Professional Education Unit

Department of Foundational and Graduate Studies in Education

SCHOOL AND COMMUNITY RELATIONS
EDIL 647 – 301 ONLINE
SPRING 2010

Richard Hughes, Ed.D, R.Hughes@moreheadstate.edu
309 Ginger Hall, Phone (606) 783-2836
Office Hours: Tuesday 9:00 a.m. – 4:00 p.m., or by appointment

Course Description: A study of the issues and responsibilities relating to the establishment and administration of a school community relations program at the district and the school building levels.

Required Field Experience Hours: N/A

"Community Engagement: A Light to and from the Mountains"

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

Conceptual Framework Outcomes (CFO's):

The Unit and the faculty within individual programs assess the degree to which its graduates:

1) Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to "whole" student learning in education settings.

2) Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.

3) Demonstrate professional dispositions

4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively "bridge the gaps" (economic, achievement, and geographic) ensuring optimal learning for all students.

5) Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

Student Learning Outcomes (SLO's): By the end of this course, the candidate will be able to:

1. Develop and defend the importance of a good School and Community Relations plan.
2. List and evaluate the different types of communications between/among the diverse populations of the school and community.
3. List, describe and evaluate the value of the different types of publics involved in a School and Community Relations program.
4. Cite appropriate literature, research, and internet sources related to School and Community Relations Programs, policies, goals, and strategies.
5. Synthesize the data and evaluate how a strong School and Community Relations Program can positively impact academic achievement, the Kentucky Department of Education's Program of Studies, special education, diversity, learning environment, the Kentucky Teacher Internship Program (KTIP), the Kentucky Principal's Internship Program (KPIP), and school safety.

NCATE/ EPSB Accreditation Alignment of CFO's and SLO's:

Program: Masters in School Administration				**Course: School and Community Relations**	
	Standards			**KERA/KDE Initiatives**	**EPSB Themes**
Aligned with → **Assessment ↓ (point values)**	ISLLC[1]	NCATE[2]	TSSA[3]	Learner Goals based on Academic Expectations; Program of Studies Core Content; Standards and Indicators for School Improvement (SISI); MUNIS & KTIP; SBDM, Special ED law and ARC	Diversity (with specific attention to exceptional children including the gifted and talented, cultural and ethnic diversity); Technology Literacy Education; School Safety Education
EDIL 647 – A1 The Importance of Public Relations & The Public Character of the School (20) CFO: 1-4 SLO: 1, 3-4	1-3,4	1e,3a	2-5		
EDIL 647 – A2 Understanding the Community & Policies, Goals, and Strategies (30) CFO: 1-2, 4 SLO: 3-5	3-4,6	3a	2-5	KTIP KPIP	
EDIL 647 – A3 Administering the Com. Relations Program (30) CFO: 1-5 SLO: 1-5	2-3,4	3a,4b	2,4	SISI	
EDIL 647 – A4	3-4,5	4d	2		Diversity

The Communication Process and Communicating with Internal Publics (40) CFO: 1, 3-4 SLO: 2-3, 5					
EDIL 647 – A5 Communicating with External Publics & Crisis Communication (30) CFO: 1, 3, 5 SLO: 2-3, 5	3-4,6	1e	1-4		Safety
EDIL 647 – A6 Communication About School Services and Special Events (20) CFO: 1, 3-4 SLO: 2	4,6		3		
EDIL 647 – A7 Working with the Press & Radio, Television, Exhibits, and Presentations (30) CFO: 1, 3-4 SLO: 1-3	4-6	1e	2-4,6		Technology
EDIL 647 – A8 Schools and Online Communications & Preparing Published Materials (30) CFO: 1, 3, 5 SLO: 2-3, 5	3-4,6	1e,3a	1-3,6		Technology
EDIL 647 – A9 Conducting Special Issue Campaigns & Communicating School Finance Issues (30) CFO: 1-2, 4-5 SLO: 4-5	2,4,6	4d	1,3-4	Special Educ.	
EDIL 647 Week 10, March 15-19 **No Assignment** **Spring Break**					
EDIL 647 – A11 Marketing and School Choice & Assessment of the Program (30) CFO: 1-5 SLO: 1-5	1,4-6		1-6		

EDIL 647 – A12 Some Critical Elements of Community Relations and Its Potential Impact on Student Achievement (30) CFO: 1-2, 4-5 SLO: 1-2, 5	1-3	1e,3a	2-3	Core Content	
EDIL 647 – A13 Defining, Establishing the Plan, Having a Spokesperson and Complementing the State's Program of Studies (30) CFO: 1-5 SLO: 1, 4-5	1-6	1e,1f,1g	4	Program of Studies	
DIL 647 – A14 Identifying Similarities and Difference in School and Community Relations Policies and the Potential Emphasis of Kentucky's Core Content for Assessment (30) CFO: 1-2, 4 SLO: 4-5	2-4,6	1e	2,4	Core Content	
EDIL 647 – A15 Developing a Rationale for the position of School and Community Relations Director, Promoting Correct Etiquette at Board Meetings, Handling Parental Complaints and Becoming Cognizant of Diverse Communities (30) CFO: 1-5 SLO: 1-3, 5	1,3-4,6	1e,3a,4b	2-4		Diversity
EDIL 646 – A16 A Review of Internal and External Publics, Literacy, Dealing with the Press and Promoting Student Achievement for Minorities, Special Needs, and Gifted and Talented Students (50) CFO: 1-5 SLO: 2-5	2-4	1e,4a	2	Special Educ.	Literacy Diversity Gifted & Talented
EDIL 647 – A17 Final Examination (120) CFO: 1-2, 4	1-6	1e,1g,4a	2-5	SISI	Safety Technology

SLO: 1-5					

[1]Interstate School Leaders Licensure Consortium Standards
[2]NCATE Unit Standards
[3]Technology Standards for School Administrators

Assignment/Assessment Descriptions:

Program: Masters in School Administration School and Community Relations	
Assessment (point value)	**Description (All assignments are to be submitted on the links found on the Assignments Page)**
EDIL 647 – A1 The Importance of Public Relations & The Public Character of the School (20) Week 1, Jan. 11-15 Due January 16	1. Read the Syllabus carefully. 2. Click on Discussion Board, then on Introductions, add a new thread, include your name in the title block and tell us about you while answering the questions posed there. 3. Read chapters 1 & 2 in the text and answer the questions on pages 8 & 15.
EDIL 647 – A2 Understanding the Community & Policies, Goals, and Strategies (30) Week 2, Jan. 18-22 Due January 23	1. Read chapters 3 & 4 in the text and answer the questions on pages 39 & 52. 2. Interview at least one teacher, principal, and superintendent (a total of three different individuals) and write a reflective piece after asking and getting their response to the question: "How could a district's Director of School and Community Relations facilitate the induction of new teachers and principals into school settings?"
EDIL 647 – A3 Administering the Com. Relations Program (30) Week 3, Jan. 25-29 Due January 30	1. Read chapter 5 in the text and answer the questions on page 72. 2. Interview a superintendent and get, summarize, and reflect in a writing piece his/her ideas on how a Director of School and community Relations for a school district could promote the following component of the Standards and Indicators for School Improvement (SISI) document: Student, Family, and Community Support – The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students.
EDIL 647 – A4 The Communication Process and Communicating with Internal Publics (40) Week 4, Feb. 1-5	1. Read chapters 6 & 7 in the text and answer the questions on pages 88 & 117. 2. Write a minimum of 125 words on how the Community Relations Director can communicate with diverse student populations

Due February 6	(*Communicating with Pupils*, page 108).
EDIL 647 – A5 Communicating with External Publics & Crisis Communication (30) Week 5, Feb. 8-12 Due February 13	1. Read chapters 8 & 9 in the text and answer the questions on pages 156 & 172. 2. Interview one Fire Department Chief and one Chief of Police or County Sheriff and ask how a school district's Director of School and Community Relations could facilitate their endeavors to support school safety.
EDIL 647 – A6 Communication About School Services and Special Events (20) Week 6, Feb. 15-19 Due February 20	Read chapter 10 in the text and answer the questions on page 193.
EDIL 647 – A7 Working with the Press & Radio, Television, Exhibits, and Presentations (30) Week 7, Feb. 22-26 Due February 27	Read chapters 11 & 12 in the text and answer the questions on pages 223 & 241.
EDIL 647 – A8 Schools and Online Communications & Preparing Published Materials (30) Week 8, March 1-5 Due March 6	1. Read chapters 13 & 14 in the text and answer the questions on pages 258 & 287. 2. Use the text, internet, and interviews with school personnel to inform your reflection on how modern technology can be used to enhance communication between the school and community; and specifically, how it can promote TWO Way Communication.
EDIL 647 – A9 Conducting Special Issue Campaigns & Communicating School Finance Issues (30) Week 9, March 8-12 Due March 13	1. Read chapters 15 & 16 in the text and answer the questions on pages 295 & 321. 2. Interview your district's Director of Special Education for ideas on how a district's Director of School and Community Relations could enhance student learning by keeping teachers of special needs children abreast of the various resources available in the community.
EDIL 647 Week 10, March 15-19 **No Assignment**	**SPRING BREAK**
EDIL 647 – A11 Marketing and School Choice & Assessment of the Program (30)	Read chapters 17 & 18 in the text and answer the questions on pages 329 & 345.

Week 11, March 22-26 Due March 27	
EDIL 647 – A12 Some Critical Elements of Community Relations and Its Potential Impact on Student Achievement (30) Week 12, Mar. 29- Apr. 2 Due April 3	1. Why are excellent school and community relations crucial for a school? 2. Give reasons why educators communicate poorly. 3. What are your suggestions for improving public confidence in their schools? 4. Why should the communication program be a two way process? 5. Write a reflective piece after interviewing a school principal on the subject: "How can a strong Community Relations Program promote student achievement of the core concepts in math, English, science, social studies, fine arts and humanities, practical living and vocational studies?"
EDIL 647 – A13 Defining, Establishing the Plan, Having a Spokesperson and Complementing the State's Program of Studies (30) Week 13, April 5-9 Due April 10 ***P* (Portfolio Artifact)**	1. According to Lesly's Handbook of Public Relations and Communications, *"Community relations, as a public relations function, is an institution's planned, active, and continuing participation with and within a community to maintain and enhance its environment to the benefit of both the institution and the community."* a. Do you agree/disagree with this definition? Why/Why not? 2. As the new principal of the school you find out that there is not a school and community plan at your institution. What will be your first four steps to establish one? 3. Please comment about the importance of the spokesperson in an institution. 4. Review KDE's Program of Study (ask your principal for a copy or access the Kentucky Department of Education website) for your area of expertise (math, English, science, social studies, foreign language, agribusiness, etc.) and convey how student achievement in a school district might be enhanced if the Director of Community Relations has a strong and working knowledge of the Kentucky Program of Studies.
EDIL 647 – A14 Identifying Similarities and Difference in School and Community Relations Policies and the Potential Emphasis of Kentucky's Core Content for Assessment (30) Week 14, Apr. 12-16	1. Research your **district's** School and Community Relations policy and compare it to the three examples mentioned on pages 41 and 42 of the textbook. State similarities and differences. 2. Research your own **school's** policy and compare it to the district's policy; mention similarities and differences. 3. Discuss how a strong Community Relations Program might include awareness sessions where—in an effort to positively impact student achievement—parents and other adults in the community are shown how the Core Content For Assessment Document connects to Academic Expectations, and how those Academic Expectations are connected to the five broad learning goals on which Kentucky's students are tested.

Due April 17	
EDIL 647 – A15 Developing a Rationale for the position of School and Community Relations Director, Promoting Correct Etiquette at Board Meetings, Handling Parental Complaints and Becoming Cognizant of Diverse Communities (30) Week 15, Apr. 19-23 Due April 24 **Book Review is also Due (75)** ***P* (Portfolio Artifact)**	1. Please do an Internet research about the position of the **School and Community Liaison**. Find strengths and weaknesses of the position and then, based on the research, write a letter to the School Board Members in your district to convince them of the need to have a **School and Community Liaison**. (Do not mail the letter). Note: Some districts call this position "Director of School and Community Relations" 2. Find out and list the guidelines your School Board of Education has to encourage and/or regulate the participation of parents at board meetings. 3. Ask a member of School Board of Education what does he/she do when he/she receives a parent complaint? Please include in your answer the name of the person you asked and how many years he/she has been on the board. 4. Using the text, internet, and interviews, give the population characteristics, customs, and traditions, community groups, economic conditions, political structures, social tensions and power structure of a community other than your own, a community that has African Americans and one other ethnic or racial group in its composition.
EDIL 646 – A16 A Review of Internal and External Publics, Literacy, Dealing with the Press and Promoting Student Achievement for Minorities, Special Needs, and Gifted and Talented Students (50) Week 16, Apr. 26-30 Due May 1 ***P* (Portfolio Artifact)**	1. Without referring back to the text or to your notes, identify **as many** of the internal publics in your school as you can recall and describe why you think they are important to the functioning of the school? 2. Without referring back to the text or to your notes, identify **as many** of the external publics of your school as you can recall and describe why you think they are important to the functioning of the school? 3. Mention a different (than you have discussed before) issue at your school that could have been solved by using the technique of a ***study circle***? 4. Discuss how a Community Relations Program initiative on improving adult literacy may improve student literacy. 5. As the principal of Riverview Elementary School, when it comes to dealing with the press that covers your school, do you agree or disagree with the following guidelines? A "yes" or "no" answer will not be sufficient; give a brief explanation of each guideline: a. Answer questions honestly. b. Respond properly. c. All reports and surveys are public property. d. Avoid education jargon. e. Don't be afraid to say: "I don't know, I'll call you back in ten minutes" f. Never ask a reporter to show the story before it is published. g. Use of "off the record" h. Be available when negative news occurs. i. Give home numbers to media representatives.

	6. Reflect on how a strong School and Community Relations Program may promote student achievement for special needs, minority and gifted and talented students.
EDIL 647 – A17 Final Examination (120) Week 17, May 3-7	The Final Exam will be posted by 8:00 a.m. Wednesday, May 5, and you will have until 11:55 p.m. Thursday, May 6, to submit it. Once you begin the exam, you will have two hours to complete it.

Method of Instruction:

This course is designed to be collaborative and reflective with students taking responsibility for participation in group discussions, submitting assignments, and electronically (Virtual

Classroom, Chat Board, General Discussion Board, and Group Discussion Board) leading class discussions on topics that they have been assigned and researched. Assigned texts material and supplemental resources, must be read prior to submission of assignments or electronic discussion sessions so that students are prepared to actively participate and effectively learn.

Attendance Policy:

This online class is asynchronous, that is, we will NOT meet at a specific time online. The candidate must attend this class on a weekly schedule and complete the assigned weekly work between Sunday 12:01 a.m. and Saturday 11:55 p.m. If a candidate has a personal or family emergency, accommodations will be made IF the student notifies the instructor in a timely manner.

Course Evaluation:

The grade of "A" indicates that all requirements are exceeded with superior quality work. The grade of "B" indicates that all requirements are met with work at an above average level for graduate students. The grade of C indicates below average. Grades will be calculated as follows:

A. Book Review	75 pts.	589-655 total points	*"A"* Superior
B. Weekly Assignments/Modules	460 pts.	524-588 total points	*"B"* Average
C. Final Exam	120 pts.	458-523 total points	*"C"* Below Average
Total	655 pts.	< 457 total points	*"E"* No Credit

Required Textbooks:

Gallagher, D. Bagin, D., & Moore, E. (2007). *The School and Community Relations (9th ed.)*. Boston, MA: Allyn and Bacon. ISBN 0-205-50906-1

Your inability to obtain the required textbook for any reason does not negate course timelines, course requirements, and grading penalties. Moreover, any technical difficulty you may have with private or public hardware or software does not negate course due dates, course requirements, and grading penalties. You are encouraged to make contingency plans now in case of unforeseen technical difficulties in the future.

Book Review:

Students are required to read and write a review of the book, *Who Cares? Improving Public Schools Through Relationships and Customer Service* by Kelly E. Middleton and Elizabeth A. Petitt, published by Wheatmark, Tuscon Arizona, 2007, 180 pp.; this book can be ordered for around at www.whocares-pr.com . The book review must be 5 pages minimum, 7 pages maximum, word-processed, double-spaced, and following the APA format. ***(Just a friendly reminder: FONT MUST NOT BE LARGER THAN 12).***

The Review must include (a rubric can be found in Course Documents):

a. Abstract of the review
b. Summary of the book
c. Possible benefits for a school principal.
d. Strengths and weaknesses of the book.

Portfolio Statement :

ONE exit portfolio is required for all students in all educational leadership courses. The artifacts in the portfolio are a reflection of YOU as an educational leader. For each of your EDIL courses you will see assignments marked with a "***P***" suggesting that the work completed for that assignment be included in the portfolio. As you work your way through MSU's educational leadership programs you should NOT develop a separate portfolio for each program. Rather, the initial portfolio is updated to include work completed in subsequent programs and the updated artifacts should show a growing knowledge and maturity in skills as an educational leader.

Resources:

Resources on-line at no cost from: http://www.ed.gov/pubs/edpubs.html

Access to World Wide Web for American School and University Publications and links:
http://www.asumag.com

Access to World Wide Web for the Kentucky Department of Education:
http://www.kde.state.ky.us

Access to World Wide Web for formatting, writing and web sites that support text issues:

APA Writing Style online guides at: http://www.webster.commet.edu/apa/apa_intro.htm
http://www.cariboo.bc.ca/ae/PSYCH/apastyle.htm
http://www.apastyle.org/electsource.html

Publication Manual of the American Psychological Association (4th ed.) 1994, Washington, D.C. American Psychological Association

Academic Honesty

As noted in MSU's Academic Honesty policy, cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html

Academic honesty includes:

- Doing one's own work without extensive assistance from others
- Giving credit for the work of others, especially when words of another person are drawn from electronic sources such as the Internet, or from written documents.
- Using all information resources without plagiarism

Electronic media (e.g. e-mail, internet, etc.) provides students opportunity to research and read a wide variety of reference material. Additionally, this media makes it easy to copy and paste from one document to another. Including direct quotes or paraphrases of information without giving the original author credit is called plagiarism. Other examples of plagiarism include using definitions of terms or key phrases from a source as if the definitions are your own or copying information from websites as a part of a summary without crediting the original author.

In the past a few students have submitted work as their own that was completed and submitted by other students from earlier semesters. Obviously, this is a form of plagiarism. Students should be aware that a data base of previously submitted work will be used in combating plagiarism. Students submitting previously submitted work (either in part or in whole) will be cited for plagiarism. Students sharing their work with others may be cited for complicity to plagiarism.

Students who are suspected of plagiarism will be provided written evidence (either hard copy or electronic copy) of the suspected plagiarism. Upon receiving the evidence of the suspected plagiarism, students have ten (10) calendar days to provide proof that the work submitted is not plagiarized. Students who are not successful in responding to the charge of plagiarism will be cited for plagiarism. Notice will be sent to the Chair of the Professional Program in Education, the Dean of the College of Education, and the Dean of Graduate Programs. The notice will become a part of the student's record. **Students with plagiarism notations as a part of their record will NOT be recommended for program completion**.

It is the student's responsibility to understand what constitutes plagiarism. There are a variety of online resources that provide assistance in understanding and examples of plagiarism. Some of these online resources include:

http://gervaseprograms.georgetown.edu/hc/plagiarism.html
http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml
http://turnitin.com/research_site/e_what_is_plagiarism.html
http://www.dartmouth.edu/~sources/about/what.html

Lack of knowledge of what constitutes plagiarism is NOT an acceptable defense when cited for suspected plagiarism.

Questions about plagiarism and its impact on program completion should be directed to the instructor.

Students should follow APA style when citing sources.

Americans with Disabilities Act (ADA):
In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for

services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, www.moreheadstate.edu/acs/

Campus Safety Statement:

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at http://www.moreheadstate.edu/emergency

Interstate School Leaders Licensure Consortium Standards (ISLLC):

1. Vision: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

   Functions:

   A. Collaboratively develop and implement a shared vision and mission
   B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
   C. Create and implement plans to achieve goals
   D. Promote continuous and sustainable improvement
   E. Monitor and evaluate progress and revise plans

2. Instructional Leadership/culture: An education leader promotes the success of every student by advocating for and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

   Functions:

   A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
   B. Create a comprehensive, rigorous, and coherent curricular program
   C. Create a personalized and motivating learning environment for students
   D. Supervise instruction
   E. Develop assessment and accountability systems to monitor student progress
   F. Develop the instructional and leadership capacity of staff
   G. Maximize time spent on quality instruction
   H. Promote the use of the most effective and appropriate technologies to support teaching and learning
   I. Monitor and evaluate the impact of the instructional program

3. Organizational Management/Safe and Orderly Climate: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

   Functions:

   A. Monitor and evaluate the management and operational systems

B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
C. Promote and protect the welfare and safety of students and staff
D. Develop the capacity for distributed leadership
E. Ensure teacher and organizational time is focused to support quality instruction and student learning

4. Collaboration Skills/Community Involvement: An education leader promotes the success of every student by collaboration with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Functions:

A. Collect and analyze data and information pertinent to the educational environment
B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources
C. Build and sustain positive relationships with families and caregiver
D. Build and sustain productive relationships with community partners

5. Ethical Behavior: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Functions:

A. Ensure a system of accountability for every student's academic and social success
B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior
C. Safeguard the values of democracy, equity, and diversity
D. Consider and evaluate the potential moral and legal consequences of decision-making
E. Promote social justice and ensure that individual student needs inform all aspects of Schooling

6. Understanding, Relating to, and Impacting the School and Community Environments: An education leader promotes the success of every student by—at the local, district, state and national levels--understanding, responding to, and influencing the political, social, economic, legal, and cultural scenes.

Functions:

A. Advocate for children, families, and caregivers
B. Act to influence local, district, state, and national decisions affecting student learning
C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

Technology Standards for School Administrators:

1. Leadership and Vision: Educational leaders inspire a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of that vision.

2. Learning and Teaching: Educational leaders ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching.

3. Productivity and Professional Practice: Educational leaders apply technology to enhance their professional practice and to increase their own productivity and that of others.
4. Support, Management, and Operations: Educational leaders ensure the integration of technology to support productive systems for learning and administration.

5. Assessment and Evaluation: Educational leader use technology to plan and implement comprehensive systems of effective assessment and evaluation.
6. Social, Legal, and Ethical Issues: Educational leaders understand the social, legal, and ethical issues related to technology and model responsible decision-making related to these issues.

Standards and Indicators for School Improvement (SISI):

I. Academic Performance

1. Curriculum – The school develops and implements a curriculum that is rigorous, intentional, and aligned to state and local standards.
2. Classroom Evaluation/Assessment – The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student
3. Instruction – The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.

II. Learning Environment

4. School Culture – The school/district functions as an effective learning community and supports a climate conducive to performance excellence.
5. Student, Family, and Community Support – The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students.
6. Professional Growth, Development and Evaluation – The school/district provides research-based, results driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.

III. **Efficiency**

7. Leadership – School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.
8. Organizational Structure and Resources – The organization of the school/district maximizes use of time, all available space and other resources to maximize teaching and learning and support high student and staff performance.

9. Comprehensive and Effective Planning – The school/district develops, implements and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction and action plan focused on teaching and learning.

Please scroll down to next page.

MOREHEAD STATE UNIVERSITY
College of Education

Foundational and Graduate Programs In Education
EDIL 647—School and Community Relations
Spring 2010

INITIAL EACH STATEMENT INDICATING THAT YOU'VE READ THE STATEMENT AND UNDERSTAND IT. PLEASE SIGN, DATE, AND RETURN THE ENTIRE FORM AS INDICATED BELOW.

_____ 1) I have read the entire syllabus.
_____ 2) I am aware of the course expectations, requirements for the course, and dates and time assignments are due.
_____ 3) I have checked my e-mail address found in Blackboard and have either corrected it, or verified that it's correct.
_____ 4) I am aware that I have a MSU e-mail account, that MSU periodically sends important messages via e-mail, and I agree to check my MSU e-mail account at least once per week.
_____5) Put your initials before either a, b, c below as appropriate:
_____ a) I was admitted to the educational leadership program prior to August 1, 2004 and therefore I am exempt from the exit portfolio requirement.
_____ b) I was admitted to the educational leadership program after August 1, 2004 and I am aware of the exit portfolio requirement.
_____ c) I have not been admitted to an educational leadership program.

ONE exit portfolio is required for students in MSU's educational leadership program. The artifacts in the portfolio are a reflection of YOU as an educational leader. For each of your EDIL courses you will see assignments marked with a "***P***" suggesting that the work completed for that assignment be included in the portfolio. As you work your way through MSU's educational leadership programs you should NOT develop a separate portfolio for each program. Rather, the initial portfolio is updated to include work completed in subsequent programs and the updated artifacts should show a growing knowledge and maturity in skills as an educational leader.

Note: For more information about the exit portfolio go to:

Guidelines: http://people.morehead-st.edu/fs/d.barnett/portfolio_scoring_guide.html

Rubric: http://people.morehead-st.edu/fs/d.barnett/portfolioscoringrubric.html

_____ 6) I understand MSU's educational leadership's plagiarism policy, what constitutes plagiarism, and that candidates caught plagiarizing will not be recommended for program completion. (Please read the course syllabus and contact the course instructor for additional information.)

_____ _____

Printed Name (Signature) Date Signed

Please complete and return entire form as an email attachment to R.Hughes@moreheadstate.edu no later than January 23, 2010.