



**Professional Education Unit
Department of Foundational and Graduate Studies in Education**

**LINKING SCHOOLS WITH THE COMMUNITY & EXTERNAL RESOURCES
EDIL 679 – 301 ONLINE
SPRING 2012**

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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 with a special focus on the candidate understanding, responding to, and influencing the larger political, social, economic, legal and cultural contexts.

Required Field Experience Hours: 23

“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, the New Common Core Standards, special education, diversity, learning environment, the Kentucky Teacher Internship Program (KTIP), the Kentucky Principal’s Internship Program (KPIP), and school safety.
6. Synthesize and describe, based on the information and data gathered, strategies that enable the school administrator to understand, respond to, and influence the larger political, social, economic, legal and cultural contexts. Note: Go to the end of this syllabus (Page 20-24) and read the document titled, *Critical Performance, Collaboration Module*. It also appears on the Assignments Page and in Course Documents.

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

| Program: Educational Leadership | | | | Course: Linking Schools with Community & Other Resources | | | |
|--|--------------------|--------------------|-------------------|--|------------------------|--|---|
| | Standards | | | Kentucky | | KERA/KDE Initiatives | EPSB Themes |
| Aligned with → | | | | | | | |
| Assessment ↓ (point values) | ISLLC ¹ | NCATE ² | TSSA ³ | Dispositions | Dimensions & Functions | Learner Goals based on Academic Expectations; Program of Studies Core Content; Standards and Indicators for School | Diversity (with specific attention to exceptional children including the gifted and talented, cultural and ethnic |

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| | | | | | | Improvement (SISI); MUNIS & KTIP; SBDM, Special ED law and ARC | diversity); Technology Literacy Education; School Safety Education |
| <i>EDIL 679 – A1</i> The Importance of Public Relations & The Public Character of the School (20) CFO: 1-4 SLO: 1, 3-4 | 1-4,6 | 1e,3a | 2-5 | 1-2,4,6 | 5.1 | | |
| <i>EDIL 679 – A2</i> Understanding the Community & Policies, Goals, and Strategies (30) CFO: 1-2, 4 SLO: 3-6 | 3-4,6 | 3a | 2-5 | 6 | 6.1,6.3 | KTIP KPIP | Diversity |
| <i>EDIL 679 – A3</i> Administering the Com. Relations Program (30) CFO: 1-5 SLO: 1-5 | 2-4,6 | 3a,4b | 2,4 | 3 | 6.1 | SISI | |
| <i>EDIL 679 – A4</i> The Communication Process and Communicating with Internal Publics (40) CFO: 1, 3-4 SLO: 2-3, 5 | 3-4,5 | 4d | 2 | 8 | 3.4,4.3 | | |
| <i>EDIL 679 – A5</i> Communicating with External | 3-4,6 | 1e | 1-4 | 4,6 | 4.3,5.3 | | Safety |

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| Publics & Crisis Communication (30) CFO: 1, 3, 5 SLO: 2-3, 5 | | | | | | | |
| <i>EDIL 679 – A6</i> Communication About School Services and Special Events (20) CFO: 1, 3-4 SLO: 2 | 4,6 | | 3 | 6 | 6.1 | | |
| <i>EDIL 679 – A7</i> Working with the Press & Radio, Television, Exhibits, and Presentations (30) CFO: 1, 3-4 SLO: 1-3 | 4-6 | 1e | 2-4,6 | 6 | 6.1 | | Technology |
| <i>EDIL 679 – A8</i> Schools and Online Communications & Preparing Published Materials (30) CFO: 1, 3, 5 SLO: 2-3, 5-6 | 3-4,6 | 1e,3a | 1-3,6 | 1,7 | 6.1-2 | | Technology Diversity |
| <i>EDIL 679 – A9</i> Conducting Special Issue Campaigns & Communicating School Finance Issues (30) CFO: 1-2, 4-5 | 2,4,6 | 4d | 1,3-4 | | 6.1-2 | Special Educ. | |

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| SLO: 4-5 | | | | | | | |
| <i>EDIL 679</i> Week 10, March 15-19 No Assignment Spring Break | | | | | | | |
| <i>EDIL 679 – A11</i> Marketing and School Choice & Assessment of the Program (30) CFO: 1-5 SLO: 1-5 | 1,4- 6 | | 1-6 | 5 | 5.3 | | |
| <i>EDIL 679 – A12</i> Some Critical Elements of Community Relations and Its Potential Impact on Student Achievement (30) CFO: 1-2, 4-5 SLO: 1-2, 5-6 | 1- 4,6 | 1e,3a | 2-3 | 2,4,6 | 1.2 | Core Content | Diversity |
| <i>EDIL 679 – A13</i> 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 | 2 | 1.1-2 | Program of Studies | |
| <i>DIL 679 – A14</i> Identifying | 2- 4,6 | 1e | 2,4 | 1,3-4,7 | 1.1-2,6.3 | Core Content | |

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| Similarities and Difference in School and Community Relations Policies and the Potential Emphasis of Kentucky's Common Core Standards (30) CFO: 1-2, 4 SLO: 4-5 | | | | | | | |
| <i>EDIL 679 – A15</i> 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 | 1,5,8 | 4.1,6.1,5.3 | | Diversity |
| <i>EDIL 679 – A16</i> A Review of Internal and External Publics, Literacy, | 2-4 | 1e,4a | 2 | 2,6,8 | 1.2,6.1 | Special Educ. | Literacy Diversity Gifted & Talented |

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| Dealing with the Press and Promoting Student Achievement for Minorities, Special Needs, and Gifted and Talented Students (50) CFO: 1-5 SLO: 2-5 | | | | | | | |
| <i>EDIL 679 – A17</i> Final Examination (120) CFO: 1-2, 4 SLO: 1-6 | 1-6 | 1e,1g,4a | 2-5 | 1-8 | 4.1,6.1,6.3 | SISI | Safety Diversity |

¹Interstate School Leaders Licensure Consortium Standards

²NCATE Unit Standards

³Technology Standards for School Administrators

Assignment/Assessment Descriptions:

In addition to reading and responding in writing to many thought provoking questions, you will be asked to conduct several interviews. In every case, you should have in the back of your mind (or you should be guided by) the underlying purpose of this course: “How would this knowledge or information help school district personnel link schools with Caregivers (stakeholders, particularly parents and guardians), the Community, and other External Resources?” And please give adequate consideration to the latter, particularly in your interviews. Without any intention of making them uncomfortable, ask, “Are there local, state, or national resources (beyond routine funding that we all get anyway) that you are aware of , or that you access, which promote your work in the district and which helps in achieving the overall mission, vision, goals, and objectives of the district?”

| Program: Masters in School Administration Course: Linking Schools with the Community & External Resources, EDIL 679 | |
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| Assessment (point value) | Description (All assignments are to be submitted on the links found on the Assignments Page) |
| <p><i>EDIL 679 – A1</i> The Importance of Public Relations & The Public Character of the School (20) Week 1, Jan. 17-21</p> <p>Due January 21</p> <p>Field Hours: 15</p> | <ol style="list-style-type: none"> 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 & 14. 4. Acknowledge that you have read the following document found on the Assignments Page and Syllabus (page 20): <i>Critical Performance/Collaboration Module</i> (followed by a scoring rubric). |
| <p><i>EDIL 679 – A2</i> Understanding the Community & Policies, Goals, and Strategies (30)</p> <p>Field Hours: 1</p> <p>Week 2, Jan. 23-27</p> <p>Due January 28</p> | <ol style="list-style-type: none"> 1. Read chapters 3 & 4 in the text and answer the questions on pages 36 & 49. 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?” |
| <p><i>EDIL 679 – A3</i> Administering the Com. Relations Program (30)</p> <p>Week 3, Jan. 30- Feb. 3</p> <p>Due February 4</p> <p>Field Hours: 1</p> | <ol style="list-style-type: none"> 1. Read chapter 5 in the text and answer the questions on page 68. 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. |
| <p><i>EDIL 679 – A4</i> The Communication Process and Communicating with</p> | <ol style="list-style-type: none"> 1. Read chapters 6 & 7 in the text and answer the questions on pages 82 & 105. 2. Write a minimum of 125 words on how the Community Relations |

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| Internal Publics (40) Week 4, Feb. 6-10 Due February 11 | Director can communicate with diverse student populations (<i>Communicating with Pupils</i> , page 97). |
| <i>EDIL 679 – A5</i> Communicating with External Publics & Crisis Communication (30) Field Hours: 1 Week 5, Feb. 13-17 Due February 18 | <ol style="list-style-type: none"> 1. Read chapters 8 & 9 in the text and answer the questions on pages 141 & 156. 2. Ask a Fire Department Chief, Chief of Police, or County Sheriff if you can present to them (via a face to face presentation) a school's safety plan, get their views on its strengths and weaknesses, and then ask how a school district's Director of School and Community Relations could facilitate their endeavors to support school safety. Report your findings. |
| <i>EDIL 679 – A6</i> Communication About School Services and Special Events (20) Week 6, Feb. 20-24 Due February 25 | Read chapter 10 in the text and answer the questions on page 177. |
| <i>EDIL 679 – A7</i> Working with the Press & Radio, Television, Exhibits, and Presentations (30) Week 7, Feb. 27-Mar.2 Due March 3 | Read chapters 11 & 12 in the text and answer the questions on pages 201 & 215. |
| <i>EDIL 679 – A8</i> Schools and Online Communications & Preparing Published Materials (30) Field Hours: 1 Week 8, March 5-9 Due March 10 | <ol style="list-style-type: none"> 1. Read chapters 13 & 14 in the text and answer the questions on pages 233 & 259. 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. |
| <i>EDIL 679 – A9</i> Conducting Special Issue Campaigns & Communicating School Finance Issues (30) | <ol style="list-style-type: none"> 1. Read chapters 15 & 16 in the text and answer the questions on pages 269 & 291. 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 |

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| Field Hours: 1 Week 9, March 12-16 Due March 17 | needs children abreast of the various resources available in the community. |
| <i>EDIL 679</i> Week 10, March 19-23 No Assignment | SPRING BREAK |
| <i>EDIL 679 - A11</i> Marketing and School Choice & Assessment of the Program (30) Week 11, March 26-30 Due March 31 | Read chapters 17 in the text and answer the questions on pages 299. |
| <i>EDIL 679 – A12</i> Some Critical Elements of Community Relations and Its Potential Impact on Student Achievement (30) Week 12, Apr. 2-6 Due April 7 | <ol style="list-style-type: none"> 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?” |
| <i>EDIL 679 – A13</i> Defining, Establishing the Plan, Having a Spokesperson and Complementing the State’s Program of Studies (30) Week 13, April 9-13 Due April 14 | <p>According to Lesly’s Handbook of Public Relations and Communications, “<i>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.</i>” Do you agree/disagree with this definition? Why/Why not?</p> <ol style="list-style-type: none"> 1. 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? 2. Please comment about the importance of the spokesperson in an institution. 3. 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 |

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| | <p>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.</p> |
| <p><i>EDIL 679 – A14</i> Identifying Similarities and Difference in School and Community Relations Policies and the Potential Emphasis of Kentucky’s New Core Content Standards (30)</p> <p>Week 14, Apr. 16-20</p> <p>Due April 21</p> | <ol style="list-style-type: none"> 1. Research your district’s School and Community Relations policy and compare it to the three examples mentioned on pages 38 and 39 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 Kentucky’s new Core Content Standards are connected to the five broad learning goals on which Kentucky’s students are tested. |
| <p><i>EDIL 679– A15</i> 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)</p> <p>Field Hours: 3</p> <p>Week 15, Apr. 23-27</p> <p>Due April 28 Book Review is also Due (75)</p> | <ol style="list-style-type: none"> 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. Attend a board meeting and observe (and ask about) 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. |
| <p><i>EDIL 679 – A16</i> Collaboration, Literacy, Dealing with the Press and Promoting Student Achievement for Minorities, Special Needs, and Gifted and Talented Students (30)</p> | <ol style="list-style-type: none"> 1. Discuss how a Community Relations Program initiative on improving adult literacy may improve student literacy. 2. 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: <ol style="list-style-type: none"> a. Answer questions honestly. |

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| <p>Week 16, Apr. 30-May4</p> <p>Due May 5</p> | <ul style="list-style-type: none"> 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. <p>3. Reflect on how a strong School and Community Relations Program may promote student achievement for special needs, minority and gifted and talented students.</p> |
| <p><i>EDIL 679 – A17</i></p> <p>Final Examination (120)</p> <p>Week 17, May 7-11</p> <p>Due Wed. May 9</p> | <p>Your Critical Performance will comprise your final examination for this class and it may be done at any point during the semester. Once you review it (see page 20), you will see that you cannot wait until the last week of the semester to begin it..</p> |

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:

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| A. Book Review | 75 pts. | C. Final Exam (Critical Performance) |
| B. Weekly Assignments/Modules | 510 pts. | <u>120 pts.</u> |

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| Total | 705 pts. | 634-705 total points | “A” Superior |
| | | 564- 633 total points | “B” Average |
| | | 493-563 total points | “C” Below Average |
| | | < 493 total points | “E” No Credit |

Required Textbooks:

Gallagher, D. Bagin, D., & Moore, E. (2007). *The School and Community Relations (10th ed.)*. Boston, MA: Allyn and Bacon. ISBN 13: 978-0-13-707251-4

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. Pettit, 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***).

Guidelines for your book review can be found in Course Documents.

All students in this course are required to purchase a Folio 180 account.

To purchase Folio180 online or through the MSU Bookstore:

1. Purchase Folio180 at the MSU Bookstore and follow the instructions included with that purchase.
2. To purchase online, go to www.folio180.com/msuky/coe <<http://www.folio180.com/msuky/coe>>
3. Complete registration and payment information. Your login information will be emailed to you.
4. Note: if you have a Tk20 account, you will NOT need to purchase Folio180--we will provide your Folio180 account information to you via email. Announcements and instructions will also be made on the CoE Facebook page.
5. You will be able to continue using your Folio180 account through any graduate programs you might enroll in through MSU.
6. NOTE: students must have purchased or activated their Folio180 account by midterm or they will receive an "E" at midterm per TEP policy.

Portfolio Statement:

For some programs, Exit Portfolios are required. See your advisor for more details.

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>

Dimensions and Functions for School Leaders:

1. Dimension 1. Leading Teaching and Learning
 - a. Function: 1.1 Curriculum

- b. Function: 1.2 Instruction and Learning Interventions
- 2. Dimension 2. Assessing the Instructional Program and Monitoring Student Performance
 - a. Function: 2.1 Assessment
 - b. Function: 2.2 Data Driven Decision-Making, Monitoring Student Learning and Ensuring Accountability
- 3. Dimension 3. Securing and Developing Staff
 - a. Function: 3.1 Staff Selection
 - b. Function: 3.2 Personnel Evaluation
 - c. Function: 3.3 Work Conditions and Environment
 - d. Function: 3.4 Professional Development (PD)
- 4. Dimension 4. Building Culture and Community
 - a. Function: 4.1 School Culture
 - b. Function: 4.2 Learning Communities for Students and Staff
 - c. Function 4.3 Professional Ethics
- 5. Dimension 5. Creating Organizational Structures and Operations
 - a. Function: 5.1 Operational Vision and Mission
 - b. Function: 5.2 School Improvement Planning and Implementation
 - c. Function: 5.3 Functions and Procedures and Structures
 - d. Function 5.4: Legal Framework
- 6. Dimension 6. Leveraging Community Systems and Resources
 - a. Function: 6.1 Family and Community
 - b. Function 6.2 District
 - c. Function 6.3 Policy Environment

Dispositions:

The administrator believes in, values, and is committed to:

- 1. The educability of and life-long learning for everyone;
- 2. Student learning as the fundamental purpose of schooling;
- 3. Making management decisions to enhance learning and teaching;
- 4. Schools operating as integral part of the larger community;
- 5. Bringing ethical principles to the decision making process for the common good of the community;
- 6. The importance of continual engagement with families, community stakeholders, and other decision makers;
- 7. Education as key to opportunity and social mobility;
- 8. Being an advocate for the protection of student rights and the improvement of student opportunities.

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. 5. Assessment and Evaluation: Educational leader use technology to plan and implement comprehensive systems of effective assessment and evaluation.
6. 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 needs and support proficient student work.
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.

Critical Performance
COLLABORATION MODULE
EDIL 679
LINKING SCHOOLS WITH THE COMMUNITY AND EXTERNAL
RESOURCES

Title of Module (*Extracted from the KODAK document and modified): **Observing Collaboration (or lack thereof) in a Public Setting.** Though not due until mid May, this module carries considerable weight (120 points) and should be worked on over an extended time period (4-6 weeks, or possibly 3-4 months).

Overview of Module: Collaboration is critical in schools for the success of the organization in helping students to meet the demands of today’s curriculum standards, and in linking schools with the community and other resources; School Leaders are also critical in this process. School Leaders must have and demonstrate the interpersonal skills that promote their abilities to work in collaboration with others.

Module Outcomes:

- School Leader candidates will exhibit the interpersonal skills of empathy, active listening, and intercultural communication.
- School Leader candidates will demonstrate an understanding of the features of collaborative leaders and the facilitation skills required to successfully run a collaborative meeting.

Essential Questions:

- How can basic interpersonal skills promote collaboration?
- How can the skill demonstrated by collaborative leaders influence a meeting?
- How can the facilitation skills of the School Leader promote collaborative meetings and the ability of the school administrator to link schools with the community and other resources?

Readings:

Candidates may access and use but not be required to purchase the following books:

Danielson, C. (2006). *Teacher Leadership that Strengthens Professional Practice*. Alexandria, VA: Association for Supervision and Curriculum Development. (See Facilitation Skills discussed by Danielson: pages 134-137). **A copy of these pages can be found on the Course Documents Page.**

Glaser, J. (2005). *Leading Through Collaboration: Guiding groups to productive solutions*. Thousand Oaks, CA: Corwin Press. (See pages 55-106). **A copy of these pages can be found on the Course Documents Page.**

Module Activity:

- I. Candidates will individually attend a meeting or series of meetings as an observer where a group of people are assembled to address a significant problem. The focus of the meeting or meetings should be discussion of one problem or issue. Meetings selected must receive the prior approval of the course instructor. Suggestions (not all inclusive): Town meetings; Board of Education; City Council; Fiscal Court; Ministerial Association; Chamber of Commerce; Church Board, Water Commission; etc.
 - A. *Meeting elements to be described, analyzed, and reflected upon:*
 1. Interview the leader/facilitator prior to the meeting regarding the issue to be discussed.
 2. Describe the issue in sufficient detail that a reader will understand the varying perspectives on the topic.
 3. Describe the leader's/facilitator's plans for the meeting. How was the agenda developed?
 4. Describe how the leader/facilitator identified or selected the stakeholders for the meeting.
 5. Describe how the leader/facilitator communicated the intent of the meeting.
 6. Discuss one or more example(s) of how the leader/facilitator did or did not demonstrate **empathy** during the meeting. Provide one or more example(s) of how other meeting participants demonstrated empathy during the meeting.
 7. Describe one or more example(s) of how the leader/facilitator did or did not demonstrate **active listening** during the meeting.
 8. Describe one or more example(s) of how the leader/facilitator did or did not demonstrate **intercultural communication** during the meeting.
 9. Describe the **body language or nonverbal cues** exhibited by the leader/facilitator during the meeting. Give two examples of the leader's body language and your perceptions of the impact of the body language on meeting participants.
 10. Discuss two or more examples of how the leader/facilitator did or did not demonstrate Glaser's **features of a collaborative leader** during the meeting (trustworthiness, collegiality, dependability, responsibility, humility).
 11. Give examples of at least two **facilitation skills** (Danielson) performed by the leader/facilitator during the meeting.
 12. Describe (where appropriate) the situation and skills demonstrated by the leader/facilitator in **dealing with difficult behavior** exhibited by a meeting participant.

13. After the meeting, interview the leader/facilitator for his or her perspective on the success of the meeting. Did it go as he or she planned? What collaboration and facilitation skills did he or she feel helped to successfully run the meeting? Were his or her perceptions accurate? Why or why not?

B. **Evidence:** Analyze the meeting. Prepare a **written, critical analysis** of the meeting based on the 13 points listed above. Describe the meeting by addressing the 13 points. Provide your reflections on the quality (or lack of quality) of the leader/facilitator and the meeting based on the 13 points. See Appendix Three for the Scoring Rubric for this Assessment.

***Course 6: Facilitating Productive Collaboration:** Kansas-Ohio-Delaware-Alabama-Kentucky Consortium on Teacher Leadership; CourseTitle: Facilitating Productive Collaboration; Developing State: Delaware

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Appendix:

Critical Performance Scoring Rubric
EDIL 679 Linking Schools with the Community & External Resources

Component-1: Detection of and reporting of the exhibition of interpersonal skills of empathy, active listening, and intercultural communication as demonstrated by an organizational leader.

Component-2: Demonstration of an understanding of the features of collaborative leaders and the facilitation skills required to successfully run a collaborative meeting.

Component-3: Demonstration of an awareness of the link between strong collaboration skills and success in connecting schools with the community and other resources.

| Critical Performance Components 1, 2, & 3 | Performance Level | | |
|---|--|---|---|
| | Exemplary | Acceptable | Unacceptable |
| | <p>C-1: Candidate describes in much detail how the leader/facilitator communicated the intent of the meeting.</p> <p>Candidate describes in much detail if/how the leader/facilitator demonstrated empathy, active listening and intercultural communication</p> | <p>Candidate briefly describes how the leader/facilitator communicated the intent of the meeting.</p> <p>Candidate describes if/how the leader/facilitator demonstrated empathy, active listening and intercultural communication.</p> | <p>Candidate does not describe how the leader/facilitator communicated the intent of the meeting.</p> <p>Cannot does not describe if/how the leader/facilitator demonstrated empathy, active listening and intercultural communication.</p> |
| <p>C-2: Candidate describes the body language or nonverbal cues exhibited by the leader/facilitator during the meeting.</p> <p>Candidate gives an assessment of the leader/facilitator's trustworthiness, collegiality, dependability,</p> | <p>Candidate mentions but does not describe the body language or nonverbal cues exhibited by the leader/facilitator during the meeting.</p> <p>Candidate gives an assessment of at least two of the following traits of the leader/facilitator: collegiality, dependability,</p> | <p>Candidate neither mentions nor describes the body language or nonverbal cues exhibited by the leader/facilitator during the meeting.</p> <p>Candidate does not give an assessment of any of the following traits of the leader/facilitator: collegiality, dependability,</p> | |

| | | | |
|--|---|---|--|
| | <p>responsibility, and humility</p> <p>Candidate reports at least two facilitation skills demonstrated by the leader/facilitator.</p> | <p>responsibility, and humility.</p> <p>Candidate reports at least two facilitation skills demonstrated by the leader/facilitator.</p> | <p>responsibility, and humility.</p> <p>Candidate does not report any facilitation skills demonstrated by the leader/facilitator.</p> |
| | <p>C-3: In a post-meeting in-depth analysis informed by an interview with the leader/facilitator’s perspective on the success of the meeting--or series of meetings--the candidate will get and report answers to the following questions: Did it/they go as he or she (the facilitator) planned? What collaboration and facilitation skills did he or she feel helped to successfully run the meeting? Would similar collaborative skills work for different groups on different subjects? What does he/she perceive the link to be between strong collaboration skills on the part of the school administrator and linking the schools with the community and other resources?</p> | <p>The candidate will do an post-meeting analysis informed by an interview with the leader/facilitator’s perspective on the success of the meeting—or series of meetings—the candidate will get and report answers to at least two of the following questions: Did it/they go as he or she planned? What collaboration and facilitation skills did he or she feel helped to successfully run the meeting? Would similar collaborative skills work for different groups on different subjects? What does he/she perceive the link to be between strong collaboration skills on the part of the school administrator and linking the schools with the community and other resources</p> | <p>The candidate did a post-meeting analysis informed by an interview with the leader/facilitator’s perspective on the success of the meeting—or series of meetings—but did not get and report answers to any of the following questions: Did it/they go as he or she planned? What collaboration and facilitation skills did he or she feel helped to successfully run the meeting? Would similar collaborative skills work for different groups on different subjects? What does he/she perceive the link to be between strong collaboration skills on the part of the school administrator and linking the schools with the community and other resources</p> |
| | | | |
| | | | |

Recommended Readings

Aston, M., & Hyle, A. (1997). *Social networks, teacher beliefs, and educational change*. Paper presented at the Annual convention of the University Council of Educational Administration. Orlando, FL, October 27–28, 1997. ERIC Document # 420 621. (available online)

Collins, J. (2001). *Good to great: Why some companies make the leap...and others don't*. New York: Harper Collins Publishers, Inc.

Danielson, C. (2006). *Teacher leadership that strengthens professional practice*. Alexandria, VA: Association for Supervision and Curriculum Development.

Elmore, R. F. (2000). *Building a new structure for school leadership*. Washington, D.C.: The Albert Shanker Institute.

Glaser, J. (2005). *Leading through collaboration: Guiding groups to productive solutions*. Thousand Oaks, CA: Corwin Press.

Green, R. L. (2009). *Practicing the art of leadership: A problem-based approach to implementing the ISLLC standards*. (3rd. ed.) Boston, MA: Pearson Education, Inc.

Green, R. L. (2010). *The Four Dimensions of Principal Leadership: A Framework for Leading 21st Century Schools*. Boston: Allyn & Bacon.

Hersey, P., Blanchard, K. H., & Johnson, D. E. (1996). *Management of organizational behavior: Utilizing human resources*. Upper Saddle River, N.J.: Prentice-Hall.

Luft, J. (1970). *Group processes: An introduction to group dynamics*. New York: National Press Books.

Maeroff, G. (1993). *Team building for school change: Equipping teachers for new roles*. New York: Teachers College Press.

Marzano, R. J., Walters, T., & McNulty, B.A. (2005). *School Leadership that works: From research to practice*. Alexandria, VA: Association for Supervision and Curriculum Development.

Penuel, W. R. & Riel, M. (2007). The “new” science of networks and the challenge of school change. *Phi Delta Kappan*, April, 611-615.

Rutherford, W.L. & Hall, G.E. (1982). *An instrument for measuring concerns change facilitators have about their role in facilitating change*. Paper presented at the annual meeting of the American Educational Research Association, New York, 1982. (Has a modified concerns-based instrument tailored to change agents that might prove useful for Teacher Leaders assessing themselves and one another.)

Straus, D (2002). *How to Make Collaboration Work: Powerful Ways to Build Consensus, Solve Problems, and Make Decisions*. Berrett-Koehler Publishers, Inc.: San Francisco, CA.

Susskind, L., McKernan, S., and Thomas-Larmer, J., eds. (1999). *The consensus-building handbook: A comprehensive guide to reaching agreement*. Thousand Oaks, CA: Sage Publications.

Walsh, M. (1999). *Building citizen involvement: Strategies for local government*. Washington, DC: International City/County Management Association.

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MOREHEAD STATE UNIVERSITY
College of Education

Foundational and Graduate Programs In Education
EDIL 679— Linking Schools with the Community & External Resources

Spring 2012

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 Instructional Supervisor program. The artifacts in the portfolio are a reflection of YOU 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, 2011.

