



**College of Education and Human Development
Division of Special Education and disAbility Research**

Fall 2017

EDSE 743 629: Leadership in Special Education Administration

CRN: 82204, 3 – Credits

Instructor: Ms. Carmen Rioux-Bailey	Meeting Dates: 09/14/17 – 11/16/17
Phone: 202-302-3223 (mobile)	Meeting Day(s): Thursday
E-Mail: criouxba@gmu.edu	Meeting Time(s): 5:00 pm - 9:00 pm
Office Hours: by appointment	Meeting Location: Westfield HS, 4700 Stoncroft Blvd, Chantilly, VA 20151/room A101
Office Location: Finley 100D	Other Phone: N/A

*Note: This syllabus may change according to class needs. Teacher Candidates/Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

Prerequisite(s) None

Co-requisite(s) None

Course Description

Examines leadership issues and applies them to the administration of special education programs. Explores current challenges in the delivery of services for exceptional children through case studies and projects. Offered by Graduate School of Education. May not be repeated for credit.

Registration Restrictions:

Enrollment is limited to Graduate or Non-Degree level students.

Students in a Non-Degree Undergraduate degree may not enroll.

Schedule Type: Lecture

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

Course Delivery Method

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

Learner Outcomes

Upon completion of this course, students will be able to:

1. Define leadership.
2. Describe the general behavioral and affective elements that define good leaders.
3. Identify specific forms/styles of leadership and explain how the behaviors relate to specific organizational goals.
4. Articulate their core beliefs about teaching, learning, and leadership, and relate these to their vision of effective school leadership.
5. Connect major leadership and organizational theories, and apply these to the understanding of real-world puzzles associated with leadership practice.
6. Describe the general manner in which policies are made including:
 - a. types of policy decisions
 - b. various constituent groups affected by each type of decision
 - c. goals that are often sought in policy-making
 - d. political and rhetorical tools used in policy-making
 - e. factors that contribute to uncertainty in policy-making
 - f. types of errors that affect policy making
 - g. tools for reducing uncertainty and error in policy making
7. Illustrate reform movements and how they gain momentum by providing examples of the political and rhetorical tools relative to selected reform movements that affect special education.
8. Analyze educational policy-making discussions and describe the elements of policy-making.
9. Analyze current change initiatives in the context of historical education reform proposals/policies considering the following:
 - a. fidelity of the reform outcome with the intended purpose
 - b. internal consistency of logic in the arguments for or against the reform
 - c. the efficacy of the reform in meeting the stated goals of the policy-makers
 - d. unintended consequences of the reform
10. Explain how special education laws and policies conform or fail to conform to expectations for genuine change using frameworks for analyzing organizational behavior and outcomes.
11. Articulate the leadership role(s) they aspire to take at the conclusion of their program of study.
12. Begin to articulate how they plan to develop their leadership capabilities in the near future.

Course Relationship to Program Goals and Professional Organizations

This course is part of the George Mason University, College of Education and Human Development (CEHD), Graduate School of Education, Special Education Leadership Graduate Certificate and Education Leadership, M.Ed Concentration in Special Education Leadership. These programs comply with university and program standards.

Required Textbooks

Crockett, Billingsley & Boscardin, *Handbook of Leadership and Administration for Special Education*, 2012, Routledge, ISBN 9780415872812

Recommended Textbooks

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Helpful Resources

CEC Journal of Special Education Leadership

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Tk20 Performance-Based Assessment Submission Requirement

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For EDSE 743, the required PBAs are the Parent Involvement Project and the Assessment of School Effectiveness (see next page). Failure to submit these assignments to Tk20 will result in reporting the course grade as Incomplete (IN). Teacher candidates/students have until five days prior to the University-stated grade change deadline to upload the required PBAs in order to change the course grade. When the PBA is uploaded, the teacher candidate/student is required to notify the instructor so that the "IN" can be changed to a grade. If the required PBA is not uploaded five days prior to the University-stated grade change deadline and, therefore, the grade not changed, it will become an F. Please check to verify your ability to upload items to Tk20 before the PBA due date.

Assignments and/or Examinations

Performance-based Assessment (Tk20 submission required)

1. Parent Involvement Paper 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. This 12-15 page paper will include a description of current programs and recommendations for the improvement, inclusive of a progress monitoring plan. You will also develop a presentation of your plan designed to persuade other administrators that your suggested improvements should be implemented. Details can be found in the appendix section of the syllabus and also are posted in Blackboard.

2. Assessment of School Effectiveness This assignment requires you to determine how leaders in your school community perceive your school's performance relative to its stated vision. You will develop an interview protocol, conduct a focus group discussion, build a matrix of significant responses, and summarize key findings along with recommendations for improvement in a 6-10 page paper. Details can be found in the appendix section of the syllabus and also are posted in Blackboard.

Performance-based Common Assignments (No Tk20 submission required.)

N/A

Other Assignments

3. Differentiated Project

Each adult learner brings varying levels of experience, especially in leadership roles, to a course such as this. In order to address your differing aspirations and needs you will reflect on your own situation and design a plan of action in support of your professional goals. Details can be found in Blackboard.

4. Participation in Course Activities

Students are expected to actively participate in all course activities, both face-to-face and online. Active participation includes the asking of questions and the presentation of one's own understanding with regard to the readings and class sessions as well as interactive discussion and participation in activities with other class members. Active participation also includes listening and respectful consideration of the comments of others. This will require all students to complete the required readings, activities, and assignments for that specific class meeting in advance. Required materials (e.g., supplemental readings, cases for review, external websites, discussion forums, topical reflections) can be found in Blackboard's Course Content section in a folder labeled by Week Number.

Additionally, during each class meeting there will be the opportunity to earn point(s) for the successful completion of in-class activities (e.g., case analysis, reflection activities, small group activities, and discussion of readings). If students are not in attendance, thus not able to participate and contribute to class when these activities occur, assigned points cannot be earned. One cannot earn full points for active participation while texting, tweeting, surfing the

internet, or engaging in other forms of multi-tasking behaviors. Tardiness will affect the class participation grade.

Assignment Summary Below are the basic weights of the various kinds of work required for the course, but students should always bear in mind that grading is primarily a judgment about your performance on a particular assignment. Grades are designed to indicate your success in completing assignments, not the level of effort you put into them.

- Participation in Course Activities 100
 - *Parental Involvement Paper 100
 - *Assessment of School Effectiveness 100
 - Differentiated Project 50
- =Total 350
- *Requires TK20 Submission

Course Policies and Expectations

Attendance/Participation

For a satisfactory grade in the course, students are expected to attend all classes, arrive on time, demonstrate professional behavior in the classroom, and complete all assignments with professional quality and in a timely manner. When absence from class is unavoidable, students are responsible for getting all class information (e.g., handouts, announcements, notes) from another class member prior to the class meeting that follows the absence. It is also helpful to notify the instructor of your absence via email, preferably in advance. Be aware that points earned for participation in class activities during a time of absence will not be earned and typically cannot be reclaimed. 10 points per class absence will be deducted from the 100 points allotted for the 10 weeks. A student will not be able to pass this course if more than 2 absences occur regardless of other grades.

Late Work

Points will be deducted for work submitted late (up to 10% per day). This includes any items that are not submitted upon request due to class absence or tardiness. This includes items initiated or modified during class as well as those listed in the syllabus.

Grading Scale

A = 95 – 100 percent A- = 90 – 94 percent
B+ = 85 – 89 percent B = 80 – 84 percent
C = 70 – 79 percent
F = Below 70

***Note: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. “To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student**

members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.” Work submitted must be your own or with proper citations (see <http://oai.gmu.edu/the-mason-honor-code/>).

Professional Dispositions

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

Class Schedule

*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Meeting	Topic	Assignments/Readings Due
Week 1 (9/14)	Introduction to Leadership in Special Education	Overview of course materials, assignments, and website (MyMason)
Week 2 (9/21)	Special Education as a Microcosm of the Greater Community: In Theory and in Practice	Crockett, Billingsley, & Boscardin (CB&B) Ch. 1-2; Check BB Folder; Respond to the prompt about your school’s vision statement in the Discussion Board section of BB
Week 3 (9/28)	The Role of Standards in Special Education Leadership	CB&B Ch. 3-4, 20; Check BB Folder
Week 4 (10/5)	Ethical Decision-making in a Culture of Compliance and Change	CB&B Ch.5, 8, 12; Check BB Folder
Week 5 (10/12)	The Importance of Influencing Policy Development in Special Education	Differentiated Project Due; CB&B Ch.6-7; Check BB Folder
Week 6 (10/19)	Building Bridges: Community Context in Policy Implementation and Reform Movements	CB&B Ch. 9-11; Check BB Folder
Week 7 (10/26)	Managing Uncertainty, Balancing Differing Priorities, and Adjusting for Unforeseen Consequences	Parental Involvement Paper and Presentations Due; CB&B Ch.13; Check BB Folder

Week 8 (11/2)	Impact of Special Education Leaders on Teaching and Learning: Research to Practice	CB&B Ch. 14-17; Check BB Folder
Week 9 (11/9)	Perspectives on Reforms in Special Education Over Time: A Look from Within and Beyond the Schools	CB&B Ch.18-19; Check BB Folder
Week 10 (11/16)	Alignment and Efficacy: Key Elements for Sustained Change	Assessment of School Effectiveness Due; Check BB Folder

Note: Syllabus is subject to change as needed. Common sense and instructor discretion will be the governing forces in dealing with any circumstances that may arise that are not explicitly addressed in this syllabus. Inclement weather cancellations will shift content to online delivery format and does not excuse students from completion of requirements.

Core Values Commitment

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

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- The 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/>).
- The 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/>.) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>).
- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

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

Appendix

Parent Involvement Paper

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 12-15 pages (+/-) excluding title and reference pages**

NOTE: This writing assignment will be due per the syllabus.

[Presentation Assignment: Improving Parent Involvement](#)

Using your written document, develop a 10-minute presentation to be delivered to a group of colleagues 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).
- NOTE: This presentation assignment will be due per the syllabus.

Criteria	Levels of Achievement			
	exceeds expectations 4	meets expectations 3	approaching expectations 2	falls below expectations 1
Thesis and introduction	9 – 10 points 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.	8 – 8.9 points 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.	7 – 7.9 points 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.	0 – 6.9 points 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	9 – 10 points 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	8 – 8.9 points 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.	7 – 7.9 points The program description and assessment is unclear, vague or missing a number of key elements.	0 – 6.9 points The program description and assessment is either largely missing or inadequate.

ELCC 1.3 Program Improvement Recommendations & rationale - Program improvement recommendations	9 – 10 points Recommendations are offered that clearly address needs identified, and clear and persuasive statements are provided to support the importance of	8 – 8.9 points Recommendations are offered that address needs identified. Clear and persuasive statements are provided to support the	7 – 7.9 points The recommendations or statements supporting the recommendations made are unclear or not supported	0 – 6.9 points Recommendations or the rationale is either missing or unclear.
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and rationale demonstrate that the candidate understands and can promote continual improvement	the recommendations and the need for their realization on the basis of a discrepancy analysis relating the proposed changes to an ideal program.	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.	by a discrepancy analysis.	
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	9 – 10 points 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.	8 – 8.9 points The paper includes outcomes that may not be measurable, or omits process or substantive outcomes.	7 – 7.9 points The paper omits important elements of outcomes.	0 – 6.9 points The paper omits outcomes or outcome statements are not clear.

<p>ELCC 4.2</p> <p>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</p>	<p>9 – 10 points 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>8 – 8.9 points 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>7 – 7.9 points 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>0 – 6.9 points The paper omits the program description or leaves the reader unsure what it is.</p>
<p>ELCC 4.3</p>	<p>18-20 points</p>	<p>16 – 17.9 points</p>	<p>14 – 15.9 points</p>	<p>0 to 13.9 points</p>

<p>Program Implementation Plan - The implementation plan demonstrates that candidates understand and can respond to community interests and needs by building positive relationships with parents, caregivers and community partners</p>	<p>A thorough plan is presented that responds to parent and community interests and involves parents or caregivers. The plan clearly addresses the functions specified and indicates for each task, who will be responsible for completing it, the date of completion, any resources required, and what will be counted as evidence of its successful completion.</p>	<p>A plan is presented that responds to parent and community needs, involving parents or caregivers, but elements of the plan are unclear or the plan, if enacted, would not likely produce the espoused outcomes.</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>
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<p>ELCC 3.1</p> <p>Program Evaluation Plan - The evaluation plan demonstrates that candidates understand and can monitor and evaluate implementation of the parent involvement plan.</p>	<p>9 – 10 points The paper specifies clearly the elements of the evaluation plan.</p>	<p>8 – 8.9 points The paper omits one or more elements of the evaluation plan and/or describes one or more elements unclearly.</p>	<p>7 – 7.9 points The paper describes evaluation activities but omits two or more elements.</p>	<p>0 – 6.9 points The paper omits the evaluation plan or presents it so unclearly that the reader would not know how the evaluation will be completed.</p>
<p>ELCC 4.4</p> <p>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</p>	<p>9 – 10 points 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.</p>	<p>8 – 8.9 points The presentation generally demonstrates that the analysis, recommendations, plan and outcomes proposed will result in promoting effective relationships with parents and/or community partners.</p>	<p>7 – 7.9 points 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.</p>	<p>0 – 6.9 points 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.</p>
<p>Quality of support for recommendations</p>	<p>4.5 – 5 points The recommendations</p>	<p>4 – 4.45 points The recommendations</p>	<p>3.5 – 3.95 points Recommendations are responsive</p>	<p>0 to 3.45 points</p>
	<p>appear to be grounded in research about the topic in general and research about the specific elements of the school’s program.</p>	<p>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>neither to school conditions nor research.</p>	<p>It is unclear what recommendations are proposed.</p>
<p>Mechanics</p>	<p>4.5 – 5 points No grammatical or APA errors are present.</p>	<p>4 – 4.45 points Occasional grammatical errors and questionable word choices are present.</p>	<p>3.5 – 3.95 points Errors in grammar, spelling and punctuation are present.</p>	<p>0 to 3.45 points The paper contains many errors in spelling, grammar, and punctuation.</p>

Assessment of School Effectiveness

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 5-9 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.

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	9 - 10 points 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.	8 - 8.9 points 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.	7 – 7.9 points 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.	0 to 6.9 points 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	9 - 10 points The profile clearly defines demographic and performance data, instructional practices and programs, improvement goals, school community trends, and areas for potential change.	8 – 8.9 points The profile provides general information about demographic and performance data, instructional practices and programs, improvement goals, school community trends, and areas for potential change.	7 - 7.9 points The profile includes limited information about demographic and performance data, instructional practices and programs, improvement goals, school community trends, and areas for potential change.	0 - 6.9 points There is no profile provided.

ELCC 1.1 The school vision: Candidates demonstrate that they understand and can collaboratively develop, articulate, implement and steward a vision	9 - 10 points The school's vision statement is included and assessed regarding the degree to which it relates to current instructional programs, SIP goals, and resources.	8 – 8.9 points The vision statement and its goals are identified and there is a general explanation of how its goals are supported.	7 – 7.9 points The vision statement is identified. Its goals and support are not clearly identified.	0 – 6. 9 points There is no mention of the school vision and/or description of how the vision is supported.
ELCC 1.4 Focus group planning: The focus group process	13.5 - 15 points The focus group process is powerfully designed, including an interview	12 – 13.4 points The focus group process is well designed, but has gaps either in terms	10.5 – 11.9 points The focus group process is usable as designed, but there are gaps in terms of	0 – 10.4 points The focus group design was poorly or haphazardly planned resulting in

demonstrates that candidates understand and can evaluate school progress and revise school plans supported by school stakeholders	protocol that targets important school improvement issues, and selection of a variety of focus group participants that include key school stakeholders.	of the construction of interview questions or limited involvement of some stakeholders.	either the interview protocol or invitation of participants.	significant problems that affected the veracity of the 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	9 - 10 points The narrative and matrix present a comprehensive summary of all phases of the focus group discussions. Significant findings are specifically identified.	8 - 8.9 points A narrative and matrix are presented. The narrative and/or findings are discussed in a general manner.	7 – 7.9 points A narrative and matrix are presented. There is little detail in the narrative, matrix and findings.	0 – 6.9 points The narrative, matrix and/or findings or missing

<p>ELCC 4.4 Improvement areas: The focus group data analysis demonstrates that candidates understand and can respond to community interests and issues</p>	<p>9 - 10 points 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.</p>	<p>8 – 8.9 points Recommendations generally follow themes evident in focus group data, but are only loosely connected to stakeholder input.</p>	<p>7 – 7.9 points Recommendations are evidence, but their connection to stakeholder input is vague or hard to discern.</p>	<p>0 – 6.9 points Recommendations are incomplete or missing</p>
<p>ELCC 1.3 Action Plan: The action plan demonstrates that candidates understand and can promote continual and</p>	<p>13.5 - 15 points The Action Plan is fully developed. Its relationship to the data collected and steps toward improvement are explicitly stated.</p>	<p>12 – 13.4 points The Action Plan is outlined. There is some relationship shown between the plan and the data collected.</p>	<p>10.5 – 11.9 points The Action Plan is vague. There is little relationship between the plan and the data collected.</p>	<p>0 – 10.4 points The Action Plan is incomplete.</p>
<p>sustainable improvement</p>				
<p>ELCC 4.3 Candidates demonstrate the ability to conduct a needs assessment of families and caregivers</p>	<p>9 - 10 points The project provides evidence of a superior ability to conduct a needs assessment and develop collaborative strategies and/or recommendations related to community interests and needs</p>	<p>8 – 8.9 points The project provides evidence of an adequate ability to conduct a needs assessment and develop collaborative strategies and/or recommendations related to community interests and needs</p>	<p>7 – 7.9 points The project provides evidence of some ability to conduct a needs assessment and develop collaborative strategies and/or recommendations related to community interests and needs</p>	<p>0 – 6.9 points The project does not provide evidence of the ability to conduct a needs assessment and develop collaborative strategies and/or recommendations related to community interests and needs</p>

Quality of support Weight	4.5 – 5 points The recommendations appear to be grounded in research about the topic in general and research about the specific elements of the school’s program.	4 – 4.4 points 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.	3.5 – 3.9 points Recommendations are responsive neither to school conditions nor research.	0 – 3.4 points It is unclear what recommendations are proposed.
Mechanics Weight	4.5 - 5 points The paper is error free.	4 – 4.4 points There are only a few minor errors in the paper.	3.5 – 3.9 points The paper has several errors indicating a lack of proofreading.	0 – 3.4 points The paper contains many significant errors.