George Mason University
College of Education and Human Development
Education Leadership Program

EDLE 610, Section DL1– Leading Schools and Communities
3 Credits, Summer 2020
June 1, 2020 to August 8, 2020

Faculty
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Prerequisites/Corequisites

EDLE 620; EDLE 690; 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 Practice and academic emphasis on leadership skill development and dispositions.

Course Delivery Method

This course will be delivered online (100%) using an asynchronous format through the Blackboard learning management system (LMS) found at https://mymasonportal.gmu.edu. You will log in to the Blackboard course site using your Mason username and email password. This course will be available on June 1, 2020.

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

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

Successful students will emerge from the course with the ability 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.

Students will deepen their understanding of (1) the use of a variety of 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.

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.

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 will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.

- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
    - Adobe Acrobat Reader: https://get.adobe.com/reader/
    - Windows Media Player: https://support.microsoft.com/en-us/help/14209/get-windows-media-player
    - Apple Quick Time Player: www.apple.com/quicktime/download/

Online Course Expectations

1. **Course Week:** Because asynchronous courses do not have a "fixed" meeting day, our week will start on Monday and finish on Sunday.
2. **Log-in Frequency**: Students will need to check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials multiple times per week.
3. **Participation**: Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussion board activites.
4. **Technical Competence**: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
5. **Technical Issues**: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
6. **Workload**: Please be aware that this course is not self-paced. Students are expected to meet specific deadlines and due dates listed in the Class Schedule section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
7. **Instructor Support**: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
8. **Netiquette**: The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. Be positive in your approach with others and diplomatic in selecting your words. Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
9. **Accommodations**: Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

Professional Standards

The course addresses selected Virginia Department of Education (VDOE) Competencies, The Interstate School Leaders Licensure Consortium (ISLLC) Standards, and Educational Leadership

Constituent Council (ELCC) (NCATE) Standards. Upon completion of this course, students will have met the following professional standards:

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 t 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 required readings, videos, and resources will be available on Blackboard as students complete course learning modules.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20,). Blackboard is an online assessment system used by the college to collect student work, provide feedback to students, and maintain an ongoing record of student assessment data. All students use their Blackboard account to submit work for courses.

Assignments and/or Examinations

Class participation: 25 percent
Students are expected to complete the asynchronous activities within each learning module on Blackboard by the end of the week they are assigned in the Class Schedule. Each module ends with a required written or discussion board assignment that must be submitted through Blackboard for grading. These tasks assignments will determine the participation grade.

Written assignments: 75 percent
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.

TK20 Performance-Based Assessment Submission Requirement

Every student registered for any Education Leadership course with required performance-based assessments are 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.

Other Requirements

Learning Module Completion
Students are expected to thoroughly consume and reflect on all the content in each learning module.

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

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

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

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

Grading

A+	100 points
A	95-99 points
A-	90-94 points
B+	86-89 points
B	83-85 points
B-	80-82 points
C	75-79 points

F   74 points or below

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See
https://cehd.gmu.edu/students/polices-procedures/

Class Schedule

Week(s)/Dates	Lessons	Concepts & Assignment
Week 1 June 1-7	Course Introduction Unit 1, Module 1: Student Climate and Culture	**Concepts:** Physical Safety Mental, Social, & Emotional Well-being Positive Behavior Support Systems **Written Participation Assignment:** "Student Climate Scenario"
Week 2 June 8-14	Unit 1, Module 2: When Students Struggle	**Concepts:** Using vs. Eliminating Struggle First Instruction Additional Support Helping Special Needs Students **Discussion Board Participation Assignment:** "When Students Struggle – A Scenario "
Week 3 June 15-21	Unit 1, Module 3: Excellence for All Students	**Concepts:** The Legacy of Tracking Alternatives to Ability Grouping Barriers to Excellence for All Students **Written Participation Assignment:** "You are the Principal"
Week 4 June 22-28	Unit 2: Module 1: Introduction to Parent Involvement and Epstein's Framework	**Concepts:** Parent Involvement Epstein's Framework **Discussion Board Participation Assignment:** "Introduction to Parent Involvement and Epstein's Framework"
Week 5 June 29-July 5	Unit 2: Module 2: Epstein's Framework: Part 1	**Concepts:** Parenting Communicating Volunteering **Written Participation Assignment:** "Communicating with the Community: Choose your Scenario"

Week 6 July 6-12	Unit 2: Module 3: Epstein's Framework: Part 2	**Concepts:** Learning at Home Decision Making Collaborating with Community **Discussion Board Participation Assignment:** "Decision Making - Responding to Parent Criticism"
Performance-based Assessment #1 - Parent Involvement Assignment Due July 12		
Week 7 July 13-19	Unit 3: Module 1 Teacher and Employee Culture	**Concepts:** Teacher Morale Profile of an Effective Educator Building a Productive Educator Culture **Written Participation Assignment:** "Creating Culture from Scratch"
Week 8 July 20-26	Unit 3, Module 2: Building Educator Competence	**Concepts:** Adequate Teacher Support Improving Teacher Performance **Discussion Board Participation Assignment:** "Helping Educators Meet their Potential"
Week 9 July 27 – August 2	Unit 3 Module 3: Fostering Educator Leadership	**Concepts:** A Mindset to Empower Educators Systems that Develop Leaders Individualized Leadership Development **Written Participation Assignment:** "Teacher Leadership Reflection"
Week 10 August 3-8	Final Module: Putting it all together	Concepts: Cohesive Leadership Frameworks for Strategy Implementation **Discussion Board Participation Assignment:** "Video Log Reflection"
Performance-based Assessment #2 - School/Community Leaders Assessment of School Effectiveness Due August 8		

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

Core Values Commitment

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

GMU Policies and Resources for Students

Policies

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

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

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).

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

Campus Resources

- Support for submission of assignments to 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://coursessupport.gmu.edu/.

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

- Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

- As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu

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

Performance-based Assessment #1*
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 15 pages (+/-) excluding title and reference pages

NOTE: This writing assignment will be due on July 12

Parental Involvement Assignment Rubric

	Levels of Achievement			
Criteria	**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 %	80 to 89 %	70 to 79 %	0 to 69 %
	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 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 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.	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 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. |

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.

ELCC 3.1 Program Evaluation Plan – The evaluation plan demonstrates that candidates understand and can monitor and evaluate implementation of the parent involvement plan.	**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.

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Weight 10.00%				
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. |
| 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. |

Performance Based-Assessment #2*

School/Community Leaders Assessment of School Effectiveness

(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.

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.

NOTE: This writing assignment will be due on August 8

School/Community Leaders Assessment of School Effectiveness 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.
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**	**90 to 100 %** The narrative and matrix present a	**80 to 89 %** A narrative and matrix are presented.	**70 to 79 %** A narrative and matrix are presented.	**0 to 69 %**

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%	comprehensive summary of all phases of the focus group discussions. Significant findings are specifically identified.	The narrative and/or findings are discussed in a general manner.	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 10.00%	**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.
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	**70 to 79 %** Recommendations are responsive neither to school conditions nor research.	**0 to 69 %** It is unclear what recommendations are proposed.

		responsive to school conditions.		
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.

* A required program-level Performance-Based Assessment