



COLLEGE OF EDUCATION & HUMAN DEVELOPMENT

Department of Educational Leadership, Evaluation, and Organizational Development:
Educational Administration Leadership

Course Number and Title:

LEAD 637 – Ensuring High-Performance School & Community Engagement

Lead Instructor: Dr. Deborah Powers

Semester Instructor:

Office Hours:

Phone:

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Catalog Description:

Candidates learn the functions for identifying, engaging, and deploying school and community resources in the service of supporting student learning outcomes.

Course Purpose:

To examine the academic research on the impacts of school and community partnerships on student achievement, investigate historical and current examples of innovative models of both parent and family engagement and external partnerships (governmental, higher education, and business), and develop a plan for securing and implementing and monitoring such partnerships for inclusion in the school or district improvement plan.

Course Content Overview:

Family and community engagement are inextricably linked to student success. Candidates will investigate the current research landscape related not only to the importance of family and community engagement to student success but also to both historic and current policies, practices, and strategies related to embedding and enhancing those engagement initiatives.

Topics of study will include:

- Community Diversity: Dialogue and Implications for Schools
- Engaging Parents in the life of a school
- Summer programming for students supporting literacy and numeracy
- Family and community partnerships
- Managing multiple resources for school improvement and student achievement
- Influencing public policy

- Operating within the political environment
- Collecting, summarizing, synthesizing and using information/data sources to inform decisions

Course Objectives:

- Develop strategies to build learning relationships with families and apply those strategies in meaningful ways to positively impact enhanced parent involvement and/or engagement.
- Develop strategies to build partnerships with community stakeholders and apply those strategies in meaningful ways to positively impact enhanced community partnerships.
- Demonstrate the ability to engage strategies to leverage multiple resources to improve student learning and achievement.
- Create learning and/or leadership activities that reflect the prevailing values of the diverse community.
- Through scholarly research practices, identify key indicators of the importance of community stakeholder involvement in student learning and achievement.
- Create situations and design experiences that promote greater community stakeholder involvement in schools.
- Assess family and community concerns, expectations and needs and demonstrate the ability to address those concerns and expectations through leveraging support aimed at enhancing student achievement.
- Influence through action the community environment in which schools operate on behalf of all students and their families and create opportunities to positively enhance the community environment in support of students and families
- Engage in ongoing dialogue with representatives of diverse community groups and engage strategies that enable the dialogue to grow in support of students and families.
- Investigate district protocol for accessing additional external resources.
- Allocate and integrate district resources available for addressing all student needs.
- Monitor and evaluate district resources based on changing student needs.
- Operate within the political environment and influence public policy to provide quality education for all students

Required Texts & Readings:

Barnett, P., et.al. (2014). *Our Shawnee*. Louisville, KY: Louisville Story Program.

Datnow, A., & Stringfield, S. (2000). Working together for reliable school reform. *Journal of Education for Students Placed at Risk (JESPAR)*, 5 (1-2), 183-204.

Fullan, M., & Quinn, J. (2016). *Coherence: the right drivers in action for schools, districts, and systems*. Thousand Oaks, CA: Corwin.

Michelli, J. A. (2007). *The Starbucks experience: 5 principles for turning ordinary into extraordinary*. New York: McGraw-Hill.

Additional Readings as assigned in class and housed in BlackBoard

Recommended Readings:

Lindsey, R. B., Robins, K. N., Terrell, R. D., & Lindsey, D. B. (2019). *Cultural proficiency: A manual for school leaders*. Thousand Oaks, CA: Corwin.

Relevant Professional Standards Met by Course:

Standard 1: Mission, Vision, and Core Values

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

Effective leaders:

- 1B. In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.
- 1F. Develop a shared understanding of and commitment to mission, vision, and core values within the school and the community.

Standard 2: Ethics and Professional Norms

Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

Effective leaders:

- 2B. Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.

Standard 5: Community of Care and Support for Students

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

Effective leaders:

- 5A. Build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.
- 5B. Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.

- 5C. Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
- 5D. Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.
- 5E. Cultivate and reinforce student engagement in school and positive student conduct.
- 5F. Infuse the school's learning environment with the cultures and languages of the school's community.

Standard 8: Meaningful Engagement of Families and Community

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

Effective leaders:

- 8A. They are approachable, accessible, and welcoming to families and members of the community.
- 8B. Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
- 8C. Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.
- 8D. Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.
- 8E. Create a means for the school community to partner with families to support student learning in and out of school.
- 8F. Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.
- 8G. Develop and provide the school as a resource for families and the community.
- 8H. Advocate for the school and district, and the importance of education and student needs and priorities to families and the community.
- 8I. Advocate publicly for the needs and priorities of students, families, and the community.
- 8J. Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.

Standard 9: Operations and Management

Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

Effective leaders:

- 9A. Institute, manage and monitor operations and administrative systems that promote the mission and vision of the school.
- 9H. Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations to promote student success.
- 9K. Develop and administer systems for fair and equitable management of conflict among students, faculty, and staff, leaders, families, and community.
- 9L. Manage governance processes and internal and external politics toward achieving the school's mission and vision.

Standard 10: School Improvement

Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

Effective leaders:

- 10A. Seek to make school more effective for each student, teachers and staff, families, and the community.
- 10B. Use methods of continuous improvement to achieve the vision, fulfill the mission and promote the core values of the school.
- 10C. Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.
- 10D. Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.
- 10G. Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.
- 10H. Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.
- 10I. Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, the process for, and outcomes of improvement efforts.

PSEL Standard		A	B	C	D	E	F	G	H	I	J	K	L
1	Mission, Vision, and Core Values		A				A						
2	Ethics and Professional Norms		A										
5	Community of Care and Support for Students	A	A	A	A	A							
8	Meaningful Engagement of Families and Community	A	A	A	A	A	A	A	A	A	A		
9	Operations and Management	A							A		A	A	

10	School Improvement	A/ M	A/ M	A/ M	A/ M			A / M	A / M	A / M			
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Required Course Modules:

Module 1: Defining Family and Community Engagement

Topics

- Definitions in Statute, Regulation, Policy
 - National, State, District, School
- Definitions via advocacy groups
- Research around Family and Community Engagement
 - Impact
 - Practices

Standards Addressed

PSEL 1: B, F

PSEL 8: D, F, G, H, I, J

PSEL 9: H, L

PSEL 10: A, B, C, I

Learning Targets

- Students will develop a conceptual understanding of the national, state, district, and school-level definitions of family and community engagement.
- Students will review the contemporary field of research around family and community engagement to inform their practice.
- Students will investigate initiatives at the local level aimed at engaging families and the community in the local schools at both the district level and at an individual school level.
- Students will evaluate local practices as compared to the contemporary field of research around family and community engagement practices.

Assessment: Anchor Task-Embedded Research

Students will investigate the contemporary field of family and community engagement by accessing and reviewing no less than three peer-reviewed journal articles and adding those articles to their annotated bibliography.

Module 2: Diversity of Thought and Action

Topics

- Cultural Mapping
- Asset Mapping

Standards Addressed

PSEL 1: F

PSEL 2: B

PSEL 5: C, D, F

PSEL 8: A, B, C, D
PSEL 10: D, G

Learning Targets

- Students will work in teams to investigate local, diverse neighborhoods.
- Students will create asset maps of each assigned neighborhood to better inform their practice.

Assignment(s)

Assessment: Anchor Task-Action Research, Part One

Zip Code Activity: Neighborhood Walk and Political Systems Map

The neighborhood walk activity is designed to help students experience the community through the eyes of someone who knows it intimately. The walk paired with a political systems map will allow students to reflect on the networks of individuals actively engaging with, making decisions with/for community members in and around Louisville schools. This activity is important because it helps school leaders understand how systems like political systems, educational systems, and community systems interconnect and are somewhat interdependent. For example, when financial decisions are made at the state level, they have direct and indirect impacts on P-12 and higher education appropriations. Sometimes, however, we are not sure who the decision-makers are and what role they play in the lives of everyday people. This activity will help us (1) identify the everyday people we serve, (2) become more familiar with our school communities, and (3) "map" out the decision-makers and power holders as it relates to social and human capital and resources for our schools.

Module 3: Problem of Practice Workshop

Topics

- Topic Identification-Narrowing the focus
- The problem of Practice Workshop Practices
 - Theory of Action
 - Qualitative Methods
 - Quantitative Methods

Standards Addressed

PSEL 1: B, F
PSEL 2: B
PSEL 5: A, B, C, D
PSEL 8: E
PSEL 9: A, H, L
PSEL 10: H

Learning Targets

- Students will identify and articulate a problem of practice related to family and/or community engagement.

- Students will develop a theory of action, to include the creation of a sustainable system(s) related to their problem of practice.

Assignment(s)

Anchor Task: Action Research, Part Two

The candidate, in conjunction with a school principal or designee, will identify a community-associated problem of practice for a school of their choice. The candidate will develop a theory of action related to the problem of practice to include a literature review of no less than five sources as a means to address the problem of practice using research-based practices and/or resources and incorporating the creation of sustainable systems aimed at improving the outcome(s) of the problem of practice. APA style is required of the paper submission. This project will be shared with the class in the form of an oral presentation.

Assessment: Anchor Task-Clinical Practice

Students will conference with the principal or designee to refine the focus of the problem of practice and then work to identify those organizations, individuals, and school-based practices impacting their problem of practice. Students will engage in active fieldwork, including attending advisory board meetings, committee meetings, and/or interviewing essential personnel as they work to create their theory of action and sustainable systems for school improvement related to family and community engagement.

Module 4: Community Advocacy

Topics

- Prichard Committee for Academic Excellence-History
 - The Missing Piece
 - Governors Commonwealth Institute for Parent Leadership
- Local Landscape
 - Mapping Assets Activity
 - Local Advocacy Groups
 - Local Initiatives

Standards Addressed

PSEL 1: B, F

PSEL 2: B

PSEL 5: A, B

PSEL 8: B, C, D, E, F, G, H, I, J

PSEL 9: A, H, K, L

PSEL 10: A, B, C, H

Learning Targets

- Students will investigate the history of statewide advocacy for parent and community engagement since the KERA Reform Act of 1990 and the resulting increased advocacy of the Prichard Committee for Academic Excellence across the Commonwealth of Kentucky.

- Students will apply their asset mapping schools to their local school resides area.
- Students will develop their perspective of advocacy for community engagement and family involvement in schools.

Assignment(s) --

- a. Students will engage in activities related to the work of the Prichard Committee for Academic Excellence (see appendix to this syllabus for the activities).
- b. Each candidate will review community resources, identify multiple agencies and organizations that serve families and children within their school resides area(s) and then building on the neighborhood walks activity from Module 2. The culminating product will be a portfolio that includes information about the agencies and how those agencies can help meet the needs of P-12 students and support the mission of the school. Candidates will present their project to the class and will submit a personal reflection of the experience of asset mapping for their immediate school community.
- c. **Parent Education Activity** This activity is designed to help you gain experience in planning and implementing a parent activity at your school. As a school leader, you will often work with a team to design these kinds of programs and will need the skills to make them effective and meaningful. The project will be shared with the class.
 - i. In collaboration with your principal and/or parent group coordinator at your school, you will design and implement a parent education activity to focus on a specific school need. This may be directly related to your Problem of Practice/Theory of Action work.
 - ii. Outline the activity including session handouts, PowerPoint presentations or other media, agenda(s), a budget, a communication plan, and an implementation plan.

Module 5: CSIP/CDIP Exploration

Topics

- Family and Community Engagement School/District Initiatives
 - Title I Funding
- Sustainable Systems Supporting Outreach and Engagement
 - Family Engagement Teams
 - Parent Advisory Councils
 - Outreach/Service Learning Initiatives

Standards Addressed

PSEL 8: J

PSEL 9: L

PSEL 10: A, B, C, D, G, H, I

Learning Targets

- Students will examine the current school budget to analyze the funding of family and community engagement activities in their respective schools.

- Students will analyze the current CSIP for their school through the lens of family and community engagement strategies

Assignment(s)

- Students will analyze the current CSIP for the school and map out all activities aimed at promoting and developing family and community engagement in their respective schools.
- Students will create a visual representation of all groups within the school active in family and community engagement work.

Module 6: Examining Family Friendly Schools Initiatives

Topics

- Contemporary Research
- Culture and Climate Inventories
- Advocacy Groups
- Assessing School/District Initiatives and Programming

Standards Addressed

PSEL 1: B

PSEL 2: B

PSEL 5: C, D

PSEL 8: F, G, H, I, J

Learning Targets

- Students will synthesize research around the contemporary field of family-friendly schools.
- Students will assess local culture and/or climate issues around the idea of family-friendly schools.
- Students will analyze data to inform strategic planning for family-friendly schools initiatives

Assessment: Anchor Task-Embedded Research

Students will investigate the contemporary field of family-friendly schools by accessing and reviewing no less than two peer-reviewed journal articles, adding those articles to their annotated bibliography, as well as investigating the work of national and/or regional organizations active in the work.

Module 7: Applying Research to Practice

Topics

- Prichard Committee for Academic Excellence-History
 - The Missing Piece
 - Governors Commonwealth Institute for Parent Leadership
 - Parent Advisory Council
- Site-Based Decision Making Councils

Standards Addressed
Learning Targets

Anchor Task: Clinical Experience

- Students will organize and lead (or co-lead with principal or designee, as appropriate) a parent meeting following the agenda suggested through the Prichard Committee For Academic Excellence work.

**See appendix to the syllabus for information and assignment(s)

Module 8: Mapping Individual School Assets

Topics

- Survey School Partnerships-Needs Assessment
 - Family Engagement
 - Community Engagement
- Data Analysis
 - Data-Driven Strategic Planning
 - SWOT Tool
 - Asset Mapping
- Action Planning for Sustained Improvement
 - PDSA Work
 - 30/60/90 Day Plan Proposal
- Presentation to Appropriate Partner Groups

Standards Addressed

PSEL 10: A, B, C, D, E, F, G, H, I

Learning Targets

- Students will formulate action plans based on data review and analysis.
- Students will create presentations of the action planning process and subsequent action plans appropriate to a variety of audiences.

Assessment(s) –HAT: Hallmark Assessment Task

This culminating activity will combine work from previous modules resulting in at least formal presentations, including a portfolio of supporting materials demonstrating the ability of the student to assess, diagnose, prescribe, and operationalize plans associated with a school-based problem of practice around the area of family and/or community engagement. See the rubric for details.

Areas for assessment include:

- Evidence of collaboration with principal or designee on their work for presentation(s) to partner groups
- Evidence of Survey for School Partnerships resulting in a Needs Assessment to inform practice
 - Family Engagement
 - Community Engagement

- Evidence of Data Analysis of survey data and strategic planning initiatives using the tools discussed in class and listed below
 - Data-Driven Strategic Planning
 - SWOT Tool
 - Asset Mapping
- ‘Evidence of Action Planning for Sustained School Improvement using the protocols and tools discussed in class
 - PDSA Work
 - 30/60/90 Day Plan Proposal
- Presentation to at least two appropriate partner groups highlighting survey results, strategic planning initiatives, and plan to address highlighted areas from the previous needs assessment. The presentation includes the opportunity for the partner groups to provide feedback and/or input for the next steps moving forward addressing the identified needs.

Anchor Tasks:

1. Hallmark Assessment Task (HAT)

- a. See HAT below

2. Action Research Task(s)

Action Research, Part One

Zip Code Activity: Neighborhood Walk and Political Systems Map

The neighborhood walk activity is designed to help students experience the community through the eyes of someone who knows it intimately. The walk paired with a political systems map will allow students to reflect on the networks of individuals actively engaging with, making decisions with/for community members in and around Louisville schools. This activity is important because it helps school leaders understand how systems like political systems, educational systems, and community systems interconnect and are somewhat interdependent. For example, when financial decisions are made at the state level, they have direct and indirect impacts on P-12 and higher education appropriations. Sometimes, however, we are not sure who the decision-makers are and what role they play in the lives of everyday people. This activity will help us (1) identify the everyday people we serve, (2) become more familiar with our school communities, and (3) "map" out the decision-makers and power holders as it relates to social and human capital and resources for our schools.

Action Research, Part Two

The candidate, in conjunction with a school principal or designee, will identify a community-associated problem of practice for a school of their choice. The candidate will develop a theory of action related to the problem of practice to include a literature review of no less than five sources as a means to address the problem of practice using research-based practices and/or resources and incorporating the creation of sustainable systems aimed at improving the outcome(s) of the problem of practice. APA style is required of the paper submission. This project will be shared with the class in the form of an oral presentation.

3. Embedded Research Task

- Students will investigate the contemporary field of family and community engagement by accessing and reviewing no less than three peer-reviewed journal articles and adding those articles to their annotated bibliography.
- Students will investigate the contemporary field of family-friendly schools by accessing and reviewing no less than two peer-reviewed journal articles, adding those articles to their annotated bibliography, as well as investigating the work of national and/or regional organizations active in the work.

4. Embedded Clinical Experience

- Students will organize and lead (or co-lead with principal or designee, as appropriate) a parent meeting following the agenda suggested through the Prichard Committee For Academic Excellence work.

Criteria for Determination of a Grade:

Module		Activity(ies)	Point Value
1	Defining Family and Community Engagement	Anchor Task-Embedded Research	10
2	Diversity of Thought and Action	Anchor Task: Action Research, Part One	10
3	The problem of Practice Workshop	Anchor Task: Action Research, Part Two Anchor Task-Clinical Practice	10
4	Community Advocacy	Parent Education Activity	10
5	CSIP/CDIP Exploration	TBD by Instructor	10
6	Examining Family Friendly Schools Initiatives	Anchor Task-Embedded Research	10
7	Applying Research to Practice	Anchor Task-Clinical Practice Prichard Committee Parent Engagement Workshop	10
8	Mapping Individual School Assets	HAT: Hallmark Assessment Task Pre-Work	10
HAT			20
Total for Course			100

Determination of grade:

90-100 points= A (98 = A+), (93-97 =A), (90-92 = A -)
80-89 points = B
70-79 points = C
60-60 points = D
<60 points = F
Incomplete = I

Hallmark Assessment Task (HAT):

This culminating activity will combine work from previous modules resulting in at least formal presentations, including a portfolio of supporting materials demonstrating the ability of the student to assess, diagnose, prescribe, and operationalize plans associated with a school-based problem of practice around the area of family and/or community engagement. See the rubric for details.

Areas for assessment include:

- Evidence of collaboration with principal or designee on their work for presentation(s) to partner groups
- Evidence of Survey for School Partnerships resulting in a Needs Assessment to inform practice
 - Family Engagement
 - Community Engagement
- Evidence of Data Analysis of survey data and strategic planning initiatives using the tools discussed in class and listed below
 - Data-Driven Strategic Planning
 - SWOT Tool
 - Asset Mapping
- Evidence of Action Planning for Sustained School Improvement using the protocols and tools discussed in class
 - PDSA Work
 - 30/60/90 Day Plan Proposal
- Presentation to at least two appropriate partner groups highlighting survey results, strategic planning initiatives, and plan to address highlighted areas from the previous needs assessment. The presentation includes the opportunity for the partner groups to provide feedback and/or input for the next steps moving forward addressing the identified needs.

Hallmark Assessment Task (HAT) Rubric: Counts for 20 points

Required Elements	Insufficient Evidence 0-1 point	Developing 2-3 points	Target 4 points	Exemplary 5 points
<p>Plan of Action for a project designed in collaboration with the principal</p> <p>PSEL 10: A, B, C, D, E, F, G, H, I</p>	No evidence of prior planning	Evidence of prior planning but planning is incomplete	Evidence of prior planning including a timeline with meeting dates, and a list of responsibilities	Evidence of prior planning including a comprehensive timeline of activities required as well as meeting dates and a comprehensive 30/60/90-day plan
<p>Survey School Partnerships-Needs Assessment</p> <ul style="list-style-type: none"> Family Engagement Community Engagement <p>PSEL 1: B PSEL 2: B PSEL 5: C, D PSEL 8: F, G, H, I, J</p>	No evidence of survey data and/or needs assessment	Some evidence of survey data (one group, but not both) and /or needs assessment mentioned but instrument not included for review	Evidence of both specified groups having been surveyed with data included and needs assessment instrument included for review	Evidence of survey data from both groups reported in table form and needs assessment instrument included and data reported
<p>Data Analysis</p> <ul style="list-style-type: none"> Data-Driven Strategic Planning SWOT Tool Asset Mapping <p>PSEL 8: J PSEL 9: L PSEL 10: A, B, C, D, G, H, I</p>	Little to no evidence of data analysis	Some evidence of data analysis using strategic planning tools, SWOT tool, and minimal asset mapping. The analysis is not clear and/or difficult to follow.	Evidence of data analysis using strategic planning tools, SWOT tools, and asset mapping protocols. The analysis is clear and easy to follow and tied to the data reported.	Evidence of comprehensive data analysis using strategic planning tools, SWOT tool, and asset mapping protocols. The analysis is comprehensive, clear, easy to follow and tied to the data reported.
<p>Action Planning for Sustained Improvement</p> <ul style="list-style-type: none"> PDSA Work 30/60/90 Day Plan Proposal The rationale for how this work supports school improvement <p>PSEL 1: B, F PSEL 2: B PSEL 5: A, B, C, D</p>	Little to no evidence of PDSA protocol use and 30/60/90 Day Plan Proposal work. Little to no mention of the rationale for school improvement.	Evidence of PDSA protocol use and 30/60/90 Day Plan Proposal work. Some evidence of the rationale for school improvement.	Evidence of PDSA protocol use and 30/60/90 Day Plan Proposal work. The plan presented using the recommended tools. The rationale for school improvement is clear and concise.	Evidence of PDSA protocol use and 30/60/90 Day Plan Proposal work. The plan presented using the recommended tools is comprehensive in scope. The rationale for

PSEL 8: E PSEL 9: A, H, L PSEL 10: H				school improvement is comprehensive in scope, clear and concise.
<p>Presentation to at least two appropriate partner groups identified in conjunction with the principal or designee. Feedback from the presentation includes participant comments and/or ratings.</p> <p>PSEL 1: B, F</p> <p>PSEL 2: B</p> <p>PSEL 5: A, B</p> <p>PSEL 8: B, C, D, E, F, G, H, I, J</p> <p>PSEL 9: A, H, K, L</p> <p>PSEL 10: A, B, C, H</p>	<p>Little to no evidence that the student delivered a presentation to at least one partner group.</p> <p>Little to no evidence of feedback from the participants of the presentation.</p>	<p>Evidence that students delivered a presentation to at least two partner groups.</p> <p>Some evidence of feedback collected from participants of the presentation.</p>	<p>Evidence that students delivered a presentation to at least two partner groups. Presentation materials included with the submission.</p> <p>Evidence of feedback collected from participants of the presentation with a reflection by the student on the feedback received.</p>	<p>Evidence that students delivered a presentation to at least two partner groups. Presentation materials included with the submission.</p> <p>Evidence of feedback collected from participants of the presentation with a reflection by the student on the feedback received including recommendations for the next steps moving forward.</p>

Bibliography:

Barnett, et.al. (2014). *Our Shawnee*. Louisville: LSP

Datnow, A., & Stringfield, S. (2000). *Working Together for Reliable School Reform*.

Fullan, M., & Quinn, J. (2016). *Coherence: the right drivers in action for schools, districts, and systems*. Thousand Oaks, CA: Corwin.

Lindsey, R. B., Robins, K. N., Terrell, R. D., & Lindsey, D. B. (2019). *Cultural proficiency: a manual for school leaders*. Thousand Oaks, CA: Corwin, a SAGE Company.

Mertler, C. A. (2019). *Introduction to educational research*. Thousand Oaks, CA: SAGE Publications, Inc.

Michelli, J. A. (2007). *The Starbucks experience: 5 principles for turning ordinary into extraordinary*. New York: McGraw-Hill.

Foliotek Electronic Assessment System (EAS):

Foliotek's electronic assessment system will replace LiveText in Spring 2020. This web-based system contains portfolios of courses and assessments based on requirements outlined on programs' curriculum sheets. Faculty and students will use a Foliotek Single Sign On (SSO) link in Blackboard to log in to Foliotek. Students are associated with portfolios respective to the program(s) they pursue.

Foliotek resources for you are located on the College's website, www.louisville.edu/education/foliotek. These include step-by-step guides and videos. You can also access the "Resources" and "Help" areas in Foliotek to find information on getting support via telephone, live chat, and email.

Several critical aspects of Foliotek that you need to know are listed below.

- You are not charged for the use of Foliotek.
- Faculty will create a Foliotek SSO link in your Blackboard course. The SSO links are the portals through which you will access the Foliotek system.
- You should click on the Foliotek SSO link for **each course** in which you are currently registered at least once during the semester. This first click will integrate Blackboard and Foliotek, associating you with your courses and instructors in Foliotek.
- After you have clicked on each SSO course link once, you can open your Foliotek-hosted courses from any current course listed in Blackboard to access portfolios, courses, and assignments.
- You can submit coursework in numerous formats, including Microsoft Word, Excel, PowerPoint, link(s), PDF files, video files, etc.
- If there is an issue with the system, you can click on "Resources" or the "Help" link to find appropriate resources.
- The "Help" menu offers directions for contacting Foliotek via email, live chat, or toll-free phone number.
- CEHD email and phone number for assistance with assignments are foliotek@louisville.edu or 502-852-1360.

Writing Resources:

The University of Louisville is home to a vibrant and responsive writing center on the Belknap Campus. You may access the many resources of the writing center by following this link: <http://louisville.edu/writingcenter/>

Syllabus Disclaimer:

This syllabus represents current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected. As a general rule, the Modules in BlackBoard should be the guide you follow. Changes can be made easily there, so always consider the Module as the final, definitive direction for the week. Whenever changes are enacted, communication will be sent to all students via

BlackBoard announcements. Please ensure you can receive the announcements in a timely fashion either through your university email (the default email) or by forwarding your university email to your personal, preferred email account.

Written Submissions:

Written submissions must reflect the appropriate level of knowledge and expertise for graduate-level course work. Please be sure that:

- Your writing is clear and grammatically correct. Points will be deducted for errors in grammar, spelling, punctuation, clarity, and APA style.
- Papers are double-spaced with a 12 – point font size. Papers that do not adhere to these requirements will be returned to the student for revision.
- Assignments are submitted on time.
- Properly cite sources using APA style.
- Personal reflection and application are evident.

Course Expectations:

Students are required to participate in all live and/or online activities, whether synchronous or asynchronous, by being active in all discussion forums, and complete reading and written assignments.

Confidentiality—the purpose of class discussion and/or on-line module postings, is to share perspectives, debate, and learn from one another. We must all remain sensitive to information learned through forum posts and papers and use discretion when talking and writing about the work viewed during this class.

Communication—the course will require regular posts as well as additional assignments as indicated in the modules. Build on others' postings—do not reiterate ideas, reference them. Each post must take the discussion further and all students are expected to post their original thoughts in a personal post and comment weekly on at least three other postings by classmates.

Netiquette: Communication Courtesy--All members of the class are expected to follow rules of common courtesy in all e-mail messages, threaded discussions and chats. Threads of discussion should continue to the end and students should maintain the professional language in posts and responses. No personal criticism is permitted and no inappropriate language is permitted.

Readings—students are expected to read the assigned material before any class participation which includes posting on discussion forums. Additional outside readings may be assigned throughout the course to help fully understand concepts and to provide scholarly support for ideas that may arise through our work together.

Class Participation—You will participate with others in the course through live and online discussions. We are all expected to value everyone's opinions and perspectives and provide points and counterpoints in a professional manner. Students must participate in all discussion forums. The instructor will read your discussion threads but will not be a contributor herself. It is expected that students will contribute a thoughtful response (with appropriate citations from the

readings or outside sources—approximately 2-4 paragraphs) to weekly instructor posed questions and respond (approximately 1 to 3 paragraphs) to a minimum of three other students during each week. Weekly modules may include one to three questions and will open and close on Sunday evenings.

Interactions and/or Participation

The following guidelines will be used to evaluate class participation including, but not limited to, online participation in asynchronous discussion board postings, responses to postings, as well as synchronous and/or live class interactions:

- Outstanding Contributor (5): Contributions reflect exceptional preparation. Ideas offered are based on a review of the readings as well as outside sources. Outside sources are cited and credited. This individual enhances the quality of discussion and provides engaging insights for class members.
- Good Contributor (4): Contributions reflect thorough preparation. Ideas offer insights that often provide direction for the class.
- Adequate Contributor (3): Contributions reflect satisfactory preparation. Ideas sometimes offer insights but seldom provide direction for the class.
- Unsatisfactory Contributor (2): Contributions reflect inadequate preparation and do not help move conversations along. Most comments are either unrelated or demonstrate a lack of understanding of course content.
- Non-participant (1): This individual contributes nothing to the class discussions. While this individual may respond to posts they never provide insight to help move discussions forward.

APA Citation--Educational Administration and Policy Program Area requires students to exhibit graduate-level writing skills and to comply with the requirements of the APA Manual for all written work unless notified otherwise by the instructor.

Included in the format is:

- Double spacing using the 12-point font (Ariel or Times New Roman, preferred)
- Numbered pages and make your name and title of the work visible
- Check your work for grammar and spelling

For further information, please consult the American Psychological Association. (2001). Publication manual of the American Psychological Association (5th ed.). Washington, DC: Author.

Conceptual Framework Summary:

The conceptual framework, *Shaping Tomorrow: Ideas to Action*, embodies a unified rationale for our diverse programs that include three constructs: Inquiry, Action, and Advocacy. Under the construct of ***Inquiry***, and through active engagement and skilled training in methods of rigorous ***Research***, candidates develop the knowledge, skills, and dispositions to become ***Critical Thinkers***. Scholarship, informed practice through inquiry and reflection, is performed not in isolation but communion with others, both

within the university and in the world (Shulman, 2004). Under the construct of **Action**, and through continual **Practice**, candidates develop the knowledge, skills, and dispositions to become **Problem Solvers** in the community. They are encouraged to apply knowledge and change practices to solve real-world problems. Under the construct of **Advocacy**, and through dedicated, committed **Service** to their peers, university, community, and the world, candidates develop the knowledge, skills, and dispositions to become **Professional Leaders**. Our candidates are empowered to participate fully in the life of the metropolitan community in which we live, to practice social justice, and to seek equity of educational access for all the constituents.

<i>Conceptual Framework Constructs</i>	Inquiry	Action	Advocacy
<i>Constructs as Learned and Applied</i>	Research	Practice	Service
<i>Constructs Reflected in Candidates</i>	Critical Thinkers	Problem Solvers	Professional Leaders
<i>Unit Dispositions Reflected in Candidates</i>	Exhibits a disposition to inform practice through inquiry and reflection	Exhibits a disposition to improve practice through information, knowledge, and understanding	Exhibits a disposition to affirm principles of social justice and equity and a commitment to making a positive difference

Relationship to Conceptual Framework:

The conceptual framework for certification and degree programs in educational administration is the Collaborative Leadership Model. This framework has four parts: (a) Standards Driven, (b) Theory to Practice, (c) Leadership and Collaboration, and (d) Diversity. These characteristics are embedded in the Administrator Standards and the accompanying Performances particularly relevant to this course. All ten Administrator Standards are addressed in this course. These Standards are addressed through all class activities, field experiences, readings, and assignments. Thus, the conceptual framework is embedded in this course.

Policy on Instructional Modifications:

Students with disabilities, who need reasonable modifications to complete assignments successfully and otherwise satisfy course criteria, are encouraged to meet with the instructor as early in the course as possible to identify and plan specific accommodations. Students will be asked to supply a letter from the Disability Resource Center to assist in planning modifications.

CEHD Diversity Statement:

Diversity is a shared vision for our efforts in preparing teachers, administrators, school counselors and other professionals. Students will be encouraged to investigate and gain a current perspective of diversity issues (race, ethnicity, language, religion, culture, SES, gender, sexual identity, disability, ability, age, national origin, geographic location, military status, etc.) related to their chosen fields. Students will also have the opportunity to examine critically how diversity issues apply to and affect philosophical positions, sociological issues, and current events in a variety of areas. Students will examine their belief systems and be encouraged to reexamine and develop more grounded beliefs and practices regarding diversity.

Title IX/Clery Act Notification:

Sexual misconduct (sexual harassment, sexual assault, and any other non-consensual behavior of a sexual nature) and sex discrimination violate University policies. Students experiencing such behavior may obtain confidential support from the PEACC Program 852-2663, Counseling Center 852-6585 and Campus Health Services 852-6479. To report sexual misconduct or sex discrimination, contact the Dean of Students (852-5787) or University of Louisville Police (852-6111).

Disclosure to University faculty or instructors of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) is not confidential under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University's Title IX officer.

For more information, see the Sexual Misconduct Resource Guide (<http://louisville.edu/hr/employeerelations/sexual-misconduct-brochure>).

Technology Expectations:

Bring a laptop to class. Blackboard will be used for reading distribution, some class participation, and for assignment collection/grading. Assignments are to be word-processed. Daily checking and reply to on U of L e-mail address are expected. There may be further expectations by the program and by the instructor.

All Assignments required to be uploaded into BlackBoard must be in MS Office or PDF. Links to on-line editable programs is not permitted.

Plagiarism Statement:

Representing the words or ideas of someone else as one's own in any academic exercise. An academic unit that determines that a student is guilty of academic dishonesty may impose any academic punishment on the student that it sees fit, including suspension or expulsion from the academic unit.

Academic Integrity and Dishonesty:

All contributions and assessments in this course, including any field placement requirements, will demonstrate academic integrity which means that submitted work is

of high quality, is original, and represents a single submission unless otherwise noted through explicit and appropriate citations.

Academic dishonesty is prohibited at the University of Louisville...Academic dishonesty includes, but is not limited to, the following:

- Cheating [Using or attempting to use unauthorized materials during any academic exercise, copying or attempting to copy another person's work during any academic exercise, preparing work for another student, procuring or using tests or examinations, etc.]
- Fabrication [Inventing or making up data, research results, information, or procedures]
- Falsification [Altering or falsifying information]
- Multiple Submission [the same assignment should not be submitted for more than one course]
- Plagiarism [Representing the words or ideas of someone else as one's own in any academic exercise]
- Complicity in Academic Dishonesty" [Helping or attempting to commit an academically dishonest act] (UofL Code of Conduct, Section 5)

Date Prepared and by Whom: Powers, Fall 2019

Appendix A-Module 2 Activity Information

Assignment: Students will self-select teams of no less than three and no more than six to work in concert to complete Parts I and II of the Zip Code Activity. Each team will blind draw two zip codes and then using a map of the zip code area, decide on at least two different neighborhoods within each zip code to conduct their neighborhood walks. See specific information on each part of the assignment below.

Part I: Students will visit formal institutions such as churches, synagogues or mosques, libraries, post office, etc. They will seek places where people congregate, such as playgrounds, coffee shops, barbershops or beauty parlors, local grocery stores or bodegas. Whenever possible, they will introduce themselves, explain why they are walking the neighborhood, and seek information about what makes the neighborhood so unique to the people who live there. Once the walk is complete, the student may need to do online research relative to additional information not readily available on the walk. Each walk should encompass at least a two-hour time frame. **It may be helpful for students to enlist the aid of a local...a "community broker" to assist in the neighborhood walk!

Consider the following:

1. Cultural/Symbolic Frame-

- a. What visual images do you see that reflect the diversity of the neighborhood? Help you understand what is valued in the neighborhood? (Consider signs, posters, advertisements, conditions of parks and public spaces, etc.)
- b. What are the symbols of power in the neighborhood?
- c. Can you or your cultural broker determine the influential people in the community who guide the actions of people in the neighborhood?
- d. What stories do people tell about the neighborhood? How do these stories reflect the community's diverse values?
- e. What celebrations or rituals exist in the neighborhood and what purposes do they serve?

2. Political Frame

- a. What are the scarce resources for diverse families in this neighborhood? (Jobs, access, infrastructure, the power to make decisions?)
- b. Who are the individuals or what are the institutions with power in the neighborhood (both formal and informal?)
- c. Can you identify networks, groups, or organizations that provide social capital and/or "voice" for people in the neighborhood?
- d. Historically, what conflicts or community issues have existed or been resolved?
- e. Note: *Suggested Guiding Questions for Individuals Encountered*
Students *may* ask:

1. What do you like about living in the neighborhood?
2. How would you describe the families in this neighborhood?
3. Do you have children in the neighborhood school?
4. How would you describe the neighborhood school?
5. How does the school connect with families in the neighborhood?
6. What would help you feel more connected to the school?
7. Do you work here in this neighborhood?
8. Do you frequent the local merchants?

9. Where is the nearest grocery for your family?

Submit a digital narrative of your neighborhood walk addressing as many of the questions from the previous section as possible. Record any anecdotal conversations you conducted while on the walk. Set the context for the walk(s) including the time of day, businesses visited, etc. Note any public schools you visited or saw while on the walk. Look for local food sources for residents including "greengrocers" and local supermarkets, if applicable. Finally, provide an overview of your "opinion" of the neighborhood you walked. Consider things like housing, access to food sources, "liveability", etc. as well as the accessibility of community resources that could serve a public school population.

Part II: Each group will develop a political system map of their school community to identify resources. The map should include the stakeholders, businesses, political representatives and other key representatives in their district. Further, students should link their problem of practice to the findings of the community walks. Where in the city are there resources available to assist in addressing their particular problem of practice? What questions or issues remain relative to the individual problems of practice?

Consider the following:

1. Establish the context of the problem of practice by defining the key problem and/or issue present within your school community including contributing factors to the issue (dig past the surface issues to seek the root causes for your problem of practice).
2. Using the X & Y axes, chart each constituent that could be influenced into participating as a partner in your school's efforts to solve the defined problem and/or issue. Think about the groups or individuals you need to tap into for support? Who will you need to work with?
3. A partial list of constituents *could* include:
 - a. Parents (specific groups?)
 - b. Teachers (grade Level Specific?)
 - c. Students (grade-level specific?)
 - d. Central Administration (specific persons?)
 - e. Branches of Central Administration (e.g. C&I or HR)
 - f. Community Groups (e.g. Rotary Club, YMCA, etc.)
 - g. Local Government Entities & Specific Officials
 - h. State Government Bodies & Specific Officials
 - i. Real Estate Developers and/or Agents
 - j. Local Businesses (specific interests)
 - k. Experts and/or Academics (e.g. External Providers <specific>, University Partnerships <specific>, etc.)
 - l. Sectors Within Your School's Community
 - m. Churches

Narrative portion: This portion should be written in narrative form. Please avoid simply responding to the suggestions above and in part one in bullet form. Relative to your problem of practice, think about the groups you may need to work on addressing the problem of practice. Explain why you believe their support is necessary to help you address the identified issues (Do they have some expertise? Are they a credible source? Do they have power? Real power? Perceived Power?).

Be specific and do a little research. Provide evidence of their expertise and how/why you believe the relationship is necessary.

This exercise is for you only! The more details your group can provide about the *influenceable* entities existent within your school community, the more useful this exercise becomes.

Essentially, we are seeking community resources in whatever form or function that may help you address your problem of practice...or that of a classmate. We will share this information and allow classmates to share resources and information to begin compiling a community "tool kit" of accessible resources.

Appendix B-Module 7 Activity Information