EDLE 610, Section 601 – Leading Schools and Communities
3 Credits, Summer 2019
Monday/Wednesday, 4:30-7:30pm (4/22, 4/24, 4/29, 5/1-Riverside HS Room 1400; Pending approval-5/1-6/5-Stone Bridge HS, Room 407)

Faculty

Name:	Scot Turner, Ed.D.
Office Hours:	By Appointment
Office Location:	Robinson Secondary School
Office Phone:	703-426-2241; 703-477-0160 (cell)
Email Address:	sturne4@gmu.edu

Prerequisites/Corequisites

EDLE 620, EDLE 690, and EDLE 791.

University Catalog Course Description

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.

Course Overview

Students will deepen their understanding of (1) the use of research findings and tools to lead schools and communities, (2) the nature and strengths of diverse communities, (3) how organizations function, 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.

Course Delivery Method

This is a hybrid course delivered via a 55-45 combination of face-to-face meetings with online sessions. The online sessions are delivered in an asynchronous format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course incorporates a variety of instructional methods including: large-and small-

group instruction, cooperative learning activities, Internet assignments, lectures, individual presentations, case studies, role-play, and written and verbal assignments.

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

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:
- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

  To get a list of supported operation systems on different devices see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.
- **Video/Screen casting Tools**: You will use Kaltura, Jing, or Camtasia to record presentations that are consistent with assignment descriptions and instructions.
- **Group Work:** You will use **Google Docs** to complete the collaborative aspects of your assigned group work. The work products will be posted on Blackboard Discussion Boards for class commentary and assessment.
- The following software plug-ins for Pcs and Macs respectively, are available for free download by clicking on the link next to each plug-in:
  · **Adobe Acrobat Reader:** http://get.adobe.com/reader/
  · **Windows Media Player:**
      https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  · **Apple QuickTime Player:** www.apple.com/quicktime/download/

Learner Outcomes or Objectives
Students will emerge from the course able to:
1. Demonstrate knowledge and skills needed to collaborate with families and other community members, respond to diverse community interests and needs, and mobilize community resources to create and maintain a positive school culture.
2. Identify, assess, and apply elements of a constructive relationship between a school and its community to support the school's mission and vision.
3. Gain insight into power structures and pressure groups in the school community to create coalitions and increase support for school programs and goals.
4. Identify leadership knowledge and skills that promote success of all students through integrity, fairness, and ethical behavior on the part of faculty and staff.

Professional Standards (National Standards and Virginia Competencies)

The course addresses selected Virginia Department of Education (VDOE) Competencies, The Interstate School Leaders Licensure Consortium (ISLLC) Standards, and Educational Leadership Constituent Council (ELCC), and National Council for Accreditation of Teacher Education (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 VDOE standards addressed in this course include:
a7. Identification, analysis, and resolution of problems using effective problem-solving techniques;
d2. Working collaboratively with staff, families, and community members to secure resources and to support the success of a diverse population;
d3. Developing appropriate public relations and public engagement strategies and process;
d4. Principles of effective two-way communication, including consensus building and negotiation skills;
f3. Identify and respond to internal and external forces and influences on a school

Required Texts

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.

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).

Every student registered for any Education Leadership course with a required performance-based assessment are required to submit these assessment, **the School/Community Leaders Assessment of School Effectiveness and Parent Involvement 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.

- **Assignments and/or Examinations**

Students' grades are based on their proficiency with respect to the student outcomes stated above. Each outcome will have an oral (class participation) and/or a written component. Educational leaders must be able to use current research in making informed decisions and improving community relations. With this in mind, a primary objective of EDLE 610 is to have students deepen their understanding of the use of research and tools to lead schools and communities.

Consequently you should find opportunity throughout the course and assignments to explore existing research on a specific topic, organize and evaluate that research, and then share your findings with your classmates and/or in your journals.

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

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

- **Other Requirements**

Class participation

A large proportion of the work in this class will be done either individually and/or in small groups. Each student is expected to be an active, contributing member of her/his small group in every class session and outside of class. Every student is also expected to contribute to Blackboard discussions as necessary. If you are absent or miss part of a class session, you may lose participation points. If you are absent for an oral activity, there will be no alternative way to engage in the activity and you will not receive credit for it. Such an absence will cause you to lose participation points regardless of your overall attendance record. If you must be absent, please notify me by e-mail or phone. More than one absence may result in a reduction in participation points. Arriving at class more than 30 minutes late or leaving more than 30 minutes before the end of class will result in loss of points.

Attendance

Students are expected to attend every class for its entirety. Emergencies sometimes arise, however. If you need to be absent from class, you are expected to notify me in advance by telephone or e-mail. Any absence will result in two (2) points' reduction in participation. If you come to class more than 30 minutes late or leave more than 30 minutes early, you will lose participation points. Papers due on a day you are absent must be submitted via Blackboard by the due date.

Written assignments

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

- **Grading**

A+	=	100 percent
A	=	95 – 99 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

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. Consistent with our mission to educate exceptional leaders who act with integrity and respect for others, candidates are not permitted to record a class themselves by any means without prior expressed consent of the instructor -- except for class recordings made to accommodate requests presented by the George Mason University's Office of Disability Services.
Plagiarism: Candidates must avoid plagiarizing the work of others. Specifically, when referencing a source or author, candidates must give appropriate source documentation; and when using direct quotes, candidates must use quotations, provide page numbers, and ensure that credit is given to the author of quoted material. If a candidate's work contains plagiarism, the candidate will receive no credit for the assignment.

Professional Dispositions

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

 See https://cehd.gmu.edu/students/polices-procedures/

George Mason University Policies and Resources for Students

Policies

1. Students must adhere to the guidelines of the Mason Honor Code (see http://catalog.gmu.edu/policies/honor-code-system/).

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

3. 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.

4. 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/).

5. 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

1. Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/api/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

2. For information on student support services on campus, see https://ctfe.gmu/teaching/student-support-resources-on-campus

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 information on the College of Education and Human development, please visit our website **https://cehd.gmu.edu/students/** .

Class Schedule (Summer 2019)

Please note: **To accommodate the learning needs of the class, the topics and reading schedule may be amended during the semester. Please check announcements on the course website for any update to the schedule if you miss a class.**

Date	Delivery	Lessons	Readings/Activities
Class #1 4/22	**F2F**	**Course Expectations and Overview** **Leadership and Effective Schools** **Understanding and Forming Focus Groups**	**Prepare for Class #2, 4/24** *Read:* **The Eight Basic Competencies** **Complete: School Mission and Vision Activity** *Review and Work on:* **Assignment #1 Assessing School Effectiveness. It is suggested that you identify and select focus group members for Assessing School Effectiveness assignment**
Class #2 4/24	**F2F**	**Research and Fieldwork: Assessing School Effectiveness**	**Prepare for Class #3, 4/29** *Read:* **Vision, Leadership, and Change**
Class#3 4/29	**F2F**	**Defining and Sustaining School Direction**	**Prepare for Class #4, 5/1** *Read:* **School Culture, School Climate** *Complete:* **School Culture Survey**
Class #4 5/1	**Online**	**Leadership and School Culture**	**Prepare for Class #5 , 5/6** *Read:* **Avoiding Racial Equity Detours**
Class #5 5/6	**F2F**	**Cultural Competency**	**Prepare for Class #6 , 5/8** *Read:* **School, Family, and Community Partnerships: Caring for the Children We Share** *Review Survey:* **Measures of School, Family, and Community Partnerships** *Review:* **Assignment # 2 Parent Involvement**
Class #6 5/8	**Online**	*BlogChat Session from 5-7pm* **Leadership and Parent Involvement and Caring for OUR Children**	**Online Chat Session:** **Prepare for Class #7, 5/13** *Analyze:* **School/Parent/Community Involvement** *Read:* **Involvement or Engagement**

Date	Delivery	Lessons	Readings/Activities
Class #7 5/13	F2F	**Research and Fieldwork** **Discuss Assignment #2**	**Prepare for Class #8, 5/15** **Use this week to finalize assignment #1: Assessing School Effectiveness (Focus Group Paper)**
<td colspan="4" align="center">**Assignment Due:**   **Assignment #1: Assessing School Effectiveness Assignment Due-**   **Monday, May 20**</td>
Class #8 5/15	Online	**Online Discussion-School/Parent/Community Involvement Research Finding**	**Prepare for Class #9, 5/20**
Class #9 5/20/19	F2F	**Leadership and School Community** **Informal Paper Results Discussion-Looking for common ground and what we can teach each other**	**Prepare for Class #10, 5/22** *Read:* **Build Trust Design Your Offense**
<td colspan="4" align="center">**Assignment #2:**   **Parent Involvement Assignment Due-**   **May 29**</td>
Class #10 5/22	Online	**Leadership and Communication**	**Prepare for Class #11, 5/29** **Understanding the role of communication and community relations**
5/27/19 (Holiday)	No Class	**Memorial Day Holiday**	
Class #11 5/29	F2F	**Leadership and Communication**	**Prepare for Class #'s 12-13, June 3/5** **Presenting Improving Community Relations Research**
Class #12 6/3	F2F	**Presentations: Improving Community Relations** **Course Wrap Up**	
Class #13 6/5	F2F	**Presentations: Improving Community Relations** **Course Wrap Up**	

<u>**Course Assignments**</u>

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

<u>**Rationale**</u>

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.

<u>**Process**</u>

- 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.

<u>Your paper will be 6-10 pages long (excluding the title and reference pages) and include:</u>
- 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.

<u>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.</u>

School/Community Leaders Assessment of School Effectiveness Assignment Rubric

Criteria	Levels of Achievement			
	Exceeds Expectations	**Meets expectations**	**Approaching Expectations**	**Falls Below Expectations**
Thesis and introduction Weight 10.00%	**90 to 100 %** The introduction draws the reader into the paper and ends with a clear and compelling thesis. The introduction provides a clear roadmap for the reader, foreshadowing what the paper is intended to cover.	**80 to 89 %** Paper starts with a brief introduction that alludes to the purpose of the paper, contains a thesis, and provides a general foreshadowing of what is to be included.	**70 to 79 %** The introduction provides some indication of the purpose of the paper, but lacks a thesis and/or provides inadequate or confusing information about what is to be shared.	**0 to 69 %** 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 10.00%	**90 to 100 %** The profile clearly defines demographic and performance data, instructional practices and programs, improvement goals, school community trends, and areas for potential change.	**80 to 89 %** The profile provides general information about demographic and performance data, instructional practices and programs, improvement goals, school community trends, and areas for potential change.	**70 to 79 %** The profile includes limited information about demographic and performance data, instructional practices and programs, improvement goals, school community trends, and areas for potential change.	**0 to 69 %** 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 Weight 10.00%	**90 to 100 %** The school's vision statement is included and assessed regarding the degree to which it relates to current instructional programs, SIP goals, and resources.	**80 to 89 %** The vision statement and its goals are identified and there is a general explanation of how its goals are supported.	**70 to 79 %** The vision statement is identified. Its goals and support are not clearly identified.	**0 to 69 %** There is no mention of the school vision and/or description of how the vision is supported.

	90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %
ELCC 1.4 Focus group planning: The focus group process demonstrates that candidates understand and can evaluate school progress and revise school plans supported by school stakeholders Weight 15.00%	**90 to 100 %** The focus group process is powerfully designed, including an interview protocol that targets important school improvement issues, and selection of a variety of focus group participants that include key school stakeholders.	**80 to 89 %** 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.	**70 to 79 %** The focus group process is usable as designed, but there are gaps in terms of either the interview protocol or invitation of participants.	**0 to 69 %** The focus group design was poorly or haphazardly planned resulting in 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 Weight 10.00%	**90 to 100 %** The narrative and matrix present a comprehensive summary of all phases of the focus group discussions. Significant findings are specifically identified.	**80 to 89 %** A narrative and matrix are presented. The narrative and/or findings are discussed in a general manner.	**70 to 79 %** A narrative and matrix are presented. There is little detail in the narrative, matrix and findings.	**0 to 69 %** 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 10.00%	**90 to 100 %** 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.	**80 to 89 %** Recommendations generally follow themes evident in focus group data, but are only loosely connected to stakeholder input.	**70 to 79 %** Recommendations are evidence, but their connection to stakeholder input is vague or hard to discern.	**0 to 69 %** 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 15.00%	**90 to 100 %** The Action Plan is fully developed. Its relationship to the data collected and steps toward improvement are explicitly stated.	**80 to 90 %** The Action Plan is outlined. There is some relationship shown between the plan and the data collected.	**70 to 79 %** The Action Plan is vague. There is little relationship between the plan and the data collected.	**0 to 69 %** The Action Plan is incomplete.

	90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %
ELCC 4.3 Candidates demonstrate the ability to conduct a needs assessment of families and caregivers Weight 10.00%	**90 to 100 %** The project provides evidence of a superior ability to conduct a needs assessment and develop collaborative strategies and/or recommendations related to community interests and needs	**80 to 89 %** The project provides evidence of an adequate ability to conduct a needs assessment and develop collaborative strategies and/or recommendations related to community interests and needs	**70 to 79 %** The project provides evidence of some ability to conduct a needs assessment and develop collaborative strategies and/or recommendations related to community interests and needs	**0 to 69 %** The project does not provide evidence of the ability to conduct a needs assessment and develop collaborative strategies and/or recommendations related to community interests and needs
Quality of support Weight 5.00%	**90 to 100%** The recommendations appear to be grounded in research about the topic in general and research about the specific elements of the school's program.	**80 to 89 %** 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.	**70 to 79 %** Recommendations are responsive neither to school conditions nor research.	**0 to 69 %** It is unclear what recommendation s are proposed.
Mechanics Weight 5.00%	**90 to 100 %** The paper is error free.	**80 to 89 %** There are only a few minor errors in the paper.	**70 to 79 %** The paper has several errors indicating a lack of proofreading.	**0 to 69 %** The paper contains many significant errors.

II. PARENTAL INVOLVEMENT (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.

1.   The Written Assignment 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

The written assignment should be 7 pages (+/-) excluding title and reference pages

2. *Presentation Assignment*: **Improving Parent Involvement**

Using your written document, develop a 5-7minute presentation to be delivered to a simulated 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).

Parental Involvement Assignment Rubric

Criteria	Levels of Achievement			
	Exceeds expectations	**Meets expectations**	**Approaching expectations**	**Falls below expectations**
Thesis and introduction Weight 10.00%	**90 to 100 %** The introduction draws the reader into the written assignment and ends with a clear and compelling thesis. The introduction provides a clear roadmap for the reader, foreshadowing what the written assignment is intended to cover.	**80 to 89 %** Written assignment starts with a brief introduction that alludes to the purpose of the written assignment, contains a thesis, and provides a general foreshadowing of what is to be included.	**70 to 79 %** The introduction provides some indication of the purpose of the written assignment, but lacks a thesis and/or provides inadequate or confusing information about what is to be shared.	**0 to 69 %** 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 10.00%	**90 to 100 %** The written assignment 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 involved, (b) the degree to which the efforts satisfy the needs of the parents, and (c) the degree to which effort satisfies the needs of the school.	**80 to 89 %** The written assignment 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.	**70 to 79 %** The program description and assessment is unclear, vague or missing a number of key elements.	**0 to 69 %** The program description and assessment is either largely missing or inadequate.

		Levels of Achievement		
Criteria	**Exceeds expectations**	**Meets expectations**	**Approaching expectations**	**Falls below expectations**
ELCC 1.3 Program Improvement Recommendations & rationale - Program improvement recommendations and rationale demonstrate that the candidate understands and can promote continual improvement Weight 10.00%	**90 to 100 %** 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 discrepancy analysis relating the proposed changes to an ideal program.	**80 to 89 %** 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 discrepancy analysis is not accompanied by clear and persuasive statements supporting the importance of the recommendations.	**70 to 79 %** The recommendations or statements supporting the recommendations made are unclear or not supported by a discrepancy analysis.	**0 to 69 %** Recommendations or the rationale is either missing or unclear.
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 10.00%	**90 to 100 %** The written assignment 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.	**80 to 89 %** The written assignment includes outcomes that may not be measurable, or omits process or substantive outcomes.	**70 to 79 %** The written assignment omits important elements of outcomes.	**0 to 69 %** The written assignment omits outcomes or outcome statements are not clear.

	Levels of Achievement			
Criteria	**Exceeds expectations**	**Meets expectations**	**Approaching expectations**	**Falls below expectations**
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 10.00%	**90 to 100 %** The written assignment 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.	**80 to 89 %** The written assignment 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.	**70 to 79 %** 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.	**0 to 69 %** The written assignment omits the program description or leaves the reader unsure what it is.
ELCC 4.3 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 Weight 20.00%	**90 to 100 %** 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.	**80 to 89 %** 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	**70 to 79 %** 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.	**0 to 69 %** The written assignment fails to include the plan or presents it sketchily and/or unclearly.

	Levels of Achievement			
Criteria	**Exceeds expectations**	**Meets expectations**	**Approaching expectations**	**Falls Below Expectations**
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 10.00%	**90 to 100 %** The written assignment specifies clearly the elements of the evaluation plan.	**80 to 89 %** The written assignment omits one or more elements of the evaluation plan and/or describes one or more elements unclearly	**70 to 79 %** The written assignment describes evaluation activities but omits two or more elements.	**0 to 69 %** The written assignment 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 10.00%	**90 to 100 %** 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.	**80 to 89 %** The presentation generally Demonstrates that the analysis, recommendations, plan and outcomes proposed will result in promoting effective relationships with parents and/or community partners.	**70 to 79 %** 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.	**0 to 69 %** 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 5.00%	**90 to 100 %** The recommendations appear to be grounded in research about the topic in general and research about the specific elements of the school's program.	**80 to 89 %** 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.	**70 to 79 %** Recommendations are responsive neither to school conditions nor research.	**0 to 69 %** It is unclear what recommendations are proposed.

Template Revision Date: 11/14/16

	Levels of Achievement			
Criteria	**Exceeds Expectations**	**Meets Expectations**	**Approaching Expectations**	**Falls Below Expectations**
Mechanics Weight 5.00%	**90 to 100 %** No grammatical or APA errors are present.	**80 to 89 %** Occasional grammatical errors and questionable word choices are present.	**70 to 79 %** Errors in grammar, spelling and punctuation are present.	**0 to 69 %** The written assignment contains many errors in spelling, grammar, and punctuation.