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

EDLE 610-DL2 – Leading Schools and Communities
3 Credits, Spring 2021

Faculty

Name:	Dr. Scot Turner
Office Hours:	By Appointment via Google Meet or Zoom
Office Phone:	703-426-2241; 703-477-0160 (cell)
Email Address:	sturne4@gmu.edu

Prerequisites/Corequisites

EDLE 620, EDLE 690, and EDLE 791.

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, equity, inclusion, culturally responsive behavior, and student achievement. Practical and academic emphasis on leadership skills development and dispositions.

Course Overview

Students will deepen their understanding of (1) the use of research findings and tools to lead schools and communities, (2) the nature and strengths of diverse communities, (3) how organizations function, and (4) how leaders influence school and community change and improvement, and 5) cultural competence skills and social justice values needed in leadership. Additionally, they will sharpen their oral and written communication, reflection, and general leadership skills.

Course Delivery Method

This course will be delivered 100% fully online using **asynchronous** (not "real time") format via the Blackboard Learning Management system (LMS) housed in the MyMason portal. Please 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 or before Friday, January 22, 2021.

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

Course Information
Class Location: Blackboard
Class Dates: January 25 through May 10, 2021.

Technical Requirements
To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

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

- **Discussion Board and Journal submissions may be submitted as video journals, podcasts, etc.**
- **Group Work:** You may use Google Docs or Wikis to collaborate with colleagues on group assignments. Discussion Board group activities will be pre-assigned on Blackboard.
- **Bb Collaborate/Skype/Zoom/Google Meet:** You may communicate also with colleagues using these platforms. All of these are options for individual meetings with the instructor as well.
- **Email:** All candidates are required to activate and monitor their GMU e-mail accounts. I strongly recommend that you do not forward your Mason e-mail to a different account because attachments are often lost that way. It is best to directly check e-mail from your Mason account daily. Per University policy in compliance with Federal law, I will only communicate with candidates via their Gmail accounts and will be unable to respond to emails sent from other accounts (i.e., gmail, yahoo, work email, etc.). Any announcements regarding the course will be sent to your Gmail account. I will respond to any emails within 24 hours excluding weekends.

Expectations
- *Course Week:*
  Because asynchronous courses do not have a "fixed" meeting day, our week will start on **Mondays, and finish on Fridays…[example: January 25 through January 29].**

Journals and Discussion Boards are due on the Monday following the week assigned.

- *Log-in Frequency:*
  Students must actively check the course Blackboard site and their GMU email for communication from the instructor, class discussions, and/or access to course materials at least several times per week. **The weekly lessons will be posted beginning with the week in which they are assigned.**

- *Technical Competence:*
  Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components are expected to seek assistance from the instructor and/or College or University technical services.

- *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.

- *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 the 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. Student may meet with the instructor via telephone, Zoom, or Google Meet. 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 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 expected to be respectful in all communications.

Learner Outcomes
Students will emerge from the course able to:
1. Demonstrate knowledge and skills needed to collaborate with families and other community members, respond to diverse community interests and needs, and mobilize community resources to create and maintain a positive school culture
2. Identify, assess, and apply elements of a constructive relationship between a school and its community to support the school's mission and vision.
3. Gain insight into power structures and pressure groups in the school community to create coalitions and increase support for school programs and goals.

4.   Identify leadership knowledge and skills that promote success of all students through integrity, fairness, and ethical behavior on the part of faculty and staff.
5.   Understand and demonstrate the capacity to evaluate, cultivate, and advocate for a supporting and inclusive district culture.

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.

Relationships to Program Goals and Professional Organizations
The importance of strengthening and guiding vision and mission, along with parent involvement and engagement in educational settings are leadership themes of academic and professional organizations alike. The purpose of this course is to strengthen the knowledge, skills, and dispositions of EDLE candidates as visionary leaders capable of nurturing strong partnerships with all school stakeholders.

This course meets applicable competencies, standards, and guidelines set forth by the Virginia Department of Education (VA DOE), Interstate School Leaders Licensure Consortium (ISSLC), National Council for Accreditation of Teacher Education (NCATE), and Education Leadership Constituent Council (ELCC) as shown below.

VA DOE Competencies (a7, d2, d3, and f3)

NELP Standards [2020]: (1.1, 1.2, 3.1, 3.2, 3.3, 5.1, 5.2, 5.3, 7.1, 7.2, 7.3, 7.4)

Required Textbook
Emling, D.C. (2020). *Institutional racism and restorative justice: Oppression and privilege in America.* Routledge.

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

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

Course Submission Policies and Evaluation Criteria
Major assignments [2] are due by 11:59 p.m. on the dates listed on the syllabus, electronically via Blackboard. Late assignments will not be accepted except in emergency situations that have been discussed and approved by the3 instructor in advance of the due date. Please take advantage of the instructor's willingness to be available to assist you prior to the assignment deadlines. **Late penalties may be assessed for persistently late work.**

TK20 Performance-Based Assessment Submission Requirement

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

Grading

Students can earn a total of 500 points in this course. Graded assignments account for 75% (375 points) of the overall grade, while online course participation accounts for 25% (125 points) of the grade.

Participation Requirements (25% or 125 points of the total grade)

To maximize learning and engagement in the online environment, students are expected to participate actively in asynchronous class discussions and group activities and serve as critical friends to other students. In this course, **participation points are given by unit,** rather than per learning activity. Participation points are divided into two parts:

[i] Reflections [journals]-individual submissions [6]

[ii] Discussion Boards [4]: [i] Other than the introductory short video, most Discussion Board activities require **group responses.** [ii] Journals are **individual submissions. Both Discussion Board and Journal submissions may be in video or podcast format.**

Below is a list of all required learning activities by unit, which will count toward your overall participation grade. Please refer to the Course Participation Rubric for details.

Course Section	Item	Total Number	Points
Introduction	Introductory Video Post	1	20
Unit 1 (40 points)	Journal Reflections	4	40
Unit 2 (40 points)	Journal Reflections	1	10
	Discussion Boards-Group	2	30
Unit 3 (25 points)	Journal Reflections	1	10
	Discussion Board-individual	1	15
	Google Slide Presentation-individual	1	*points to be included in overall score of Assignment #2

Grading Scale

A+   500+ points
A   475-500
A-   450-474

B+   435---449
B   415---434
B-   400---414
C   375---399
F   Below 375 points

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

Class Schedule
Note: Please refer to the Weekly Schedule on Blackboard for the most up-to-date version of the Course Schedule-including reading and viewing assignments, etc. Any changes made to the course schedule will be announced via Blackboard announcements with all pertinent instructions provided.

DATE/WEEK	UNIT	LESSON [s]	ACTIVITIES/READINGS [principal] ASSIGNMENTS
Week 1 [Jan 25-29]	0/1	Orientation Introduction to Unit 1	**See Units on Blackboard** **Introductory Video**
Week 2 [Feb 1-5]	1	Lesson 1: Effective Schools and Leadership	**Journal #1**
Week 3 [Feb 8-12]	1	Lesson 2: School Vision—Considering the Future [Assignment #1 reviewed]	**Journal #2**
Week 4 [Feb 15-19]	1	Lesson 3: Shepherding the Vision	**Journal #3**
Week 5 [Feb 22-26]	1	**Fieldwork [Assignment #1]**	
Week 6 [Mar 1-5]	1	Lesson 5: Leadership and School Culture **[Discussion Board Q & A on Assignment #1] Time-TBD**	**Journal #4**
Week 7 [Mar 8-12]	2	Consolidation Week & Introduction to Unit 2	**Assignment #1 due to Tk20**
Week 8 [Mar 15-19]	2	Lesson 6: Perspectives of Parent Involvement in Education **[Assignment #2 Reviewed]**	**[Discussion Board #1-Group]**
Week 9 [Mar 22-26]	2	Lesson 7: Building Community Relations	**Journal Entry #5**
Week 10 [Mar 29-Apr 2]	2	**Fieldwork [Assignment #2]**	
Week 11 [Apr 5-9]	2	Lesson 8: Working with Diverse Families	**[Discussion Board#2-Group]**
Week 12 [Apr 12-16]	3	Lesson 9: Introduction to Unit 3 Parent Communication & Desired States	**[Discussion Board #3-Group]**
Week 13 [Apr 19-23]	3	Consolidation Week	

Template Revision Date: 11/14/16

		[Discussion Board Q/A on Assignment #2]	
Week 14 [Apr 26-30]	3	Lesson 10: School Vision-A Case Study	[Journal #6]
Week 15 [May 3-7]	3	Assignment #2-Google Slide presentation video	Assignment #2 due to TK20 Google Slide presentation posted on Google classroom

George Mason University Policies and Resources for Students

Policies

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

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

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

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

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

Campus Resources

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

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

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/.

Course Written Assignments [2]

TWO graded assignments required for this course are as follows:

I. Performance Based Assessment #1-(175 Points)

I. School/Community Leaders Assessment of School Effectiveness

Rationale

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

Process

- Working with your intern supervisor/principal identify a minimum of 7-9 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 8-10 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.

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

School/Community Leaders Assessment of School Effectiveness Assignment Rubric

Criteria	Levels of Achievement			
	Exceeds Expectations	**Meets expectations**	**Approaching Expectations**	**Falls Below Expectations**
Thesis and introduction Weight 10.00%	**90 to 100 %** The introduction draws the reader into the paper and ends with a clear and compelling thesis. The introduction provides a clear roadmap for the reader, foreshadowing what the paper is intended to cover.	**80 to 89 %** Paper starts with a brief introduction that alludes to the purpose of the paper, contains a thesis, and provides a general foreshadowing of what is to be included.	**70 to 79 %** The introduction provides some indication of the purpose of the paper, but lacks a thesis and/or provides inadequate or confusing information about what is to be shared.	**0 to 69 %** There is no clear introduction or purpose.
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.
NELP 1.1 and 7.1 The school vision: Candidates demonstrate that they understand and can collaboratively develop, articulate, implement and steward a vision Weight 10.00%	**90 to 100 %** The school's vision statement is included and assessed regarding the degree to which it relates to current instructional programs, SIP goals, and resources.	**80 to 89 %** The vision statement and its goals are identified and there is a general explanation of how its goals are supported.	**70 to 79 %** The vision statement is identified. Its goals and support are not clearly identified.	**0 to 69 %** There is no mention of the school vision and/or description of how the vision is supported.

	90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %
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.
NELP 1.2 and 7.2 Focus Group results: The focus group process demonstrates that candidates understand and can collaborate with faculty and community members to collect and analyze data pertinent to school improvement Weight 10.00%	90 to 100 % The narrative and matrix present a comprehensive summary of all phases of the focus group discussions. Significant findings are specifically identified.	80 to 89 % A narrative and matrix are presented. The narrative and/or findings are discussed in a general manner.	70 to 79 % A narrative and matrix are presented. There is little detail in the narrative, matrix and findings.	0 to 69 % The narrative, matrix and/or findings or missing
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 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.

	90 to 100 %	80 to 90 %	70 to 79 %	0 to 69 %
NELP 3.2 and 7.3 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.
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
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 recommendation s are proposed.
Mechanics Weight 5.00%	**90 to 100 %** The paper is error free.	**80 to 89 %** There are only a few minor errors in the paper.	**70 to 79 %** The paper has several errors indicating a lack of proofreading.	**0 to 69 %** The paper contains many significant errors.

Performance Based Assessment #2-(200 Points)

II. Parental Involvement and Engagement

Purpose

Using Epstein's framework of six types of parent involvement, and the 4 "C's [capabilities, connections, confidence, & cognition] of the **Dual Capacity Framework,** conduct an assessment of the parent involvement program in your school, select TWO deficit areas, and then recommend how to improve them.

Process

The Written Assignment should include the following elements:

[a] Introduction

[a] Briefly describe, in summary terms, the current parent **involvement** program in your school—using Epstein's framework—and then foreshadow the results of your assessment and your recommendations to improve two areas.

[b] Select those same two areas that need improvement. Discuss and analyze using the 4 'C's' of the **Dual Capacity Framework** and suggest how the School might close the gap between *what is* and *what could be.*

NOTE: In assessing the two areas of parent involvement, explain the degree to which the program addresses each type of parent involvement, the degree to which the efforts satisfy the needs of the parents, and the degree to which the efforts satisfy the needs of the school. Provide a short summary and assessment of the Dual Capacity Framework (DCF) to build capacity in your school.

[b] Program Improvement Recommendations

Write recommendations for improving TWO deficit areas of the program based on your assessment of the greatest needs for *improvement* moving towards *engagement.* The program improvement recommendation should include 4 areas:

[1] *Recommendations and Rationale-*Indicate your recommendations and why you are making the recommendations in the TWO identified areas 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** [what could/might be] would look like and how your current program compares [what is]/. Recommendations should feature a plan to include both DCF process and organizational changes.

[2] *Outcomes-*Specify in measurable terms **two types of outcomes.**

[a] *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).

[b]-*Substantive outcomes* refer to changes in behavior (e.g., levels of parent commitment and involvement, and student achievement).

[3] Program Description-Describe the elements of your program changes for the TWO identified areas, and how they will be accomplished. Specify who will drive the essential attributes of your program by way of a program configuration matrix [e.g., Proposed change[s]; person[s] responsible; tentative timeline; etc.]

[4] Evaluation Plan-Create a Google Slide show (this will be changed into a PDF and dumped into Blackboard-more information will be forthcoming) that highlights the following:

[a] Summarizes Parent Involvement and identifies the two deficit areas

[b] Provides clear pathways from involvement to engagement

[c] Illustrates how the outcomes for the 2 areas will be accomplished

[d] connects to current research as support

The written assignment should be 10 pages (+/-) excluding the title and reference pages <u>and</u> the Google slides.

Parental Involvement Assignment Rubric

Criteria	Levels of Achievement			
	Exceeds expectations	Meets expectations	Approaching expectations	Falls below expectations
Thesis and Introduction Weight: 5.00%	**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.
NELP Program Component 1.1 Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and communicate a school vision designed to reflect a core set of values and priorities. Weight 20.00%	**90 to 100 %** The program description demonstrates that the candidate understands and can amass data to identify school goals, processes, and program effectiveness by describing the parent involvement program to include what the school is doing in regards to Epstein's six types of parent involvement. Each type of parent involvement in **briefly** assessed by reference to a. the degree to which the program addresses each type of 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. Two PI deficit areas are identified	**80 to 89 %** The program description 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 to satisfy the needs of the parents or the school, or the extant evaluations of the program. One PI deficit area is identified and analyzed relative to the 4 'C's' of the Dual Capacity Framework.	**70 to 79 %** The program description and assessment is unclear, vague or missing a number of key elements including connection to the Dual Capacity Framework.	**0 to 69 %** The program description and assessment is either largely missing or inadequate.

	and analyzed relative to the 4 'C's' of the Dual Capacity Framework.			
Criteria	**Exceeds Expectations**	**Meets Expectations**	**Approaching expectations**	**Falls below expectations**
NELP Program Component 1.2: Program completers understand and demonstrate the capacity to lead improvement processes that include design, implementation, and evaluation. Weight 10.00%	**90 to 100 %** Program improvement recommendations clearly address needs identified, and clear and persuasive statements that connect to both Epstein & the Dual Capacity Framework 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 [what **is** versus what **might/could be**].	**80 to 89%** Program improvement recommendations are offered that address needs identified. Clear and persuasive statements from either Epstein **or** Dual Capacity Framework 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%** Program improvement recommendations or statements supporting the recommendations made are unclear or not supported by a discrepancy analysis.	**0 to 69%** Program improvement recommendations or the rationale is either missing or unclear.
NELP Program Component 3.1 Program completers understand and demonstrate the capacity to evaluate, design, and advocate for a supportive and inclusive school culture. Weight 15.00%	**90 to 100 %** The written assignment specifies in measurable terms two types of outcomes and connects Epstein to the Dual Capacity framework. *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	**80 to 89 %** The written assignment includes outcomes from either Epstein or the Dual Capacity Framework 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.

Criteria	Exceeds Expectations	Meets Expectations	Approaching Expectations	Falls Below Expectations
	involvement of parents and student achievement.			
NELP Program Component 3.2 Program completers understand and demonstrate capacity to evaluate, cultivate, and advocate for equitable access to educational resources and opportunities that support the educational success and well-being of each student. Weight 10.00%	**90-100%** The written assignment clearly delineates the elements of the program changes and how they will be accomplished providing equitable access while harnessing the unique resources of the school and school community as described in the Dual Capacity Framework. 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 %** The written assignment includes program elements but the description of how the program would meet the needs of the community or harness equitable access to community resources are not evident.	**0 to 69 %** The written assignment omits the program description or leaves the reader unsure what it is.
Criteria	**Exceeds expectations**	**Meets expectations**	**Approaching expectations**	**Falls below expectations**

	90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %
NELP Program Component 5.1: Program completers understand and demonstrate the capacity to understand and collaboratively engage diverse families in strengthening student learning in and out of school. Weight 25.00%	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. The plan will be offered as a Google slide presentation with both text and graphics.	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. The plan may of may not include a Google Slide presentation with both text and graphics.	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.	The written assignment fails to include the plan or presents it sketchily and/or unclearly.
NELP Program Component 3.3 Program completers understand and demonstrate capacity to evaluate, advocate, and cultivate equitable, inclusive and culturally responsive instruction and behavioral support practices among teachers and staff. Weight 10.00%	The presentation includes a plan that clearly and succinctly demonstrates that the analysis, recommendations, plan and outcomes proposed will be evaluated to increase school personnel's capacity to cultivate and advocate for equitable, inclusive, and culturally responsive relationships with parents and/or community partners.	The presentation includes a plan that generally demonstrates that the analysis, recommendations, plan and outcomes will be evaluated to increase school personnel's capacity to cultivate and advocate for equitable, inclusive, and culturally responsive relationships with parents and/or community partners.	The presentation is somewhat vague relating to how the recommendations, plan and outcomes proposed will be evaluated to increase school personnel's capacity to cultivate and advocate for equitable, inclusive, and culturally responsive relationships with parents and/or community partners.	The presentation is weak, disconnected, and wholly fails to demonstrate that actions proposed will result in promoting equitable, inclusive, and culturally responsive 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.