

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION & HUMAN DEVELOPMENT
EDUCATION LEADERSHIP PROGRAM**

**EDLE 610, Section 602, Spring, 2016
Leading Schools and Communities – 3
credits**

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Office Hours: Mondays, 1-3:00 and by appointment

Course Schedule Information

Location: Holmes Middle School, Fairfax [Media Center]

Meeting times: Wednesdays, 4:45 to 7:45pm [starting January 13, 2016]

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

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

Prerequisite(s): EDLE 620 or EDSE 743; EDLE 690; 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

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 Blackboard and on the use of web-based resources created to complement class discourse. 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: **a community of learners**. 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

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 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. Specific ELCC standards addressed include:

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:

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 the internship. Students may write about embedded experiences in their internship journals and Collective Records, but they can only count over and above the minimum 320 hours required for the internship.

Course Materials

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

Technology Requirements

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

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

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

TK20 Performance-Based Assessment Submission Requirement

Every student registered for any EDLE course with a required performance-based assessment is required to submit these assessments, the **Parent Involvement** and **School/Community Leaders Evaluation of School Effectiveness** assignments, to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

Course Requirements, Performance-Based Assessment, and Evaluation Criteria

Attendance

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

General Expectations

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

1. Application of concepts reflected in class discussion and readings;
2. Original thinking and persuasiveness; and
3. Clarity, concision and organization.

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

Class participation: 10 points

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

Written assignments: 90 points

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

ALL ASSIGNMENTS must be submitted electronically, through Blackboard.

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

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

Grading scale: A+ 100+ percent

A 95-100 percent

A- 90-94 percent

B+ 86-89 percent

B 83-85 percent

B- 80-82 percent

C 75-79 percent

F 74 percent or below

GMU POLICIES AND RESOURCES FOR STUDENTS

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-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 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/>].

COURSE ASSIGNMENTS

1.School/Community Leaders Assessment of School Effectiveness Assignment (40 points)

Rationale

It is easy (and popular) to talk about school vision, but it is rare that we check whether or not others perceive our schools as achieving the vision they set out for themselves. This assignment requires you to determine how leaders in your school community perceive your school's performance. Taking focus group discussions as raw data and analyzing them through the frame of your school's vision statements requires you to determine if your school's theories in use are well aligned with its espoused theories—an important initial step toward school improvement. Weaving community perceptions into the school improvement process is critical to building community support for change and advancement. Presenting your analysis and action plan is a crucial part of the process of leading for school improvement.

Process

- Working with your intern supervisor/principal identify a minimum of 9 leaders in the school community, community at large or business community who have a stake in this issue.
- Develop an interview protocol to be used in the discussion with the identified leaders, with the major question being “How well is our school implementing its vision statement?”
- You will establish a meeting date and location and invite participants to attend. Provide a clear, concise summary of the purpose of the focus group, the nature of questions, how data will be used, the right to confidentiality of responses and the time needed for the interview meeting.
- After conducting the focus group, build a matrix with questions and significant responses. Look for common themes that will be summarized in the paper, along with contrasting points of view, lack of clarity of the issue, and other significant concerns.

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Your paper will be 6-10 pages long (excluding the title and reference pages) and include:

- an introduction that includes a thesis statement
- a profile of the school and community
- a summary of the methods used and results of the focus group discussion, including a matrix of responses with the participant roles clearly labeled;

- a summary table of themes gathered from focus groups;
- significant findings;
- recommended areas for improvement;
- a plan of action aimed to align espoused theories and theories in use based on the data collected; and
- a summary.

Be sure to conclude with a restatement of your thesis and a brief discussion of the implications of what you learned from the focus group experience and your action plan.

Criteria	Levels of Achievement			
	exceeds expectations 4	meets expectations 3	approaching expectations 2	falls below expectations 1
Thesis and introduction Weight 10%	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.	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.	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.	There is no clear introduction or purpose.
ELCC 1.2 Profile of the school and community: Candidates demonstrate that they understand and can collect and use data to identify school goals and assess effectiveness Weight 10%	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.

<p>ELCC 1.1 The school vision: Candidates demonstrate that they understand and can collaboratively develop, articulate, implement and steward a vision Weight 10%</p>	<p>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>The vision statement and its goals are identified and there is a general explanation of how its goals are supported.</p>	<p>The vision statement is identified. Its goals and support are not clearly identified.</p>	<p>There is no mention of the school vision and/or description of how the vision is supported.</p>
<p>ELCC 1.4 Focus group planning: The focus group process demonstrates that candidates understand and can evaluate school</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</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>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>The focus group design was poorly or haphazardly planned resulting in significant problems that affected the veracity of the</p>

progress and revise school plans supported by school stakeholders Weight 15%	stakeholders.			data.
ELCC 4.1 Focus Group results: The focus group process demonstrates that candidates understand and can collaborate with faculty and community members to collect and analyze data pertinent to school improvement Weight 10%	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
ELCC 4.4 Improvement areas: The focus group data analysis demonstrates that candidates understand and can respond to community interests and issues Weight 10%	Analysis of focus group evidence yields a clear and concise set of recommendations for improvement based on stakeholder suggestions and candidate analysis of existing school programs or practices.	Recommendations generally follow themes evident in focus group data, but are only loosely connected to stakeholder input.	Recommendations are evidence, but their connection to stakeholder input is vague or hard to discern.	Recommendations are incomplete or missing
ELCC 1.3 Action Plan: The action plan demonstrates that candidates understand and can promote continual and sustainable improvement Weight 15%	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.
ELCC 4.3	The project provides	The project provides	The project provides	The project

<p>Candidates demonstrate the ability to conduct a needs assessment of families and caregivers Weight 10%</p>	<p>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>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>evidence of some ability to conduct a needs assessment and develop collaborative strategies and/or recommendations related to community interests and needs</p>	<p>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>Quality of support Weight 5%</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>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>Recommendations are responsive neither to school conditions nor research.</p>	<p>It is unclear what recommendations are proposed.</p>
<p>Mechanics Weight 5%</p>	<p>The paper is error free.</p>	<p>There are only a few minor errors in the paper.</p>	<p>The paper has several errors indicating a lack of proofreading.</p>	<p>The paper contains many significant errors.</p>

2. Annotated Bibliography- Improving Community Relations

(15 points)

Overview:

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

An annotated bibliography is a list of articles (or books) that includes a brief description of the work and an evaluation of its usefulness. The purpose of an annotated bibliography is to provide information about the relevance, utility, and quality of the source **for your purposes**. Not to be confused with an *abstract*, which simply gives a summary of the cited work, an annotated bibliography also describes and evaluates these points. Elements should include:

- * Brief description of the work's format and content
- * Theoretical basis and method of study
- * Results
- * Utility and significance of the work (how it can be used)
- * Your own brief impression of the work (quality and credibility)

Guidelines:

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

5. Part of becoming an instructional leader is utilizing research to inform decision- making. As your conclusion, write an assessment of how you could apply this research to your leadership practice.

Annotated Bibliography Assessment Rubric (15 points)

	Levels of Achievement			
Criteria:	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
<p>Statement of question: A clear statement of the question helps to guide the reader. (ELCC 4.4) Weight 10%</p>	The paper begins with a clear statement of the question, which specifically relates to Improving Community Relations.	The paper begins with a statement of the question, which generally relates to Improving Community Relations.	The statement of the research question is evident, but is vaguely worded or poorly spelled out. It is difficult to discern a clear focus for the research.	The statement of the research question is missing or wholly inadequate.
<p>Bibliographic entries – content of summaries: Articles read and reviewed should contain original research or useful reviews of research. (ELCC 4.1) Weight 30%</p>	<p>Annotated entries provide a clear and concise summary of each research source. Each entry includes:</p> <ul style="list-style-type: none"> • an overview of the research • method and findings • an assessment of its utility and credibility 	Annotated entries provide a summary of each research source. Each entry includes a brief overview of the research and an assessment of its utility and credibility, but may be lacking in specificity.	Annotated entries provide a general overview of research sources, but lack detail or are missing significant elements needed to make the entries useful.	Annotated entries are severely lacking in detail, rendering them of little use.
<p>Bibliographic entries – focus and quality Articles read must focus on and inform the research question. Weight 20%</p>	<p>All entries clearly and specifically answer the research question.</p> <p>Sources are well balanced, including original research and synthesis pieces from high-quality, credible sources.</p>	<p>Most entries clearly answer the research question.</p> <p>Entries are included from quality sources, but are dominated by synthesis pieces; original research is not evident.</p>	<p>Most entries relate only generally to the research question.</p> <p>One or more entries are included from questionable sources, reflecting largely opinion pieces rather than original research or syntheses of research.</p>	<p>The connection between annotated entries and the research question is difficult to discern.</p> <p>Entries are dominated by material from questionable sources: a review of research is not evident.</p>
<p>Bibliographic entries – quantity Weight 10%</p>	Five or more annotated summaries are presented.	Four annotated summaries are presented.	Three annotated summaries are presented.	Two annotated summaries are presented.

<p>Conclusion Weight 20%</p>	<p>Assessment of how the research could be applied to leadership practice is discussed in detail.</p>	<p>Assessment makes some references to how the research might inform leadership practice.</p>	<p>Assessment of research is discussed with minimal detail.</p>	<p>There is no assessment/conclusion</p>
<p>Mechanics Weight 10% Your written work should be scholarly and precise.</p>	<p>Entries are nearly error-free and are completed and presented in APA format.</p>	<p>Entries contain occasional grammatical errors and/or questionable word choice and conform to APA format.</p>	<p>Entries contain several errors in grammar and punctuation and do not conform to APA format</p>	<p>Entries are unclear and do not conform to APA format.</p>

3. Parent Involvement Assignment (35 points)

Using Epstein's framework of six types of parent involvement, conduct an assessment of the parent involvement program in your school, and then recommend how to improve it.

The paper should include the following elements:

Introduction

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

Program Description and Assessment

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

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

Program Improvement Recommendations

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

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

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

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

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

- planning,

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

In addressing those functions, indicate

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

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

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

**** Paper should be 10 pages (+/-) excluding title and reference pages**

Presentation Assignment: Improving Parent Involvement

Using your written document, develop a 10 minute presentation to be delivered to a panel of experienced school administrators who will provide evaluative feedback.

The panel will evaluate the presentation on the basis of:

- Clarity of presentation
- Clarity and persuasiveness of rationale
- Quality of program recommendations (degree to which they are likely to accomplish the desired outcomes).
- Quality of implementation and evaluation plans (degree to which they are likely to result in a successful project).

Criteria	Levels of Achievement			
	exceeds expectations 4	meets expectations 3	approaching expectations 2	falls below expectations 1
Thesis and introduction Weight 10%	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.	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.	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.	There is no clear introduction or purpose.
ELCC 1.2 Program Description - The program description demonstrates that the candidate understands and can amass data to identify school goals, processes and program effectiveness Weight 10%	The paper 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 paper 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.
ELCC 1.3 Program Improvement Recommendations & rationale - Program improvement recommendations and rationale demonstrate that the candidate understands and	Recommendations are offered that clearly address needs identified, and clear and persuasive statements are provided to support the importance of the recommendations and the need for their realization on the basis of a	Recommendations are offered that address needs identified. Clear and persuasive statements are provided to support the recommendations but are not supported by a discrepancy analysis or a	The recommendations or statements supporting the recommendations made are unclear or not supported by a discrepancy analysis.	Recommendations or the rationale is either missing or unclear.

<p>can promote continual improvement Weight 10%</p>	<p>discrepancy analysis relating the proposed changes to an ideal program.</p>	<p>discrepancy analysis is not accompanied by clear and persuasive statements supporting the importance of the recommendations.</p>		
<p>ELCC 4.1 Program Outcomes - Program outcomes demonstrate that the candidate understands and can collaborate with faculty and community to develop improvements in the schools' educational environment Weight 10%</p>	<p>The paper 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.</p>	<p>The paper includes outcomes that may not be measurable, or omits process or substantive outcomes.</p>	<p>The paper omits important elements of outcomes.</p>	<p>The paper omits outcomes or outcome statements are not clear.</p>
<p>ELCC 4.2 Program Description - Program description demonstrates that candidates understand and can mobilize school and community resources by understanding, appreciating, and using diverse social, cultural, and intellectual resources Weight 10%</p>	<p>The paper clearly delineates the elements of the program changes and how they will be accomplished, harnessing the unique resources of the school and school community. The essential attributes of the program are presented in a program configuration display.</p>	<p>The paper includes elements of the program changes, but is vague as to how school or community resources are employed or leaves one or more changes unclear.</p>	<p>Program elements are evident, but the description of how the program would meet the needs of the community or harness community resources is not evident.</p>	<p>The paper omits the program description or leaves the reader unsure what it is.</p>
<p>ELCC 4.3 Program Implementation Plan - The implementation plan demonstrates that candidates understand and can respond to community interests and needs by building</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</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</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>The paper fails to include the plan or presents it sketchily and/or unclearly.</p>

positive relationships with parents, caregivers and community partners Weight 20%	completing it, the date of completion, any resources required, and what will be counted as evidence of its successful completion.	outcomes.		
ELCC 3.1 Program Evaluation Plan- The evaluation plan demonstrates that candidates understand and can monitor and evaluate implementation of the parent involvement plan. Weight 10%	The paper specifies clearly the elements of the evaluation plan.	The paper omits one or more elements of the evaluation plan and/or describes one or more elements unclearly.	The paper describes evaluation activities but omits two or more elements.	The paper omits the evaluation plan or presents it so unclearly that the reader would not know how the evaluation will be completed.
ELCC 4.4 Presentation of plan - Presentation of the plan demonstrates that candidates understand and can respond to community and parent interests by building and sustaining positive relationships Weight 10%	The presentation clearly and succinctly demonstrates that the analysis, recommendations, plan and outcomes proposed will result in promoting effective relationships with parents and/or community partners.	The presentation generally demonstrates that the analysis, recommendations, plan and outcomes proposed will result in promoting effective relationships with parents and/or community partners.	The presentation is somewhat vague relating to how the recommendations, plan and outcomes proposed will result in promoting effective relationships with parents and/or community partners.	The presentation is weak, disconnected, and wholly fails to demonstrate that actions proposed will result in promoting effective relationships with parents and/or community partners.
Quality of support for recommendations Weight 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 are 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 Weight 5%	No grammatical or APA errors are present.	Occasional grammatical errors and questionable word choices are present.	Errors in grammar, spelling and punctuation are present.	The paper contains many errors in spelling, grammar, and punctuation.

Class Participation Rubric (10 Points)

	Exceeds Expectations 4	Meets Expectations 3	Approaches Expectations 2	Falls Below Expectations 1
Attendance Weight 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 Weight 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 Weight 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 Weight 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

EDLE 610 Spring 2016 (Leading Schools and Communities)

Session /Date	Topics	Assignments
<p>Session 1 January 13</p>	<ul style="list-style-type: none"> • Course Expectations and Overview • Leadership and Effective Schools • Review: Course Assignments: [2] Annotated Bibliography • [1] Assessing School Effectiveness [Focus Group] • [3] Parent Involvement (Epstein) 	<p><u>Prepare for Session 2:</u></p> <p>Read: [i] ‘Revolutionary & Evolutionary: The Effective Schools Movement’ [pdf], And [ii] ‘Effective Schools Correlates—Generations’ [pdf] Both on Bboard [resources]</p> <p>Bring to class: Copy of School/ Department Vision and Mission Statement</p>
<p>Session 2 January 20</p>	<ul style="list-style-type: none"> • Defining School Mission and Vision • Research for Improving Community Relations [1] • [Annotated Bibliography] -- Improving Community Relations—a review [Q/A] 	<p><u>Prepare for Session 3:</u></p> <p>[i] View “Building 21st Century Schools” [home page of Essential Schools Organization [on Bboard [resources]</p> <p>[ii] Read ‘Vision, Leadership & Change’ [pdf] –also on Bboard [resources]</p>
<p>Session 3 January 27</p>	<ul style="list-style-type: none"> • School Mission & Vision [2] • Research for Improving Community Relations [2] <p>Assessing School Effectiveness [Assignment# 2 review]</p>	<p><u>Prepare for Session 4:</u></p> <p>Read: ‘Monitoring the School Mission’ [pdf] also on Bboard [resources]</p> <p>Read both Annotated Bibliography ‘exemplars’ [also on Bboard]</p> <p>Read Case Study [‘The Disillusioned AP’—on Bboard]</p>
<p>Session 4 February 3</p>	<p>School Mission & Vision [3]:</p> <ul style="list-style-type: none"> • Examining the Complexities of School Communities • Research for Improving Community Relations [3] 	<p><u>Prepare for Sessions 5:</u></p> <p>Community Relations Research--FieldWork</p>

<p>Session 5 February 10</p>	<ul style="list-style-type: none"> • FieldWork—Assessing School Effectiveness [Focus Group] 	<p><u>Prepare for Session 6:</u> Read [i] Epstein’s Framework and [ii] Using Focus Groups [Ppoint]—both on Bboard.</p> <p>Review Assignment #3 [Q/A]</p>
<p>Session 6 February 17</p>	<ul style="list-style-type: none"> • School Mission & Vision [4] • Parent Involvement [Assignment #3] examined 	<p><u>Prepare for Session 7:</u> [Assignment 2] Improving Community Relations—a class roundtable Read ‘School-Family Partnerships’ [Epstein] on Bboard <u>Submission to Blackboard: Improving Community Relations</u></p>
<p>Session 7 February 24</p>	<ul style="list-style-type: none"> • Improving Community Relations [2] (Submission & Sharing) • Parent Involvement [2] 	<p>Prepare for Session 8: Read ‘Understanding the Community’ [Bagin] on B’board View [on www.ted.com] Emily Pilloton’s ‘Teaching Design for Change’</p>

Session 8 March 2	<ul style="list-style-type: none"> • Parent Involvement [3] 	Prepare for Session 9: Complete School Culture Survey Read: ‘School, Family & Community’ [Bboard[resources]
Session 9 March 9	<ul style="list-style-type: none"> • Leadership and School Culture • Parent Involvement [4] 	Prepare for Session 10: Read: ‘Involvement or Engagement’ [on Bboard] Read Case Study [‘A Matter of Honor’ on Bboard] Complete: Measures of School, Family, and Community Partnerships
Session 10 March 16	<ul style="list-style-type: none"> • Effective Schools and Parent Involvement • Framework for Parent Involvement 	Prepare for Session 11: Fieldwork: Parent Involvement <u>Submission to Blackboard:</u> <u>Assessing School Effectiveness</u>
Session 11 March 23	<ul style="list-style-type: none"> • Parent Involvement (Fieldwork) 	Prepare for Session 12: Read ‘Change, Change, Change’ on Bboard View ‘Improvement & Change’ [YouTube] on Bboard Discussion: Parent Involvement Research Results
Session 12 March 30	<ul style="list-style-type: none"> • Parent Involvement Research Results—a Roundtable 	Prepare for Session 13 Presentations on Parent Involvement
Session 13 April 6	<ul style="list-style-type: none"> • Workshop Class: Parent Involvement Presentations 	
Session 14 April 13	Course themes/course wrap-up	<u>Submission to Blackboard: Parent Involvement Assignment</u>