

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION & HUMAN DEVELOPMENT
EDUCATION LEADERSHIP PROGRAM**

**EDLE 610, Section A02, Summer, 2021
Leading Schools and Communities**

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Office Hours: By appointment

Course Schedule Information

Location: GMU Campus (Synchronous Online)

Meeting time: M/W/F, 4:30-7:10 p.m.

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.

Prerequisite(s): EDLE 620, EDLE 690, EDLE 791

Required Text

Epstein, Joyce L. *School, Family, and Community Partnerships: Preparing Educators and Improving Schools* (Second Edition)

Course Objectives

Students will deepen their understanding of (1) the use of research findings and tools to lead schools and communities, (2) the nature and strengths of diverse communities, (3) how organizations function, and (4) how leaders influence school and community change and improvement.

Additionally, they will sharpen their oral and written communication, and reflection and general leadership skills.

Nature of Course Delivery

This course will be delivered 100% fully online using a hybrid synchronous and asynchronous (not “real time”) format via the Blackboard learning management system (LMS) housed in the MyMason portal. This course will be taught using both a synchronous format via Blackboard Collaborate or Zoom (**Mondays, Wednesdays, and Fridays from 4:30pm – 7:10pm**) (At least 70%) and an asynchronous (not “real time”) format (30 %) 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 and email password.

Synchronous Sessions will take place virtually via Blackboard Collaborate or Zoom on **Mondays, Wednesdays, and Fridays from 4:30pm – 7:10pm**. At least 70% percent of the class instruction will be delivered using this method. Students will be required to attend and participate in these sessions. Please refer to Syllabus for specific dates. ***For all online sessions, students should keep their video on. Students should participate in a place that allows for maximum participant engagement.***

Under no circumstances, may students 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.

On-line Course Expectations

- **Log-in Frequency:** All students should participate live during our synchronous sessions. ***Students should make sure their camera is on.*** Students 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 several times a week.
- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- **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 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. 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 ensure accessibility must be registered with George Mason University Disability Services.

Technology 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 course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - 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/

General Goals

Content

All EDLE program goals are active in this course. The primary purpose of this course is to prepare students to exercise leadership in the school and larger community within an explicit conceptual framework. Candidates will deepen their understanding of: (1) the use of research

and development tools to lead schools and communities, (2) how organizations function, and (3) how leaders influence school change and improvement. Specific content includes:

1. Reviewing and expanding on the meaning of leadership and the role leaders play in change within the school community.
2. Investigating political, financial, legal and instructional implications of issues related to the needs, strengths, and actions of the local school community and school division.
3. Clarifying which framework(s) students find most useful for informing their individual leadership philosophy;
4. Applying skills, knowledge, and dispositions gained through the Education Leadership Program to the analysis of case studies, focus group data, and role-playing exercises involving leadership behaviors.

Teaching and Learning

Each class will include a variety of learning activities. Out-of-class work will rely in part on the use of Blackboard and other web-based resources created to complement primary texts. Specific process goals for the class are as follows:

1. Classes will reflect a balance of activities that encourage inquiry and discourse. To promote an atmosphere that allows us to accomplish this, we will:
 - a. Start and end on time;
 - b. Maintain a written agenda reflecting objectives for each class;
 - c. Agree to disagree respectfully during class discussions;
 - d. Strive to be open to new ideas and multiple perspectives; and
 - e. Listen actively to one another.
2. Student work will reflect a level of quality expected from leaders. As such, students are expected to:
 - a. Prepare papers that are well researched, proofread, submitted on time, and conform to APA guidelines;
 - b. Participate actively in class discussions;
 - c. Provide constructive oral and written feedback to others.

Learning Outcomes

Successful students 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
2. Identify assess, and apply elements of a constructive relationship between a school and its community to support implementing 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.

Understand and demonstrate the capacity to evaluate, cultivate, and advocate for a supportive and inclusive district culture

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 National Educational Leadership Preparation (NELP) and National Council for Accreditation of Teacher Education (NCATE) Standards. Specific NELP standards addressed include:

NELP Standard 1: 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.

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

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.

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;

Course Objectives

Students 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.”

Course Materials

Recommended Resource:

American Psychological Association (2019). *Publication manual of the American Psychological Association* (7th edition). Washington, D.C. American Psychological Association.

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

Tk20 REQUIREMENTS

Every student registered for EDLE 610 course is required to submit these assessments: Parent Involvement and School/Community Leaders Assessment of School Effectiveness to Tk20 through Blackboard (regardless of whether a course is an elective, a onetime course or 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 grade as Incomplete (IN). Unless the

IN grade is changed upon completion of the Tk20 submission, the IN will convert to an F nine weeks into the following semester.

Course Requirements, Performance-Based Assessment, and Evaluation Criteria

Students 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. Students 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:

School/Community Leaders Assessment of School Effectiveness* (175 points)

Parent Involvement* (200 points)

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, students are expected to participate actively in asynchronous class discussions, asynchronous and synchronous group activities, simulations, 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.

Activity	Total Points
Participation Requirement	Unit 1 – 60 points Unit 2 – 65 points
Assignment #1 – School Community Leaders Assessment of School Effectiveness	175
Assignment #2 – Parental Involvement	200
	500 points

Grading

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

Grading Policies

Papers are due as indicated in the course schedule. All assignments must be submitted **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 if the student contacts the instructor prior to the due date. **Late penalties WILL be assessed for late work (2 points per day).**

*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/policies-procedures/>

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

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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

Course Assignments

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 9 leaders in the school community, community at large or business community who have a stake in this issue.
- Develop an interview protocol to be used in the discussion with the identified leaders, with the major question being “How well is our school implementing its vision statement?”
- You will establish a meeting date and location and invite participants to attend. Provide a clear, concise summary of the purpose of the focus group, the nature of questions, how data will be used, the right to confidentiality of responses and the time needed for the interview meeting.
- After conducting the focus group, build a matrix with questions and significant responses. Look for common themes that will be summarized in the paper, along with contrasting points of view, lack of clarity of the issue, and other significant concerns.

Levels of Achievement

Criteria	exceeds expectations	meets expectations	approaching expectations	falls below expectations
<p>Thesis and introduction Weight 10.00%</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>0 to 69 % There is no clear introduction or purpose.</p>
<p>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%</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>0 to 69 % There is no profile provided.</p>
<p>NELP 1.1. and 7.1 The school vision: Candidates demonstrate that they understand and can collaboratively develop, articulate, implement and steward a vision</p>	<p>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.</p>	<p>80 to 89 % The vision statement and its goals are identified and there is a general explanation of how its goals are supported.</p>	<p>70 to 79 % The vision statement is identified. Its goals and support are not clearly identified.</p>	<p>0 to 69 % There is no mention of the school vision and/or description of how the vision is supported.</p>

Weight 10.00%				
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	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

<p>school improvement</p> <p>Weight 10.00%</p>				
<p>NELP 3.1 and 7.2-7.3</p> <p>Improvement areas: The focus group data analysis demonstrates that candidates understand and can respond to community interests issues.</p> <p>Weight 10.00%</p>	<p>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.</p>	<p>80 to 89 % Recommendations generally follow themes evident in focus group data, but are only loosely connected to stakeholder input.</p>	<p>70 to 79 % Recommendations are evidence, but their connection to stakeholder input is vague or hard to discern.</p>	<p>0 to 69 % Recommendations are incomplete or missing</p>
<p>NELP 3.2 and 7.3</p> <p>Action Plan: The action plan demonstrates that candidates understand and can promote continual and sustainable improvement</p> <p>Weight 15.00%</p>	<p>90 to 100 % The Action Plan is fully developed. Its relationship to the data collected and steps toward improvement are explicitly stated.</p>	<p>80 to 90 % The Action Plan is outlined. There is some relationship shown between the plan and the data collected.</p>	<p>70 to 79 % The Action Plan is vague. There is little relationship between the plan and the data collected.</p>	<p>0 to 69 % The Action Plan is incomplete.</p>
<p>NELP 3.1</p> <p>Candidates demonstrate</p>	<p>90 to 100 % The project provides evidence of a</p>	<p>80 to 89 % The project provides evidence of an adequate</p>	<p>70 to 79 % The project provides evidence of some ability to</p>	<p>0 to 69 % The project does not provide evidence of the</p>

the ability to conduct a needs assessment of families and caregivers Weight 10.00%	superior ability to conduct a needs assessment and develop collaborative strategies and/or recommendations related to community interests and needs	ability to conduct a needs assessment and develop collaborative strategies and/or recommendations related to community interests and needs	conduct a needs assessment and develop collaborative strategies and/or recommendations related to community interests and needs	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.

Your paper will be 6-10 pages long (excluding the title and reference pages) and include:

- An introduction that includes a thesis statement
- A profile of the school and community
- A summary of the methods used and results of the focus group discussion, including a matrix of responses with the participant roles clearly labeled;
- A summary table of themes gathered from focus groups;
- Significant findings;
- Recommended areas for improvement;
- A plan of action aimed to align espoused theories and theories in use based on the data collected; and
- A summary.
- Be sure to conclude with a restatement of your thesis and a brief discussion of the implications of what you learned from the focus group experience and your action plan.

*******This paper will be due: June 2, 2021*******

II. PARENTAL INVOLVEMENT PROJECT

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

The paper should include the following elements:

Introduction

Describe in summary terms the current parent involvement program in your school and then foreshadow the results of your assessment and your recommendations to improve it.

Program Description and Assessment

Describe the parent involvement program in your school by indicating what the school is doing in regard to Epstein's six types of parent involvement (parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community).

Assess each type of parent involvement by explaining a. the degree to which the program addresses each type of parent involvement, b. the degree to which the efforts satisfy the needs of the parents, and c. the degree to which the efforts satisfy the needs of the school. In your assessment, cite any evaluations of the efforts that may be available and the findings of your own investigation.

Program Improvement Recommendations

Write recommendations for improving the program based on your assessment of the greatest needs for improvement. The program improvement recommendation should include:

Recommendations and Rationale - Indicate your recommendations and why you are making the recommendations and the ways in which they respond to your assessment. A useful way to establish the rationale is to conduct a discrepancy analysis in which you describe what the ideal program would look like and how your current program compares.

Outcomes - Specify in measurable terms two types of outcomes. *Process or implementation outcomes* describe major elements of what will change in the delivery of the program (e.g., the implementation of a new service, completing professional development efforts). *Substantive outcomes* refer to changes in behavior (e.g., levels of parent commitment and involvement, and student achievement).

Program Description - Describe the elements of your program changes and how they will be accomplished. Specify the essential attributes of your program by way of a program configuration checklist.

Implementation Plan - Provide the steps for implementation, assuring that you will address the functions of:

- planning,
- building support,
- building capacity to conduct the program,
- securing resources if needed,
- implementing programmatic interventions or activities,
- evaluating the process and evaluating substantive outcomes.

In addressing the functions above, indicate:

- activities/tasks,
- person(s) responsible for completing each task,
- when (date) activities/tasks will be completed,
- any resources required, and
- evidence of the impact of your plan.

Evaluation Plan - Describe how you will evaluate both process and substantive outcomes, indicating

- what measures will be used
- how will data be collected
- how will you analyze the data

**** Paper should be 15 pages (+/-) excluding title and reference pages****

*******This paper will be due on 6/16/2021*******

Presentation Assignment: Improving Parent Involvement

Using your written document, develop a 10-minute presentation to be delivered to a 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).

Levels of Achievement				
Criteria	Exceeds Expectations	Meets Expectations	Approaching Expectations	Falls Below Expectations
<p>Thesis and introduction</p> <p>Weight 5.00%</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>0 to 69 % There is no clear introduction or purpose.</p>

<p>NELP Program Component 1.1:</p> <p>Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities.</p> <p>Weight 20.00%</p>	<p>90 to 100 %</p> <p>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 regard to Epstein’s six types of parent involvement. Each type of parent involvement is briefly 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. Two PI deficit areas are identified and analyzed relative to the 4 ‘C’s of the Dual Capacity framework.</p>	<p>80 to 89 %</p> <p>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 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.</p>	<p>70 to 79 %</p> <p>The program description and assessment are unclear, vague or missing a number of key elements including connection to the Dual Capacity Framework.</p>	<p>0 to 69 %</p> <p>The program description and assessment are either largely missing or inadequate.</p>
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<p>NELP Program Component 1.2:</p> <p>Program completers understand and demonstrate the capacity to lead improvement processes that include design, implementation, and evaluation.</p> <p>Weight 10.00%</p>	<p>90 to 100 %</p> <p>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].</p>	<p>80 to 89 %</p> <p>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.</p>	<p>70 to 79 %</p> <p>Program improvement recommendations or statements supporting the recommendations made are unclear or not supported by a discrepancy analysis.</p>	<p>0 to 69 %</p> <p>Program improvement recommendations or the rationale is either missing or unclear.</p>
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NELP Program Component 3.1	90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %
<p>Program completers understand and demonstrate capacity to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.</p> <p>Weight 15.00%</p>	<p>The written assignment specifies in measurable terms two types of outcomes and connects Epstein to the Dual Capacity framework.</p> <p><i>Process or implementation outcomes</i> describe major elements of what will change in the delivery of the program.</p> <p><i>Substantive outcomes</i> refer to changes in behavior related to the commitment or involvement of parents and student achievement.</p>	<p>The written assignment includes outcomes from either Epstein or the Dual Capacity framework that may not be measurable, or omits process or substantive outcomes.</p>	<p>The written assignment omits important elements of outcomes.</p>	<p>The written assignment omits outcomes or outcome statements are not clear.</p>

<p>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.</p> <p>Weight 10.00%</p>	<p>90 to 100 %</p> <p>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.</p>	<p>80 to 89 %</p> <p>The written assignment includes elements of the program changes, but is vague as to how school or community resources are equitably accessible or leaves one or more changes unclear.</p>	<p>70 to 79 %</p> <p>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.</p>	<p>0 to 69 %</p> <p>The written assignment omits the program description or leaves the reader unsure what it is.</p>
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NELP Program Component 5.1:	90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %
<p>Program completers understand and demonstrate the capacity to understand and collaboratively engage diverse families in strengthening student learning in and out of school.</p> <p>Weight 20.00%</p>	<p>A thorough plan is presented that responds to parent and community interests and involves parents or caregivers. The plan clearly addresses the functions specified and indicates for each task, who will be responsible for completing it, the date of completion, any resources required, and what will be counted as evidence of its successful completion. The plan will be offered as an electronic poster board with both text and graphics.</p>	<p>A plan is presented that responds to parent and community needs, involving parents or caregivers, but elements of the plan are unclear or the plan, if enacted, would not likely produce the espoused outcomes. The plan may or may not be offered as an electronic poster board.</p>	<p>A plan is presented that responds to parent and community needs, but how parents or caregivers are involved is not clear, and key elements of the plan are missing.</p>	<p>The written assignment fails to include the plan or presents it sketchily and/or unclearly.</p>
<p>NELP Program Component 3.3</p> <p>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.</p>	<p>90 to 100 %</p> <p>The presentation includes a plan that clearly and succinctly documents how 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</p>	<p>80 to 89 %</p> <p>The presentation includes a plan that generally documents how the analysis, recommendations, plan and outcomes will be evaluated to increase school personnel’s capacity to cultivate and advocate for equitable, inclusive</p>	<p>70 to 79 %</p> <p>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</p>	<p>0 to 69 %</p> <p>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.</p>

Weight 10.00%	parents and/or community partners.	and culturally responsive relationships with parents and/or community partners.	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.
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.

EDLE 610 Summer 2021 (Leading Schools and Communities)

Session/Date	Topic(s)	Assignment(s)
<p>Session 1 May 17</p>	<ul style="list-style-type: none"> • Introductions/Community Building • Course Overview and Expectations • Review course assignments: <ul style="list-style-type: none"> I. Assessment of School Effectiveness II. Parent Involvement Project • Leadership and Effective Schools 	<p>Reading: Course Syllabus</p>
<p>Session 2 May 19</p>	<ul style="list-style-type: none"> • Understanding School, Family, and Community Partnerships 	<p>Reading: Chapter 1 (pp. 3-21)</p> <p>Begin work on Assessment of School Effectiveness Project (Due 6/2)</p>
<p>Session 3 May 21</p>	<ul style="list-style-type: none"> • Theory and Overview 	<p>Reading: Chapter 2 (pp. 25-67) Research Article (TBA)</p> <p>Discussion Board Post</p> <p>Continue work on Assessment of School Effectiveness Project (Due 6/2)</p>
<p>Session 4 May 24</p>	<ul style="list-style-type: none"> • Parent Involvement: A Survey of Teacher Practices • Teachers' Reported Practices of Parent Involvement: Problems and Possibilities • School Programs and Teacher Practices of Parent Involvement in Inner-City Elementary and Middle Schools 	<p>Reading: Chapter 3 (pp. 91-149)</p> <p>Continue work on Assessment of School Effectiveness Project (Due 6/2)</p>

<p>Session 5 May 26</p>	<ul style="list-style-type: none"> • Parents’ Reactions to Teacher Practices of Parental Involvement • Single Parents and the School: Effects of Marital Status on Parent and Teacher Interactions • Parents’ Attitudes and Practices of Involvement in Inner City Elementary and Middle Schools 	<p>Reading Chapter 3 (pp. 150-215)</p> <p>Continue work on Assessment of School Effectiveness Project (Due 6/2)</p>
<p>Session 6 May 28</p>	<ul style="list-style-type: none"> • Effects on Student Achievement of Teachers’ Practices of Parent Involvement • Homework Practices, Achievements, and Behaviors of Elementary School Students • Student Reactions to Teachers’ Practices of Parent Involvement 	<p>Reading: Chapter 3 (pp. 216-257) Research Article (TBA)</p> <p>Discussion Board Post</p> <p>Continue work on Assessment of School Effectiveness Project (Due 6/2)</p>
<p>Session 7 May 31</p>	<p>*****MEMORIAL DAY*****</p>	<p>NO CLASS</p>
<p>Session 8 June 2</p>	<ul style="list-style-type: none"> • State and District Policies on School, Family, and Community Partnerships • How Are School Districts Addressing NCLB/ESSA Requirements for Parental Involvement? <p>*Assessment of School Effectiveness Project Due*</p>	<p>Reading: Chapter 4 (pp. 312-347)</p> <p>Bring copy of your district’s policy on parental involvement to class</p> <p>Continue work on: Assessment of School Effectiveness Project (Due by midnight tonight)</p>
<p>Session 9 June 4</p>	<ul style="list-style-type: none"> • Defining School Culture • Leadership and School Culture • Epstein’s Parent Involvement Framework 	<p>Reading: Chapter 5 (pp. 387-415) Research Article (TBA)</p> <p>Discussion Board Posts</p> <p>Begin work on Parent Involvement Project (Due 6/16)</p>

<p>Session 10 June 7</p>	<ul style="list-style-type: none"> • More Than Minutes: Teachers' Roles in Designing Homework 	<p>Reading: Chapter 6 (pp. 493-520)</p> <p>Continue work on Parent Involvement Project (Due 6/16)</p>
<p>Session 11 June 9</p>	<ul style="list-style-type: none"> • Teachers Involve Parents in Schoolwork (TIPS): Interactive Homework in Math, Science, and Language Arts 	<p>Reading: Chapter 6 (pp. 521-554)</p> <p>Continue work on Parent Involvement Project (Due 6/16)</p>
<p>Session 12 June 11</p>	<ul style="list-style-type: none"> • Organizing Productive Volunteers 	<p>Reading: Chapter 6 (pp. 555-562) Research Article (TBA)</p> <p>Discussion Board Posts</p> <p>Continue work on Parent Involvement Project (Due 6/16)</p> <p>Prepare: Parent Involvement Project presentation</p>
<p>Session 13 June 14</p>	<ul style="list-style-type: none"> • Parent Involvement Project Presentations 	<p>Continue work on Parent Involvement Project (paper) (Due 6/16)</p>
<p>Session 14 June 16</p>	<ul style="list-style-type: none"> • Communities, Schools, and Your Leadership Philosophy 	<p>Continue work on Parent Involvement Project (paper) (Due by midnight tonight)</p>