GEORGE MASON UNIVERSITY
GRADUATE SCHOOL OF EDUCATION
Education Leadership Program

EDLE 610, Section 601: Leading Schools and Communities
3 Credits, Fall 2020
Course Term: September 9 – December 9, 2020

Faculty
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Prerequisite(s)
EDLE 620; EDLE 690; EDLE 791

Course Description

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

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

Course Overview

In this course, candidates will apply research, theory, and practices that impact the school leadership, school direction, parents, and communities on student learning. Through discussions, activities, and readings, candidates will use research to develop plans that impact school and student success. The foundation of the three units relate directly to effective schools' research emphasizing the importance of school mission and vision and school, family, and community partnerships.

Course Delivery Method

This course will be delivered online (100%) using an **asynchronous and synchronous** 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. **This course will be available on Sept. 8, 2020.**
**Also please note…. on Thursday, Sept. 10, 2020 at 4:30 we will have a synchronous class meeting to review the syllabus. Other synchronous class meetings will be held on Wednesday,

September 23 and November 11th starting at 4:30. On November 30, December 1, 2 and 3 individual presentations will be presented to the class synchronously.

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.

Program Vision: The Education Leadership Program is dedicated to improving the quality of pre-K – 12 education through teaching, research, and service. Candidates and practicing administrators engage in course work devoted to experiential learning, professional growth opportunities, and doctoral research that informs practice. We educate exceptional leaders who act with integrity as they work to improve schools.

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/

On-line Course Expectations

- Course Week**:** Because online courses do not have a "fixed" meeting day, our week will **start** on Tuesday and **finish** on Monday.
- Log-in Frequency: Candidates must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.

- Participation: Candidates 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 discussions and group interactions.
- Technical Competence: Candidates are expected to demonstrate competence in the use of all course technology. Candidates who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues: Candidates 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.
- 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.
- 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.
- 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.
- Accommodations**:** Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Candidate Outcomes

Successful candidates will emerge from the course will be able to:

1. Demonstrate knowledge and ability to collaborate with families and other community members, respond to diverse community interests and needs, and mobilize community resources to create and maintain a positive school culture which supports the success of all students;
2. Identify assess, and apply elements of a constructive relationship between a school and its community to support implementing the school's vision;
3. Gain insight into power structures and pressure groups in the school community to create coalitions and increase support for school programs and goals; and
4. Identify leadership knowledge and skills that promote success of all students through integrity, fairness and ethical behavior

5. **Understand and demonstrate the capacity to evaluate, cultivate, and advocate for a supportive and inclusive district culture (NELP 3.1)**

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.

NELP Standard 1.0: Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and wellbeing of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a district mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.
1.1: Program completers understand and demonstrate the capacity to collaboratively design, communicate, and evaluate a district mission and vision that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.
1.2: Program completers understand and demonstrate the capacity to lead district strategic planning and continuous improvement processes that engage diverse stakeholders in data collection, diagnosis, design, implementation, and evaluation.

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.

NELP Standard 3: Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and wellbeing of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive district culture.

3.1 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for a supportive and inclusive district culture.

3.2 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to safe and nurturing schools and the opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships, necessary to support the success and well-being of each student.

3.3 Program completers understand and demonstrate the capacity to evaluate, advocate, and cultivate equitable, inclusive, and culturally responsive instructional and behavior support practices among teachers and staff.

NELP Standard 5: Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and wellbeing of each student and adult by applying the knowledge, skills, and commitments necessary to understand and engage families, communities, and other constituents in the work of schools and the district and to advocate for district, student, and community needs.

Component 5.1 Program completers understand and demonstrate the capacity to represent and support district schools in engaging diverse families in strengthening student learning in and out of school.

Component 5.2 Program completers understand and demonstrate the capacity to understand, engage, and effectively collaborate and communicate with, through oral, written, and digital means, diverse families, community members, partners, and other constituencies to benefit learners, schools, and the district as a whole.

Component 5.3 Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts and cultivate relationships with members of the business, civic, and policy community in support of their advocacy for district, school, student, and community needs

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

NELP Standard 7: Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the present and future success and wellbeing of students and district personnel by applying the knowledge, skills, and commitments necessary to cultivate relationships, lead collaborative decision making and governance, and represent and advocate for district needs in broader policy conversations.

Component 7.1 Program completers understand and demonstrate the capacity to represent the district, advocate for district needs, and cultivate a respectful and responsive relationship with the district's board of education focused on achieving the district's shared mission and vision.

Component 7.2 Program completers understand and demonstrate the capacity to design, implement, cultivate, and evaluate effective and collaborative systems for district governance that engage multiple and diverse stakeholder groups, including school and district personnel, families, community stakeholders, and board members.

Component 7.3 Program completers understand and demonstrate the capacity to evaluate, engage in decision making around, implement, and appropriately communicate about district, state, and national policy, laws, rules, and regulations.

Component 7.4 Program completers understand the implications of larger cultural, social, economic, legal, and political interests, changes, and expectations and demonstrate the capacity to evaluate and represent district needs and priorities within larger policy conversations and advocate for district needs and priorities at the local, state, and national level.

Course Objectives

Candidates taking this course 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.

Relationship of Course to Internship

Although the internship is a separate course, the Education Leadership program has integrated "embedded experiences" into course work. This means that some of the work for this class is related to the internship. Students may write about embedded experiences in their internship journal and Collective Records, but they can only count over and above the minimum 320 hours required for the internship. There is one exception. This course requires a focus group and as a result this project can qualify for the required activity- "Organize and run one or more community focus groups dealing with suggestions for improving visibility and communications with the local school community. Present recommendations to administration"

Professional Standards (National Standards and Virginia Competencies)

Upon completion of this course, candidates will meet the following professional ELCC standards: 1.1, 1.2, 4.1, 4.2, 4.3 4.4 and 6.3 Virginia competencies 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 Text

==There is no required textbook for this course==. Required reading will be listed in the weekly schedule and will be available on Blackboard.

Recommended Resource*:* American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th edition). Washington, D.C. American Psychological Association.

Course Performance Evaluation

Candidates can earn a total of **500 points** in this course. Graded assignments account for 75% (**375 points**) of the overall grade, while course participation accounts for 25% (**125 points**). A description of each assignment and a rubric for grading each assignment are included at the end of this syllabus. Candidates are expected to submit all assignments, on time, in the manner outlined by the instructor.

- **Assignments (75%-375 points***)*
  The two graded assignments required for the course are as follows:

  1. School/Community Leaders Assessment of School Effectiveness* (175 points)
  2. Parent Involvement* (200 points) This assignment has a presentation element.

  The School/Community Leaders Assessment of School Effectiveness and the Parent Involvement assignments are the *program-level Performance-Based Assessments* (BPA) 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.

- **Participation Requirements (25%-125 points)**

  To maximize learning and engagement in the online environment, candidates are expected to participate actively in asynchronous class discussions, asynchronous and synchronous group activities, and serve as critical friends to other students. In this course, participation points are given by unit, rather than per learning activity. Below is a list of all required learning activities, by unit, which will count toward your overall participation grade. Journal and Discussion Board activities are due on or before the Monday of the assigned week.

Unit 1 (60 points)
- Lessons 1 & 2 Journal (15), Journal (15)
- Lessons 3 & 4 Journal (15), Journal (15)

Unit 2 (30 points)
- Lessons 1 & 2 Journal (15), Journal (15)

Unit 3 (35 points)
- Lesson 2 & 4 Journal (15), Discussion Board (20)

Grading

A+	=	500+ points
A	=	475 - 499
A-	=	450 - 474
B+	=	435 - 449
B	=	415 - 434
B-	=	400 - 414
C	=	375 - 399
F	=	Below 375 points

Grading Policies

Written Assignments are due as indicated in the course schedule. <u>Both assignments must be submitted</u> **electronically through TK20.**

All work is expected on time, meaning no later than by midnight of the due date. If you happen to be absent on the day a paper is due, the due date remains, and the paper must be submitted electronically. Assignments are not accepted after the due date though at the discretion, and unusual and compelling circumstances (e.g. serious illness) due dates may be negotiated.

Every student registered for any EDLE course with a required performance-based assessment (designated in the syllabus) is required to submit these assessments to TK20. In EDLE 610, the required performances are **School/Community Leaders Assessment of School Effectiveness and Parent Involvement.** Evaluation of the performance-based assessments 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 this grade is changed upon completion of the required TK20 submission, the IN will convert to an F nine weeks into the following semester.

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

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

Class Schedule

Proposed Class Schedule EDLE 610.601, Fall 2020:

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

Please refer to the Weekly Schedule on Blackboard for the most up-to-date version of the course schedule.

Week(s)/Dates	Lessons	Reading/Activities/Assignments
Week 1 September 9-14	Course Orientation and Overview Unit 1 Lesson 1: Effective Schools & Vision *Synchronous Class Meeting – Thursday, 9/10/20, 4:30 – 5:30 PM Via BBCU Link in Blackboard	The Effective Schools Movement Vision: Essential Scaffolding *Journal: Torres/Murphy article*
Week 2 September 15-21	Unit 1 Lesson 2: School Vision: Considering the Future	The Eight Basic Competencies Vision & Leadership *Journal: 8 Basic Competencies* **Assignment #1 introduced**
Week 3 September 22-28	Unit 1 Lesson 3: Shepherding the Vision	Followship First, Then Leadership New Principal [scenario] *Journal Response to the Article* **Assignment #1 [continued]**
Week 4 September 29- October 5	Unit 1 Lessons 4: School Effectiveness: Research (School and Supporting Literature) and Fieldwork	Independent Research on Assignment #1 [creating, managing Focus Groups]
Week 5 October 6-12	Unit 1 Lesson 5: Leadership & School Culture	Reading: School Culture, School Climate – They Are Not the Same Thing Complete the Culture Typology Worksheet & Culture Typology Descriptions *Journal Response: Consider Your Findings From the Typology Worksheet*
Week 6 October 13 - 19	Unit 2 Lesson 1: Perspectives of Parent-School Involvement	Reading: Toward a theory of family-school connections: Teacher practices and parent involvement. *Journal Response to the Article*
Assignment #1 School Community Leaders Assessment of School Effectiveness, Due October 13		

Week 7 October 20-26	Unit 2 Lesson 2: Building Community Relations	Reading: The School Community *Journal Response to Article & Activities* **Assignment #2 introduced**
Week 8 October 27- November 2	Unit 2 Lessons 3 Parent Involvement: School and Supporting Literature Research Presentation Preparation [self-directed]	Independent Research on Assignment #2 **Assignment #2 [continued]**
Week 9 November 3- November 9	Unit 2 Lesson 4 Working with Diverse Families Presentation Preparation [self-directed]	Reading on Social Justice & Equity Traps Article: Addressing Diversity Beyond the Bake Sale *Discussion Board:* Addressing Diversity **Assignment #2 [continued]**
Week 10 November 10-16	Independent Study – Assignment #2	Independent Research on Assignment #2
Week 11 November 17-23	Unit 3 Lesson 1 Communication and Building Trust	Readings: 1)Involvement or Engagement 2)Communication Across Cultures
Week 12 November 17-23	Unit 3 Lesson 2 Trust – A Case Study Examined	Reading: Case Studies on Educational Administration *Journal Response to the Article*
Week 12 November 24-30	Independent Study – Assignment #2 Parent Involvement Presentation and Parent Involvement Assessment & Improvement Plan Form	Independent Research on Assignment #2
Week 13 December 1-9	**Assignment #2 Parent Involvement Presentations** Synchronous class for presentations: **Nov. 30, Dec. 1, 2 & 3 starting at 4:30 PM**	
Assignment #2 Parent Involvement Assessment & Improvement Plan Form due Dec. 9		

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 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://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/ .

Other reminders:

- *GMU Add/Drop Policy:* The last day to drop this class without any penalty is provided on the GMU academic calendar page http://registrar.gmu.edu/calendar/. It is the student's responsibility to check to verify that they are properly enrolled, as no credit will be awarded to students who are not.

- *Plagiarism Statement:* Plagiarism means using the exact words, opinions, or factual information from another person without giving that person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes; a simple listing of books and articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in an academic setting (Statement of English Department at George Mason University).

- *Copyright:* Copyright rules also apply to users of the Internet who cite from Internet sources. Information and graphics accessed electronically must also be cited, giving credit to the sources. This material includes but is not limited to e-mail (don't cite or forward someone else's e-mail without permission), newsgroup material, information from Web sites, including graphics. Even if you give credit, you must get permission from the original source to put any graphic that you did not create on your web page. Shareware graphics are not free. Freeware clipart is available for you to freely use. If the material does not say "free," assume it is not. Putting someone else's Internet material on your web page is stealing intellectual property. Making links to a site is, at this time, okay, but getting permission is strongly advised, since many Web sites have their own requirements for linking to their material.

- *Academic Integrity & Inclusivity:* This course embodies the perspective that we all have differing perspectives and ideas and we each deserve the opportunity to share our thoughts. Therefore, we will conduct our discussions with respect for those differences, meaning we each have the freedom to express our ideas, but we should also do so keeping in mind that our colleagues deserve to hear differing thoughts in a respectful manner, i.e. we may disagree without being disagreeable. http://integrity.gmu.edu/

- *Diversity, Religious Holiday:* Please refer to George Mason University's calendar of religious holidays and observations (http://ulife.gmu.edu/calendar/religious -holiday-calendar/). It is the student's responsibility to speak to the instructor in advance should their religious observances impact their participation in class activities and assignments.

- *Student Privacy Policy:* George Mason University strives to fully comply with FERPA by protecting the privacy of student records and judiciously evaluating requests for release of information from those records. Please see George Mason University's student privacy policy https://registrar.gmu.edu/students/privacy/

<p align="center">**Performance Based-Assessment #1 - (175 Points)**
School/Community Leaders Assessment of School Effectiveness</p>

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? "Interview questions should also include school improvement areas related to achievement, inclusion and equity.
- 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 & reference pages) & 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.

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/NELP 1.2 and 7.2 **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/NELP 1.1. and 7.1 **The school vision**: Candidates demonstrate that they	**90 to 100 %** The school's vision statement is included and assessed regarding the degree to which it relates to	**80 to 89 %** The vision statement and its goals are identified and there is a general explanation of	**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.

understand and can collaboratively develop, articulate, implement and steward a vision Weight 10.00%	current instructional programs, SIP goals, and resources.	how its goals are supported.		
ELCC 1.4/NELP 1.2 and 7.2 **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/NELP 1.2 and 7.2 **Focus Group results**: The focus group process demonstrates that candidates understand and can collaborate	**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

with faculty and community members to collect and analyze data pertinent to school improvement Weight 10.00%				
ELCC 4.4/NELP 3.1 and 7.2-7.3 Improvement areas: The focus group data analysis demonstrates that candidates understand and can respond to community interests 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/NELP 3.2 and 7.3 **Action Plan**: The action plan demonstrates that candidates understand and can promote continual and sustainable improvement	**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 %
Weight 15.00%				
ELCC 4.3/NELP 3.1 **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
The Quality of support **NELP 3.1 and 7.2** 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 %** 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

<div align="center">**Performance-based Assessment #2*(200 points)**
Parent Involvement Assignment</div>

This assignment includes written and presentation components.

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

A written proposal for improved parent involvement that requires the use of Measures of School, Family, and Community Partnerships to conduct an assessment of parent involvement in your school and the development of recommendations and planning for improvement. You should also integrate and reference information from the Dual Capacity handout that will be made available in Course Content.

Using your proposal, develop a 10-15-minute presentation that highlights the assessment, recommendation, and planning for improved parent involvement at your school. After posting your presentation, comment on the presentation submitted prior to yours. If you are the first to post then you should respond to the person that posted after yours.

Your posted response to your assigned peer is due no later than December 8, 2020 at 11:59pm.

1. The Written Assignment should include the following elements:

The paper should include the following elements as described below and in the Parent Involvement Rubric:

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 6 - 10 pages excluding title and reference pages

2. Presentation Assignment: Improving Parent Involvement

Using your written document, develop a 10- minute 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).

* This is a required program-level Performance-Based Assessment

Assignment 2: Parent Involvement* Writing and Presentation Rubric

Criteria:	Exceeds Expectations	Meets Expectations	Approaching Expectations	Falls Below Expectations
Thesis and Introduction Weight: 10.00% Summarizes the current parent involvement program and foreshadows the assessment and recommendations.	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/NELP 1.1 **Program Description** The program description demonstrates that the candidate understands and can amass data to identify school	90 to 100 % The written assignment describes the parent involvement program in your school by indicating what the school is	80 to 89 % The written assignment includes a depiction of the parent involvement program but may be missing key elements by	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.

goals, processes and program effectiveness. Weight 10.00%	doing in regard to Epstein's six types of parent involvement. Each type of parent involvement is assessed by reference to a. the degree to which the program addresses each type of parent involvement, b. the degree to which the efforts satisfy the needs of the parents, and c. the degree to which the efforts satisfy the needs of the school. The paper provides a strong connection to the Dual Capacity Framework as part of this analysis.	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 paper provides an adequate connection to the Dual Capacity Framework as part of this analysis.	including connection to the Dual Capacity Framework..	
ELCC 1.3/NELP 1.2 **Program Improvement Recommendations & Rationale** – Program improvement recommendations and rationale demonstrate that the candidate understands and can promote continual improvement	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	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	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.

Weight 10.00%	discrepancy analysis relating the proposed changes to an ideal program.	analysis is not accompanied by clear and persuasive statements supporting the importance of the recommendations.		
ELCC 4.1/NELP 3.1 **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 /NELP 3.2 **Program Description** Program description demonstrates that candidates understand and can mobilize	90 to 100 % The written assignment clearly delineates the elements of the program changes and how they will be accomplished,	80 to 89 % The written assignment includes elements of the program changes, but is vague as to how school or community	70 to 79 % Program elements are evident, but the description of how the program would meet	0 to 69 % The written assignment omits the program description or leaves the reader unsure what it is.

school and community resources by understanding, appreciating, and using diverse social, cultural, and intellectual resources. Weight 10.00%	harnessing the unique resources of the school and school community. The essential attributes of the program are presented in a program configuration display.	resources are employed or leaves one or more changes unclear.	the needs of the community or harness community resources is not evident.	
ELCC 4.3/NELP 3.2 and 7.2 **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.

	90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %
ELCC 3.1/NELP 3.3 **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/NELP 3.3 **Presentation of plan** Presentation of 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.
NELP 3.2 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	70 to 79 % Recommendations are responsive neither to school conditions nor research.	0 to 69 % It is unclear what recommendations are proposed.

	90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %
		school conditions.		
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.

SAFE RETURN TO CAMPUS AND REMOTE LEARNING GUIDANCE FOR STUDENTS ENROLLED IN CEHD COURSES

Both a Safe Return to Campus and Successful Remote Learning Depend on YOU.
All students are required to take Safe Return to Campus Training prior to visiting campus: it is, however, recommended for all Mason students. Training is available in Blackboard.

Students are required to follow the university's public health and safety precautions and procedures outlined on the university Safe Return to Campus webpage.

All students in face to face and hybrid courses must also complete the Mason COVID Health Check daily, seven days a week.
- You may not come to class if you receive a Yellow or Red email response to the Mason COVID Health Check.
- You may only come to class if you receive a Green email response to the Mason COVID Health Check.
- If you suspect that you are sick or have been directed to self-isolate, quarantine, or get testing do not go to class.
- Faculty are allowed to ask you to show them that you have received a Green email and are thereby permitted to be in class.

Disability Services: Students unable to participate in a course in the manner presented, either due to existing disability or COVID comorbidity risk, should seek accommodations through the Office of Disability Services.

Campus Closure: If the campus closes or class is canceled due to weather or other concerns, students should check Blackboard, Mason email, or the Mason website for updates on how to continue learning and information about any changes to events or assignments.

Participation and Make-up Work: CEHD instructors will work with students to find reasonable opportunities to make up class work or assignments missed due to documented illness. Begin by contacting your instructor for guidance. For further assistance, students may contact their program and the CEHD Office of Student and Academic Affairs (cehdsaa@gmu.edu

Technology Requirements:
- Activities and assignments in CEHD courses regularly use the Blackboard learning system. Students are required to have regular, reliable access to a computer with an updated operating system (recommended: Windows 10 or Mac OSX 10.13 or higher) and a stable broadband Internet connection (cable modem, DSL, satellite broadband, etc., with a consistent 1.5 Mbps [megabits per second] download speed or higher.
- Additionally, CEHD course activities and assignments may regularly use web-conferencing software (Blackboard Collaborate / Zoom). In addition to the requirements above, students are required to have a device with a functional webcam and microphone. In an emergency, students can connect through a telephone call, but video connection is the expected norm.

Course Materials and Student Privacy:
- All course materials posted to Blackboard or other course site are private; by federal law, any materials that identify specific students (via their name, voice, or image) must not be shared with anyone not enrolled in this class.
- Video recordings of class meetings that include audio or visual information from other students are private and must not be shared.
- Live Video Conference Meetings (e.g. Collaborate or Zoom) that include audio or visual information from other students must be viewed privately and not shared with others in your household.
- Some/All of your CEHD synchronous class meetings may be recorded by your instructor to provide necessary information for students in this class. Recordings will be stored on Blackboard [or another secure site] and will only be accessible to students taking this course during this semester.

Testing with LockDown Browser:
CEHD courses may require the use of LockDown Browser and a webcam for online exams. The webcam can be built into your computer (internal webcam) or can be the type of webcam that plugs in with a USB cable (external webcam). Information on installing and using LockDown Browser may be found here.

You will need the following system requirements for online exams:
- Windows: 10, 8, 7
- Mac: OS X 10.10 or higher
- iOS: 10.0+ (iPad only)
- Must have a compatible LMS integration
- Web camera (internal or external) & microphone

- A reliable internet connection
- Prior to your first exam, you must install LockDown Browser following the step-by-step instructions linked above.

To ensure LockDown Browser and the webcam are set up properly, do the following:
- Start LockDown Browser, log into Blackboard and select your course.
- Locate and select the Help Center button on the LockDown Browser toolbar.
- Run the Webcam Check and, if necessary, resolve any issues or permissions your computer prompts.
- Run the System & Network Check. If a problem is indicated, see if a solution is provided in the Knowledge Base. Further troubleshooting is available through the ITS Support Center.
- Exit the Help Center and locate the practice quiz.
- Upon completing and submitting the practice quiz, exit LockDown Browser.

When taking an online exam that requires LockDown Browser and a webcam, remember the following guidelines:
- Ensure you're in a location where you won't be interrupted.
- Turn off all other devices (e.g. tablets, phones, second computers) and place them outside of your reach.
- Clear your desk of all external materials not permitted — books, papers, phones, other devices.
- Before starting the test, know how much time is available for it, and that you've allotted sufficient time to complete it.
- Remain at your computer for the duration of the test. Make sure that your computer is plugged into a power source, or that battery is fully-charged.
- If the computer or networking environment is different than what was used previously with the Webcam Check and System & Network Check in LockDown Browser, run the checks again prior to starting the test.

To produce a good webcam video, do the following:
- Do not wear a baseball cap or hat with a brim that obscures your face.
- Ensure your computer or tablet is on a firm surface (a desk or table). Do NOT have the computer on your lap, a bed, or any other surface where the device (or you) are likely to move.
- If using a built-in (internal) webcam, avoid tilting the screen after the webcam setup is complete.
- Take the exam in a well-lit room and avoid backlighting, such as sitting with your back to a window.
- Remember that LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted.