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

EDLE 610, Section 602, Fall 2013
Leading Schools and Communities

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Office Hours: Tuesdays – Thursdays, 1:00pm – 3:00pm or by appointment

Schedule Information

Location:	Fairfax High School Room A108
Meeting times:	Tuesdays, 5:00pm – 8:00pm from 9/3/13 – 12/3/13

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

This course examines critical functions of leadership and organizational management, complex decision-making responsibilities of school executives, and constructive relationships between schools and communities. It 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 are interwoven through the course.

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, as well as reflection and general leadership skills.

Nature of Course Delivery

A variety of instructional methods are used in this course including: large-and small-group instruction, cooperative learning activities, media use, Internet assignments, lectures, group presentations, individual research, case studies, simulations, and written and oral assignments.

General Goals

Content

All of the EDLE program goals are active, to a greater or lesser extent, in this course. The primary purposes of this course involve helping students to exercise leadership in the school and larger community within an explicit conceptual framework. Candidates will deepen their understanding of (1) the use of research and development tools to lead schools and communities, (2) how organizations function, and (3) how leaders influence school change and improvement. Specific content includes:

1. Reviewing and expanding on the meanings of leadership and the role leaders play in change within the school community through attendance at various public meetings and interviews with school and community leaders.
2. Investigating political, financial, legal and instructional implications of an instructional issue as it relates to the needs, strengths and opinions of the local school community and school division through case studies, including the student's own School Improvement Plan and attendance at various public meetings.
3. Clarifying which framework(s) students find most useful for informing their own leadership styles and choices;
4. Applying skills, knowledge, and dispositions gained through the Education Leadership Program to the analysis of case studies and focus groups and in role-playing exercises involving leadership behavior and school change as demonstrated through both written and oral assessments.

Teaching and Learning

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

1. Classes will reflect a balance of activities that encourage high quality, ethical leadership. To promote an atmosphere that allows us to accomplish this, we will:
   a. Start and end on time;
   b. Maintain (flexibly) 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 perspectives; and
   e. Listen actively to one another.

2. Student work will reflect what is expected from leaders. As such, students are expected to:
   a. Write papers that are well researched, proofread, submitted in a timely fashion, and conform to APA guidelines;
   b. Participate actively in class discussions in a manner that challenges the best thinking of the class; and

      c.   Provide constructive feedback to others both on their ideas and on their written work, striving to learn from each other and to test each other's ideas.

3. We will endeavor to create a classroom climate that approximates what we know about learning organizations. As such, it is important that we create conditions that allow participants to try out new ideas and voice opinions without fear of ridicule or embarrassment. The hallmark of a learning organization is a balance between openness and constructive feedback; hence, everyone is expected to:
      a. Come fully prepared to each class;
      b. Demonstrate appropriate respect for one another;
      c. Voice concerns and opinions about class process openly;
      d. Engage in genuine inquiry;
      e. Recognize and celebrate each other's ideas and accomplishments; and
      f. Display an awareness of each other's needs.

Learning Outcomes

Successful students will emerge from the course 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.
4. Identify leadership knowledge and skills that promote success of all students through integrity, fairness and ethical behavior.

National Standards and Virginia Competencies

The course addresses selected Virginia Department of Education (VADOE) Competencies, The Interstate School Leaders Licensure Consortium (ISLLC) Standards, and Educational Leadership Constituent Council (ELCC) (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 t achieve school goals.

1.4 Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.

ELCC Standard 3.0: A building-level education leader applies knowledge that promote the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

3.1 Candidates understand and can monitor and evaluate school management and operational systems.

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.

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 VADOE 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;

Relationship of Course Goals to Program Goals

Student outcomes and activities for this course are related to the following GMU/EDLE program goals:

1. Understand the complexities of change in schools.
2. Develop and demonstrate the knowledge, skills, and dispositions necessary to create and maintain learning environments that value diversity, continual knowledge acquisition, instructional leadership, innovative and ethical decision-making, reflective practice, and successful achievement of all school-aged youth.

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 journals and Collective Records, but they can only count over and above the minimum 320 hours required for the internship.

Course Materials

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

Additional Resources will be listed in the weekly schedule and will be available on TaskStream.

Technology Requirements

Online access is vital for the distance learning aspects of the course and is important if we experience school shutdowns because of the weather or other problems. **All students are now required to activate and monitor their GMU e-mail accounts**. If you are uncertain about how to do this, please see me. It is my expectation that you will be fully competent to send and receive e-mail messages **with attachments**. If your computer at school or home has spam blocking that will prevent you from seeing messages with attachments, you are responsible for addressing this problem immediately.

All students are required to use http://www.taskstream.com as part of this course. This is an Internet site at which I will post vital information for the course and through which we will communicate from time to time. Samples of student work will be archived on this site for purposes of course, program, and college assessment.

All students should have access to standard word processing software that can be read by Microsoft Office 2007.

Course Requirements, Performance-Based Assessment, and Evaluation Criteria

Attendance
Students are expected to attend every class for its entirety. Maximum class participation points will be earned by students who attend all classes, are on time and do not leave early.

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

  1. Application of concepts reflected in class discussion and readings;
  2. Original thinking and persuasiveness; and
  3. Clarity, concision and organization.

Additionally, a portion of the class grade will be based on participation and the contribution you make to class discussions. The overall weights of the various performances are as follows:

Class participation: 20 points
Students are expected to participate actively in class discussions, in group activities, and in serving as critical friends to other students. Attendance is expected for all classes. **If you must be absent, please notify me by e-mail or phone.** More than one absence may result in a reduction in participation points. Arriving at class more than 30 minutes late or leaving more than 30 minutes before the end of class may result in loss of points.

<u>Written assignments: 80 points</u>
Three performance-based assignments will be completed during the semester. The School Effectiveness assignment (assignment one) represents the *required* program-level performance based assessment 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.

ALL ASSIGNMENTS must be submitted electronically, through TaskStream. TaskStream is an online assessment system used by the college to collect student work, provide feedback to students, and maintain an ongoing record of student assessment data. You will be provided with a TaskStream account and use TaskStream to submit work for courses, as well as to prepare and submit your internship portfolio.

<u>Late work:</u> I expect all students to submit their work on time, meaning no later than by midnight of the due date. Papers due on a day when you are absent must be submitted via TaskStream by the due date. Papers submitted more than 48 hours late will **NOT** be graded.

<u>Rewrites:</u> Students may rewrite a paper (other than the final paper) and re-submit for re-grading within one week of receiving the paper back. I recommend that students not consider re-writing papers with scores of 3.6 or higher. If you wish to discuss your work, I am willing to do so at a time of mutual convenience.

<u>Grading scale:</u>
A+ = 100 points
A = 95-99 points
A- = 90-94 points
B+ = 87-89 points
B = 83-86 points
B- = 80-82 points
C = 75-79 points
F = below 75 points

<u>College of Education and Human Development Statement of Expectations and Resources</u>

TASKSTREAM REQUIREMENTS

Every student registered for any Education Leadership course with a required performance-based assessment is required to submit this assessment, (School/Community Leaders Assessment of School Effectiveness) to TaskStream (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 TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed

upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

GMU POLICIES AND RESOURCES FOR STUDENTS

a. Students must adhere to the guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/honorcode/].

b. Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301gen.html].

c. Students are responsible for the content of university communications sent to their George Mason University 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.

d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].

e. Students with **disabilities** who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform teir instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].

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

g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].

PROFESSIONAL DISPOSITIONS

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

CORE VALUES COMMITMENT

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

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu].

Proposed Class Schedule

** To accommodate the learning needs of the class, the topics and reading schedule may be amended during the semester. Any changes will be communicated in class and/or in the weekly class email.

Date	Topic(s)	Reading (due this session)	Homework (due this session)
Sep 3	Introduction Creating a Learning Community Syllabus Review The Assignments Connections to 690 Topics Survey Stakeholder Involvement in Schools	Review Syllabus	Bring a copy of the syllabus to class.
Sep 10	Communication and Leadership in Context Why is trust a critical component in both communication and leadership?	* Reinventing Leadership (Chapter 1) Sergiovanni * Building Trust (Chapter 2) WSCM	AB Research and Reading
Sep 17	What does it mean to communicate effectively? What do stakeholders want to know about schools? Guest Lecture	* What Motivates, What Inspires? (Chapter 2) Sergiovanni * Engage the Community (Chapter 5) and Design your Offense (Chapter 6) WSCM	AB Research and Readings Field Research: Staff Meeting – Observe principal's verbal, visual, vocal cues. Staff reactions? Jot down relevant notes.

Date	Topic(s)	Reading (due this session)	Homework (due this session)
Sep 24	Why are so many parents angry? Ways to diffuse difficult situations	* The Sources of Authority for Leadership (Chapter Three) Sergiovanni * Harness Your Secret Weapon (Chapter 7) and Face Those Angry Parents (Chapter 13) WSCM	AB Research and Readings
Annotated Bibliography Due			
Oct 1	Parent Involvement Assignment Assessing school - parent partnerships	* School, Family, and Community Partnerships: Caring for the Children We Share * Epstein Inventory	Review Parent Involvement assignment and rubric. Bring Qs to class.
Oct 8	*E-CLASS*	* Collective Impact – Kania and Kramer Article * Strive 2011 Report * NY Times Article	
Oct 15	Review School Effectiveness Assignment What is the purpose of a school's vision statement? Focus Groups and Data Collection	* Substitutes for Leadership (Chapter Four) Sergiovanni	Bring a copy of your school's vision/mission statement to class. Bring copies of school-community communication artifacts
Oct 22	Group Rubric for Parent Involvement Presentations How can leaders restructure work to increase intrinsic motivation?	* Creating a State of Flow at Work (Chapter Five) Sergiovanni * Vision, Leadership, and Change	Bring a draft of your parent involvement paper for peer review

Date	Topic(s)	Reading (due this session)	Homework (due this session)
Parent Involvement Assignment Due			
Oct 29	The Practice of "Purposing" – Hank Cotton Case Study Parent Involvement Presentations	* Followship First, Then Leadership (Chapter Six) Sergiovanni * Vision as a Compass	*Parent Involvement Presentations Due*
Nov 5	How do we define true collegiality? How can instructional leaders support collegiality?	* Collegiality as a Professional Virtue (Chapter Seven) Sergiovanni * Visions that Blind	
Nov 12	What is cultural proficiency? Where do culture and values intersect? Connections to building community partnerships	* Immigrant Families' Journeys Towards Understanding Educational Policies and Choosing Bilingual Programs * Lead the Change (Chapter 12) WSCM	
Nov 19	Crisis Management and Communication	* Think Smart Under Fire (Chapter 15) WSCM	Bring in a copy of your school's crisis management plan. Bring a draft of School Effectiveness Paper for peer review
Dec 3	Wrap-up	* Leadership as Stewardship (Chapter Nine) Sergiovanni	*School Effectiveness Assignment Due*

Writing Assignment: School/Community Leaders Assessment of School Effectiveness (30 points)*

Rationale

It is easy (and popular) to talk about school vision, but it is rare that we check whether or not others perceive our schools as achieving the vision they set out for themselves. This assignment requires you to determine how leaders in your school community perceive your school's performance. Taking focus group discussions as raw data and analyzing it 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

1. 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.
2. 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? "
3. 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.
4. 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 and include:
    a. an introduction that includes a thesis statement
    b. a profile of the school and community
    c. a summary of the methods used and results of the focus group discussion, including a matrix of responses with the participant roles clearly labeled;
    d. a summary table of themes gathered from focus groups;
    e.. significant findings;
    f. a plan of action aimed to align espoused theories and theories in use based on the data collected; and
    g. 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.

    * A required program-level Performance-Based Assessment

School/Community Leaders Assessment of School Effectiveness Rubric (30 points)

	4 Exceeds Expectations	3 Meets Expectations	2 Approaching Expectations	1 Falls Below Expectations
Introduction and thesis: The introduction draws the readers into the topic and includes a thesis statement. (10%)	The introduction provides a clear understanding of the purpose of the assignment. The thesis states what the author intends to prove or demonstrate	The introduction suggests some purpose of the assignment. The thesis statement appears in the introductory paragraph.	The introduction includes little information about the purpose of the assignment and the thesis is not clear.	There is no introduction and thesis.
Profile of the school and community: The profile helps the reader understand the nature of the school and community (10%)	The profile clearly defines demographic and performance data, instructional practices and programs, improvement goals, school community trends and areas for potential change.	The profile provides general information about demographic and performance data, instructional practices and programs, improvement goals, school community trends and areas for potential change.	The profile includes limited information about demographic and performance data, instructional practices and programs, improvement goals, school community trends and areas for potential change.	There is no profile provided
The school vision: The school vision establishes and builds understanding and commitment for school effectiveness. ELCC 1.2 (10%)	The vision statement and how its goals are supported are specifically identified.	The vision statement and its goals are identified and there is a general explanation of how its goals are supported.	The vision statement is identified. Its goals and support are not clearly identified.	There is no mention of the school vision and/or description of how the vision is supported.
Focus Group: Focus groups offer an opportunity to measure school community perceptions of the school vision ELCC 4.1 (25%)	The narrative and matrix present a comprehensive summary of all phases of the focus group discussions. Significant findings are specifically identified.	A narrative and matrix are presented. The narrative and/or findings are discussed in a general manner.	A narrative and matrix are presented. There is little detail in the narrative, matrix and findings.	The narrative, matrix and/or findings or missing

	4 **Exceeds Expectations**	3 **Meets Expectations**	2 **Approaching Expectations**	1 **Falls Below Expectations**
Action Plan: The action plan provides a systemic approach to continuous improvement ELCC 1.1(20%)	The Action Plan is fully developed. Its relationship to the data collected and steps toward improvement are explicitly stated.	The Action Plan is outlined. There is some relationship shown between the plan and the data collected.	The Action Plan is vague. There is little relationship between the plan and the data collected.	The Action Plan is incomplete.
Summary/ Conclusion (10%)	The summary/conclusion clearly states the learnings taken from this assignment.	The summary/conclusion suggests some of the learnings from this assignment.	The summary/conclusion adds little to the understanding of the assignment.	There is no conclusion/summary.
Support: Data and research form the basis for developing the relationship between school vision school effectiveness ELCC 6.3 (10%)	Points associated with school vision and school effectiveness are specific, fully explained and supported by school data and research.	Points associated with school vision and school effectiveness are explained and supported with general references to data and research.	Most points are explained and supported but with minimal detail.	Many points are inadequately explained or supported
Mechanics (5%)	The paper is error free.	There are only a few minor errors in the paper.	The paper has several errors indicating a lack of proofreading.	The paper contains many significant errors.

Writing/Presentation Assignment: Parent Involvement (30 Points)

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

The paper should include the following elements:

Introduction

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

Program Description and Assessment

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

      Assess each type of parent involvement by reference a. the degree 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:

      Rationale. Indicate 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/Action 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 8 pages (+/-) excluding resources

<u>Presentation Assignment</u>: 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).

EDLE 610 Writing Assignment: Parent Involvement (30 Points)

Levels: Criteria:	4 Exceeds Expectations	3 Meets Expectations	2 Approaching Expectations	1 Falls Below Expectations
Introduction (10%). Summarizes the current parent involvement program and foreshadows the assessment and recommendations.	Describes clearly in summary terms the current parent involvement program in the school and then foreshadows the results of your assessment and your recommendations to improve it.	Describes the current parent involvement program in your school, but either leaves out important elements, or fails to foreshadow the results of the program assessment and/or the recommendations to improve the program.	Describes unclearly the current parent involvement program in the school, and fails to mention the results of the program assessment and/or recommendations to improve the program.	The introduction is missing or wholly inadequate.
Program Description and Assessment (15%). Describes the parent involvement program by reference to Epstein's six type of involvement according to specified referents. **ELCC 1.4**	Describes the parent involvement program in your school by indicating what the school is doing in regard to Epstein's six types of parent involvement. Each type of parent involvement is assessed by reference to a. the degree to which the program addresses each type of parent involvement, b. the degree to which the efforts satisfy the needs of the parents, and c. the degree to which the efforts satisfy the needs of the school. The description includes references to any evaluations of the program that exist or which you have conducted.	Includes a depiction of the parent involvement program but may be missing key elements by reference to the degree to which Epstein's six types of involvement are discussed or in terms of the degree to which the efforts satisfy the needs of the parents or the school, or the extant evaluations of the program.	The program description and assessment is unclear, vague or missing a number of key elements.	The program description and assessment is either largely missing or inadequate.

Levels: Criteria:	4 Exceeds Expectations	3 Meets Expectations	2 Approaching Expectations	1 Falls Below Expectations
Program Improvement Recommendations: Rationale (10%) Describes the importance of the recommendations by reference to discrepancies in comparison to the desired program.	Clear and persuasive statements are provided to support the importance of the recommendations and the need for their realization on the basis of a discrepancy analysis relating the proposed changes to an ideal program.	Clear and persuasive statements are provided to support the recommendations but are not supported by a discrepancy analysis or a discrepancy analysis is not accompanied by clear and persuasive statements supporting the importance of the recommendations.	Statements supporting the recommendations are made by are unclear or not supported by a discrepancy analysis.	The rationale is either missing or unclear.
Program Improvement Recommendations: Outcomes (10%) Specifies in measurable terms process or implementation outcomes and substantive outcomes	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.	Includes outcomes that may not be measurable, or elides process or substantive outcomes.	Omits important elements of outcomes.	Omits outcomes or outcome statements are not clear.
Program Improvement Recommendations: Program Description (10%). Describes the elements of program changes and how they will be accomplished. Specifies the essential attributes of the program by way of a program configuration. ELCC 4.2	Clearly delineates the elements of the program changes and how they will be accomplished. The essential attributes of the revised program are presented in a program configuration display.	Includes elements of the program changes, but leaves one or more changes unclear.	Omits either a narrative of program changes or ignores the program configuration.	Omits the program description or leaves the reader unsure what it is.

| Levels:

Criteria: | 4
Exceeds Expectations | 3
Meets Expectations | 2
Approaching Expectations | 1
Falls Below Expectations |
|---|---|---|---|---|
| **Program Improvement Recommendations: Implementation Plan (10%)**

A clear set of implementation steps that address the functions of planning, building support, building capacity to conduct the program, securing resources if needed, enacting interventions or activities, and evaluating process and substantive outcomes. | 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. | Gives a sense of the plan of implementation but fails to include two or more required elements. | Address some of the functions but leaves their accomplishment unclear. | Fails to include the plan or presents it sketchily and/or unclearly. |
| **Program Improvement Recommendations: Evaluation Plan (10%)**

Describes the evaluation of both process and substantive outcomes, indicating the measures to be used, how the data will be collected, and how the analysis will be accomplished.
ELCC 3.1 | Specifies clearly the elements of the evaluation plan. | Omits one or more elements of the evaluation plan and/or describes one or more elements unclearly. | Describes evaluation activities but omits two or more elements. | Omits the evaluation plan or presents it so unclearly that the reader would not know how the evaluation will be completed. |
| **Quality of support for recommendations (5%)** | The recommendations appear to be grounded in research about the topic in general and research about the specific elements of the school's program. | The recommendations may be grounded in research about the topic but unresponsive to actual school conditions or unresponsive to research and responsive to school conditions. | Recommendations are responsive neither to school conditions nor research. | It is unclear what recommendations are proposed. |

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Levels:	4 Exceeds Expectations	3 Meets Expectations	2 Approaching Expectations	1 Falls Below Expectations
Mechanics (5%)	The paper is written clearly with a minimal number of errors in spelling and/or APA format.	Occasional grammatical errors and questionable word choices.	Errors in grammar, spelling and punctuation,	Many errors in spelling, grammar, and punctuation.
Presentation (15%) Based on the parent involvement paper the presentation meets the criteria of clarity and persuasiveness of rationale, quality of recommendations, and quality of implementation and evaluation plans.	Exceeds all criteria	Exceeds most criteria	Does not meet two or more criteria	Represents an unclear presentation failing to meet most criteria.

<u>Writing Assignment</u> : Annotated Bibliography (20 points)

<u>**Overview**</u>**:**

Educational leaders must be able to utilize current research in order to make informed decisions. With this in mind, a primary objective of EDLE 610 is to have students deepen their understanding of the use of research and tools to lead schools and communities. Therefore, the purpose of this assignment is to provide you with the opportunity to sift through existing research on a specific topic, organize and evaluate that knowledge, and then share your findings with your classmates. The end product will be a compilation of valuable resources students can refer to in the future.

An annotated bibliography is a list of articles (or books) that includes a brief description of the work and an evaluation of its usefulness. The purpose of an annotated bibliography is to provide information about the relevance, utility, and quality of the source **for your purposes.** Not to be confused with an *abstract*, which simply gives a summary of the cited work, an annotated bibliography also describes and evaluates these points. Elements should include:

> ***** Brief description of the work's format and content
>
> * Theoretical basis and method of study
>
> * Results
>
> * Utility and significance of the work (how it can be used)
> * Your own brief impression of the work (quality and credibility)

<u>**Guidelines**</u>**:**

1. The focus for the annotated bibliography is **Improving Community Relations**. While this topic may seem broad, it allows you to focus your research on a specific area of interest, such as the role of parental involvement in the community, the utilization of focus groups, the purpose of a school communication plan, etc.

2. Find a number of research articles (theoretical works, empirical studies, and syntheses) that connect to your topic. You might identify several articles that are review pieces or syntheses of the literature themselves, but you should also concentrate on identifying primary research (i.e., papers that present an analysis using quantitative or qualitative methods to contribute to the knowledge base on your topic). Most of your research can be accomplished on the Internet, with support from your school library, the public library, and/or GMU libraries.

3. Prepare an ANNOTATED BIBLIOGRAPHY using at least five (5) of the most important papers you found. Remember the key to an annotated bibliography: **Summarize – Assess -Reflect**

4. Your annotated bibliography should include a statement of the topic and research question you are investigating; five or more annotated entries using the format provided in class; and an additional reference list showing at least five articles. Citations must be in APA format.

5. Part of becoming an instructional leader is utilizing research to inform decision- making. As your conclusion, write an assessment of how you could apply this research to your leadership practice.

EDLE 610 Annotated Bibliography Rubric (20 points)

Levels *Criteria:*	4 **Exceeds Expectations**	3 **Meets Expectations**	2 **Approaching Expectations**	1 **Falls Below Expectations**
Statement of question: (ELCC 4.4) (10%) A clear statement of the question helps to guide the reader.	The paper begins with a clear statement of the question, which specifically relates to Improving Community Relations.	The paper begins with a statement of the question, which generally relates to Improving Community Relations.	The statement of the research question is evident, but is vaguely worded or poorly spelled out. It is difficult to discern a clear focus for the research.	The statement of the research question is missing or wholly inadequate.
Bibliographic entries – content of summaries: (ELCC 4.1) (40%) Articles read and reviewed should contain original research or useful reviews of research.	Annotated entries provide a clear and concise summary of each research source. Each entry includes: • an overview of the research • method and findings • an assessment of its utility and credibility	Annotated entries provide a summary of each research source. Each entry includes a brief overview of the research and an assessment of its utility and credibility, but may be lacking in specificity.	Annotated entries provide a general overview research sources, but lack detail or are missing significant elements needed to make the entries useful.	Annotated entries are severely lacking in detail, rendering them of little use.
Bibliographic entries – focus and quality (20%) Articles read must focus on and inform the research question.	All entries clearly and specifically answer the research question. Sources are well balanced, including original research and synthesis pieces from high-quality, credible sources.	Most entries clearly answer the research question. Entries are included from quality sources, but are dominated by synthesis pieces; original research is not evident.	Most entries relate only generally to the research question. One or more entries are included from questionable sources, reflecting largely opinion pieces rather than original research or syntheses of research.	The connection between annotated entries and the research question is difficult to discern. Entries are dominated by material from questionable sources: a review of research is not evident.
Bibliographic entries – quantity and form (10%)	Five or more annotated summaries are presented, along with a detailed reference list of at least 10 sources consulted.	Five or more annotated summaries are presented, but a reference list of fewer than 10 sources is included.	Four or five annotated summaries are presented, along with a reference list of sources consulted.	Fewer than four annotated summaries are presented along with a reference list of sources consulted.

Levels	4 **Exceeds Expectations**	3 **Meets Expectations**	2 **Approaching Expectations**	1 **Falls Below Expectations**
References (10%)	References are complete and presented in APA format.	References are in APA format, but a few (1-3) appear incorrect or are in improper format.	The document contains numerous incorrect or incomplete references.	References are omitted entirely.
Conclusion (10%)	Assessment of how the research could be applied to leadership practice is discussed in detail.	Assessment makes some references to how the research might inform leadership practice.	Assessment of research is discussed with minimal detail.	There is no assessment/conclusion.
Mechanics (10%) Your written work should be scholarly and precise.	Entries are nearly error-free, which reflects clear understanding and thorough proofreading.	Entries contain occasional grammatical errors and questionable word choice.	Entries contain errors in grammar and punctuation but spelling has been proofread.	Entries contain frequent errors in spelling, grammar, and punctuation.

Class Participation Rubric (20 points)

	4 **Exceeds Expectations**	3 **Meets Expectations**	2 **Approaches Expectations**	1 **Falls Below Expectations**
Attendance (25%)	Exemplary attendance (no absences, tardies or early dismissals)	Maximum of one absence or two tardies and/or early dismissals	Occasional absences (more than one)...and/or frequent tardies and early dismissals	Frequent absences and/or tardies
Quality of interaction --- questions, comments, suggestions **(20%)**	Most queries are specific and on target. Deeply involved in whole class and group discussions.	Often has specific queries, stays involved in class discussion.	Asks questions about deadlines, procedures, directions. Little discussion about class topics and/or ideas.	Rarely interacts with the instructor or class mates in an appropriate manner
Effort (25%)	Volunteers as appropriate and often leads in group settings. Engages and brings out the best in others.	Willingly participates with instructor and classmates. Engages others.	Reluctantly participates when asked (rarely volunteers) Seeks easiest duties within groups.	Actively avoids involvement. Complains about others and uses excuses to explain deficiencies.
Demonstration of preparation for class (30%)	Demonstrates preparation regularly by referring to previous learning, text and other sources to contribute to class discussion and is prepared for each and every class.	Demonstrates preparation regularly by referring to previous learning, text and other sources to contribute to class discussion.	Demonstrates preparation and readiness periodically.	Is unable to demonstrate readiness for class