic entries – quantity 10%	Five or more annotated summaries are presented.	Four annotated summaries are presented.	Three annotated summaries are presented.	Two annotated summaries are presented.
Conclusion 10%	Assessment of how the research could be applied to leadership practice is discussed in detail.	Assessment makes some references to how the research might inform leadership practice.	Assessment of how how the research might inform leadership practice must be inferred.	Assessment of how the research could be applied to leadership practice is not in evidence.
Mechanics Written work Is scholarly and precise. 10%	Entries are nearly error-free and are completed and presented in APA format.	Entries contain few grammatical errors and/or questionable word choice(s), but conform to APA format.	Entries contain several errors in grammar and punctuation and do not conform to APA format.	Entries are unclear and do not conform to APA format.

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APPENDIX B

Parent Involvement – Assessment & Improvement Plan

Written Assignment and Presentation

DUE DATE: March 4, 2015   **ASSIGNMENT VALUE: 30 Points**

Narrative

Using Epstein's framework of six types of parent involvement, conduct an assessment of the parent involvement program in your school, and then recommend how to improve it. The paper** should include the following elements:

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

Program Description and Assessment: Describe the parent involvement program in your school by indicating what the school is doing in regard to Epstein's six types of parent involvement (parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community). Assess each type of parent involvement by explaining a. the degree to which the program addresses each type of parent involvement, b. the degree to which the efforts satisfy the needs of the parents, and c. the degree to which the efforts satisfy the needs of the school. In your assessment, cite any evaluations of the efforts that may be available and the findings of your own investigation.

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

> **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.

> **Outcomes** Specify in measurable terms two types of outcomes. *Process or implementation outcomes* describe major elements of what will change in the delivery of the program (e.g., the implementation of a new service, completing professional development efforts). *Substantive outcomes* refer to changes in behavior (e.g., levels of parent commitment and involvement, and student achievement).

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

> **Implementation Plan** Provide the steps for implementation, assuring that you address the functions of the following activities.

> 1. Planning
> 2. Building support
> 3. Building capacity to conduct the program
> 4. Securing resources as needed
> 5. Implementing programmatic interventions or activities
> 6. Evaluating the process and substantive outcomes

> In addressing those functions, indicate:
> 1. the activity or task,
> 2. who will be responsible for completing it,
> 3. when (date) it will be completed,
> 4. any resources required,
> 5. and the evidence that will be accepted as a sign of accomplishment.

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Evaluation Plan Describe how you will evaluate both process and substantive outcomes, indicating:
- ✓ what measures will be used
- ✓ how the data will be collected
- ✓ how the analysis will be accomplished

** Paper should be 10 pages excluding title and reference pages

Presentation

Using your written document, develop a 15 minute presentation to be delivered to your classmates, during which you will be assessed in the following areas:
1. Clarity of presentation
2. Clarity and persuasiveness of rationale
3. Quality of program recommendations (degree to which they are likely to accomplish the desired outcomes).
4. Quality of implementation and evaluation plans (degree to which they are likely to result in a successful project).

The presentations will be given according to a schedule provided during the first two weeks of class.

Parent Involvement Writing and Presentation - Assessment Rubric

	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
Introduction Summarizes the current parent involvement program and foreshadows the assessment and recommendations. 5%	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.
ELCC 4.1 **Program Description and Assessment** Describes the parent involvement program referencing specifics of Epstein's six types of involvement 10%	Describes the parent involvement program in your school by indicating what the school is doing in regard to Epstein's six types of parent involvement. Each type of parent involvement is assessed by reference to a. the degree to which the program addresses each type of parent involvement, b. the degree to which the efforts satisfy the needs of the parents, and c. the degree to which the efforts satisfy the needs of the school. The description includes references to any evaluations of the program that exist or which you have conducted.	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.	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.

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	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
ELCC 4.1 **Program Improvement Recommendations: Rationale** Describes the importance of the recommendations by reference to discrepancies in comparison to the desired program. 10%	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.
ELCC 4.1 **Program Improvement Recommendations: Outcomes** Specifies in measurable terms process or implementation outcomes and substantive outcomes. 10%	Specifies in measurable terms two types of outcomes. *Process or implementation outcomes* describe major elements of what will change in the delivery of the program. *Substantive outcomes* refer to changes in behavior related to the commitment or involvement of parents and student achievement.	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.
ELCC 4.2 **Program Improvement Recommendations: Program Description** 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. 10%	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.

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Parent Involvement Writing and Presentation - Assessment Rubric - continued

	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
ELCC 4.3 **Program Improvement Recommendations: Implementation Plan-General** A clear set of implementation steps that 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. 10%	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.	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.
ELCC 4.3 **Program Improvement Recommendations: Implementation Plan-Caregivers and Parents** At least one implementation step includes building and sustaining positive school relationships with families and caregivers. 5%	Candidate presents a leadership perspective that is clearly informed by an evaluation of moral, ethical, and legal consequences of decisions that impact the school environment.	Candidate presents a leadership perspective that is generally informed by an evaluation of moral, ethical, and legal consequences of decisions that impact the school environment.	Candidate presents a leadership perspective that is loosely informed by an evaluation of moral, ethical, and legal consequences of decisions that impact the school environment.	Candidate fails to present a leadership perspective that is loosely informed by an evaluation of moral, ethical, and legal consequences of decisions that impact the school environment.
ELCC 4.4 **Program Improvement Recommendations: Implementation Plan—community partners** At least one implementation step includes building and sustaining positive school relationships with community partners. 5%	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.

	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
ELCC 4.1 **Program Improvement Recommendations: Evaluation Plan** 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. 10%	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 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. 15%	Exceeds all criteria	Exceeds most criteria	Does not meet two or more criteria	Represents an unclear presentation failing to meet most criteria.

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APPENDIX C

School/Community Leaders Assessment of School Effectiveness

DUE DATE: April 15, 2015   **ASSIGNMENT VALUE: 35 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 it 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

1. 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.

2. 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? "

3. 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.

4. 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.

5. Your paper is to be 6-10 pages long and include:

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

6. 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.

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School/Community Leaders Assessment of School Effectiveness Rubric

	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
Introduction and thesis The introduction draws the readers into the topic and includes a thesis statement. 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
ELCC 1.2 **The school vision** The school vision establishes and builds understanding and commitment for school effectiveness. 10%	The vision statement and how its goals are supported are specifically identified.	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.
ELCC 4.1 **Focus group** Focus groups offer an opportunity to measure school community perceptions of the school vision. 25%	The narrative and matrix present a comprehensive summary of all phases of the focus group discussions. Significant findings are specifically identified.	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

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	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
ELCC 1.1 **Action Plan** The action plan provides a systemic approach to continuous improvement. 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.
Conclusion 10%	The conclusion clearly states the learnings taken from this assignment.	The conclusion suggests some of the learnings from this assignment.	The conclusion adds little to the understanding of the assignment.	There is no conclusion.
ELCC 6.3 **Support** Data and research form the basis for developing the relationship between school vision school effectiveness. 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.

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Class Participation Rubric

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

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