

Faculty Instructional Guide – Online

ELM 7850: School, Family and Community Relationships

University Mission Statement

Alliant International University prepares students for professional careers of service and leadership and promotes the discovery and application of knowledge to improve the lives of people in diverse cultures and communities around the world. Alliant is committed to excellence in four areas:

1. **Education for Professional Practice:** Alliant’s educational programs are designed to give students the knowledge, skills and ethical values they need to serve and lead effectively in a variety of professional settings. Alliant graduates are expected to achieve mastery of a body of knowledge and be able to apply that knowledge in professional practice in order to achieve desired and beneficial outcomes.
2. **Scholarship:** Scholarship in the Alliant context includes the discovery of new knowledge; the discovery of new applications of knowledge to solve practical problems; the integration of knowledge in new ways; and innovation in teaching knowledge and professional competencies.
3. **Multicultural and International Competence:** Alliant is an inclusive institution committed to serving diverse populations around the world by preparing professionals to work effectively across cultural and national boundaries, by increasing the number of professionals working in underserved areas, and by understanding and responding to the needs of diverse communities.
4. **Community Engagement:** Alliant’s faculty, students, alumni and staff are dedicated to making a positive difference in the world through professional education and practice. We measure the success of our university in part by the impact we have, both directly and indirectly, on the welfare of individuals, families, organizations and communities.

The California School of Education (CSOE)

Alliant International University offers a full spectrum of credential, certificate and degree programs designed to address the educational needs of all learners in the 21st century, from infancy and entry into P-12 education system through adult life. Each program integrates significant, evidence-based, data-driven educational concepts into coursework, focusing on what is successful in education for diverse populations. The California School of Education’s mission and vision statements reaffirm our values and commitment to collaboration, diversity, and service to candidates, shared leadership, and the continuous support of the education profession.

Mission: CSOE prepares competent, confident, and conscientious educational leaders who will promote and empower personal growth, academic success, and professional achievement for all in a global society.

Vision: To develop and promote transformative educational experiences that optimize human potential.

Goals: The California School of Education has a set of overarching goals that drive the direction of the School’s programs and internal and external operations:

1. To provide the education and training of well-rounded professionals who will serve local, national and global schools and organizations.
2. To engage and partner with communities to translate professional practice and research to meet education needs.
3. To promote an academic culture of support to develop and apply transformative approaches to solve complex societal challenges.
4. To develop analytic skills and sound judgment as applied to content and professional issues.

5. To make warranted and thoughtful decisions about curriculum issues, student-related concerns and leadership that relate to the conduct of the school and the profession.
6. To provide professional educational opportunities for those who aspire to leadership in education settings.
7. To prepare candidates to meet the needs of all learners.
- 8.

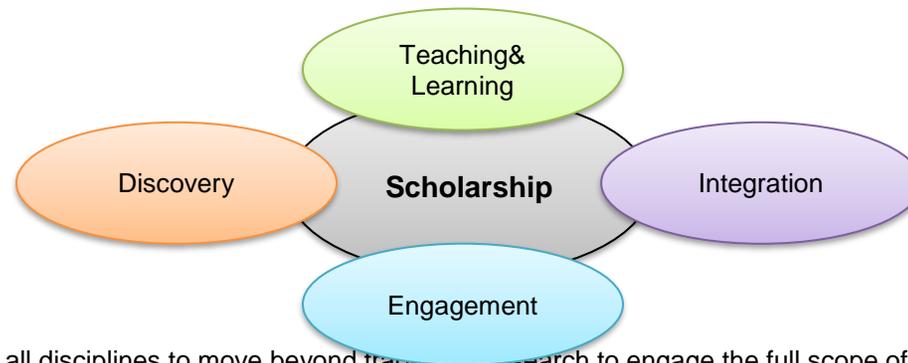
Unit Guiding Principles

CSOE's guiding principles are anchored in the belief that our mission is realized when our candidates are equipped with the skills to operationalize LEAD. LEAD stands for Leadership (L) Engagement (E) Application (A) and Dedication (D). As leaders, candidates demonstrate social responsibility, ethical action, and a commitment to be agents of change to improve the lives of their communities (L). We highlight for our candidates the value of authentic and collaborative engagement in advancing our communities (E). We train our candidates to be reflective professionals who incorporate theory into best practices; and utilize the knowledge, skills, dispositions, habits of inquiry, and technology that their preparation has honed (A). Courses and assignments are intentionally designed to engage experiences that promote the understanding of theories, concepts, principles, methodologies and approaches that candidates can readily utilize for practice. As candidates in both initial and advanced stages engage in observations, field experiences, and clinical practice, they provide service to their learners/clients, while simultaneously making instructional decisions that are grounded in educational research and/or theory (D).

- L= Leadership: Innovation with Accountability
- E= Engagement: Active Learning
- A=Application: Theory to Practice
- D=Dedication: Inclusive Excellence

Theoretical Framework

CSOE is based on two main theoretical frameworks: Boyer's applied scholarship of learning and constructivist theory. CSOE utilizes Boyer's model of the scholarship of application:



Boyer (1990) asserted the need for all disciplines to move beyond traditional research to engage the full scope of academic work. He posits that in order to advance disciplines holistically and to obtain rewards for professional practice, research should encompass four critical areas:

Discovery - generating new and unique knowledge;
Teaching - Faculty and candidates creatively build bridges between their own understanding and their students' learning;
Application – Taking the new knowledge acquired and utilizing to solve society's problems; and
Integration – Using collaborative relationships to uncover new knowledge among disciplines (Boyer, 1990).

These four aspects of scholarship are of paramount importance to CSOE. Each of the four areas informs the guiding principles of LEAD for CSOE.

Scholarship of Discovery (L, E, A, D): We subscribe to the centrality of the need to advance inquiry that produces the disciplinary and professional knowledge that frames our candidate preparation and training (Boyer, 1990). We ensure that our candidates are prepared to foster an environment that supports inclusive excellence with the commitment and understanding necessary to be responsive to all learners (D). Candidates acquire the ability to collaborate successfully (E) with parents, families, school districts, community members, faculty and staff in order to gain and maintain this disposition.

Scholarship of Teaching (L, E, A, D): CSOE subscribes to Boyer's model that underscores the notion of the scholarship of teaching as inquiry that produces knowledge to facilitate the transfer of the science and art of teaching, counseling and leadership from expert to novice. Thus we are very intentional in stewarding our mentoring relationships between faculty, school district master teachers, school site supervisors and our advisory boards. We view these relationships as critical to the transfer of teaching knowledge.

Scholarship of Professional Practice (A): Professional practice in CSOE is comprised of all aspects of the delivery of education, counseling, and leadership. Competence in practice is determined in school setting practicums and internships. Professional Practice is also the mechanism through which CSOE provides the environment and skills by which knowledge in the profession is both advanced and applied. In this segment, we also include the mentoring of candidates and leadership roles in developing practice. In all of the above, we highlight the scholarship generated through practice. Our Faculty and candidate professional certifications, degrees, and credentials and other specialty credentials demonstrate CSOE's attainments in this sphere.

Scholarship of Integration (L, E, A): In this sphere, faculty and candidates engage in the review and analysis of education policy, integrative models across disciplines, literature review and use all these to develop transdisciplinary educational programs and projects. Further, CSOE faculty are active and present at national and international conferences, serve on the leadership of professional organizations and contribute to journal articles. These are examples of how CSOE demonstrates the scholarship of integration. The guiding principles and candidate competencies are framed with the understanding that effective learning environments are social and collaborative in nature (Vygotsky, 1978).

The second theoretical underpinning for CSOE is constructivism. We concur with the assertion that our candidates and their students are active makers of meaning, rather than passive absorbers of knowledge (Dewey, 1944; Vygotsky, 1962; Brosio, 2000).

We expect our candidates to engage social constructivism by utilizing existing knowledge, interests, attitudes, and goals to select and interpret available information. Faculty recognize the insider knowledge that candidates bring to courses and provide the environment for them to utilize their uniquely personal knowledge to create meaning as they integrate these knowledge bases with their diverse cultural, ethnic, social, and economic circumstances through analysis, reflection, and research.

We model a humanistic learning environment that encourages critical inquiry to connect learners with one another (Rodgers, 2002; Greene, 2000; Palmer, 1998; Sergiovanni, 1999). Faculty members create caring environments where candidates are encouraged and supported to reach beyond themselves and to engage various points of view, diversity of ideas and practices.

California Administrator Performance Expectations (CAPE)

- 1A: Developing a Student-Centered Vision of Teaching and Learning
- 1B: Developing a Shared Vision and Community Commitment
- 1C: Implementing the Vision
- 2A: Personal and Professional Learning
- 2B: Promoting Effective Curriculum, Instruction, and Assessment
- 2C: Supporting Teachers to Improve Practice
- 2D: Feedback on Instruction
- 3A: Operations and Resource Management
- 3B: Managing Organizational Systems and Human Resources
- 3C: Managing the School Budget
- 4A: Parent and Family Engagement
- 4B: Community Involvement
- 5A: Reflective Practice
- 5B: Ethical Decision-Making
- 5C: Ethical Action
- 6A: Understanding and Communicating Policy
- 6B: Representing and Promoting the School

California Administrator Performance Assessment (CalAPA)

- [Leadership Cycle 1](#): Analyzing Data to Inform School Improvement and Promote Equity
- [Leadership Cycle 2](#): Facilitating Communities of Practice
- [Leadership Cycle 3](#): Supporting Teacher Growth



Course Description

Candidates will develop an understanding of the complexity associated with developing a school community and relating to a school's communities. This course provides an opportunity to explore and practice demonstrating leadership skills to develop a coherent community of practice by working with teachers to optimize student learning. In addition, students will have an opportunity to learn how to work effectively with families and community members; recognize the goals and aspirations of diverse families; respond to diverse community interests and needs; and mobilize community resources in the service of student achievement. This course also addresses contemporary issues of cultural and socioeconomic diversity in public education. Ethnic, racial, and religious composition of the State and local community. Concepts of cultural values and language diversity. Programs and procedures for meeting instructional needs of limited English proficient pupils. Principles and procedures for involving the family in school activities.

Course Learning Outcomes

- CLO1: Summarize the strategies for implementing a shared vision.
- CLO2: Explain how the use of diversity improves teaching and learning.
- CLO3: Compare and contrast the different opportunities for parents and members of the school community to build on the ideas of collaborations, leadership, and shared responsibility.
- CLO4: Examine how the establishment of community, business, institutional and civic partnerships strengthen an educational organization.
- CLO5: Summarize how building a pathway that facilitates parent involvement and parent education supports student success.
- CLO6: Define what diversity means to your community stakeholder group
- CLO7: Examine how the incorporation of information about family and community expectation into school decision-making and activities supports student success.
- CLO8: Evaluate how the ability to support equitable success for all students leverages community support.

Standards Alignment

California School of Education (CSOE)		California Commission on Teacher Credentialing	
CLO	Theoretical Framework	CAPE	CaIAPA Cycle Integration when applicable
CLO1: Summarize the strategies for implementing a shared vision.	Application	2A; 4A; 4B; 5A	
CLO2: Explain how the use of diversity improves teaching and learning.	Application	2A; 4A; 4B; 5A	1
CLO3: Compare and contrast the different opportunities for parents and members of the school community to build on the ideas of collaborations, leadership, and shared responsibility.	Engagement	2A; 4A; 4B; 5A	1
CLO4: Examine how the establishment of community, business, institutional and civic partnerships strengthen an educational organization.	Leadership	2A; 4A; 4B; 5A	
CLO5: Summarize how building a pathway that facilitates parent involvement and parent education supports student success.	Application	2A; 4A; 4B; 5A	
CLO6: Define what diversity means to your community stakeholder group	Application	2A; 4A; 4B; 5A	1
CLO7: Examine how the incorporation of information about family and community expectation into school decision-making and activities supports student success.	Integrate	2A; 4A; 4B; 5A	3
CLO8: Evaluate how the ability to support equitable success for all students leverages community support	Integrate	2A; 4A; 4B; 5A	

Candidate Expectations

Respectful Speech and Actions: As an institution of higher education, Alliant International University has the obligation to combat racism, sexism, and other forms of bias and to provide an equal educational opportunity. Professional codes of ethics and the academic code shall be the guiding principles in dealing with speech or actions that, when considered objectively, are abusive and insulting.

Professional Behavior: This program is a graduate-level professional program, and each member of the program, both candidates and faculty, are expected to engage in professional behavior and conduct. Students should always display empathy, self-control, friendliness, generosity, cooperation, helpfulness, and respect with their interactions with other candidates, staff, and faculty. Candidates will strive to exemplify professional behavior in all aspects of their participation in this program, to be on time in all engagements, to thoughtfully and diligently complete activities and assignments, and to

treat all other program members with respect and dignity.

Expected In-class (Online) and Preparation Time per Week

Weeks	In-Class (Online) Time (Discussions, interactions, delivering presentations, viewing lectures, exams)	Preparation Time (reading, major assignments, homework)
Week 1	5.5 hours	12 hours
Week 2	4 hours	11 hours
Week 3	5 hours	12 hours
Week 4	5 hours	11 hours
Week 5	4 hours	11 hours
Week 6	5 hours	11 hours
Week 7	5 hours	11 hours
Week 8	5 hours	11 hours

Note. Expected weekly time is calculated at the number of hours per unit, times the number of units, divided by the number of weeks in the course for the following:

- Online time: $(15 \times \# \text{ of units}) / \# \text{ of weeks}$
- Preparation time: $(30 \times \# \text{ of units}) / \# \text{ of weeks}$

Required Course Materials

Fiore, D. J. (2016). *School-community relations* (4th ed). Larchmont, NY: Eye on Education

Instructor Policies

Late Assignments

If assignments are not posted by 11:59 p.m. Pacific Standard Time (PST) on the day they are due they are considered late. Technological issues are not considered valid grounds for late assignment submission. In the event of a server outage, students should submit assignments to the instructor directly through email and when systems are restored, submit those assignments according to syllabus instructions.

Unless an Incomplete/In Progress grade has been granted, learner assignments submitted after the last day of class will not be accepted.

Feedback

Each week, your instructor will provide grades/scores and comments on assignments within 4 days of the last day of the week unless you instructor notifies you otherwise.

Syllabus/Schedule

This syllabus does not constitute a contract between the instructor and the students in the course. While every effort will be made to present the material as described the instructor retains the right to alter the syllabus for any reason at any time. When such changes are made every effort will be made to provide students with both adequate notification of the changes and to provide them with sufficient time to meet any changes in the course requirements. The weekly schedule for this course may be viewed online.

University Administrative Policies & Student Resources

Administrative policies and students resources for the university can be accessed in the most current catalog posted on the university website <http://catalog.alliant.edu/index.php>.

Academic Code of Conduct and Ethics

The University is committed to principles of scholastic honesty. Its members are expected to abide by ethical standards both in their conduct and in their exercise of responsibility towards other members of the community. Each student's conduct is expected to be in accordance with the standards of the University. The complete Academic Code, which covers acts of misconduct including assistance during examination, fabrication of data, plagiarism, unauthorized collaboration, and assisting other students in acts of misconduct, among others, may be found in the University Catalog.

An act of plagiarism (defined in the University catalog as "Any passing off of another's ideas, words, or work as one's own") is considered to be a violation of the *University's Student Code of Conduct and Ethics: Academic* and will be addressed using the Policies and Procedures outlined in the University's Catalog located at <http://catalog.alliant.edu>. The instructor in this course reserves the right to use computerized detection systems to help prevent plagiarism.

Disability Accommodations Request

The University provides reasonable access to facilities and services and to programs for which students are otherwise qualified without unlawful discrimination based upon qualified disability. The University will provide reasonable accommodations to individuals who currently have a disabling condition, either physical or mental, that is severe enough to substantially limit a major life activity.

Students with disabilities may obtain details about applying for services from the Office of Accessibility at each campus. Students must provide documentation from a qualified professional to establish their disability, along with suggested reasonable and necessary accommodations. Students should request accommodations at the start of each semester. For more information, visit the Office of Accessibility Services at your campus or go to <http://www.alliant.edu/about-alliant/consumer-information-heoa/disability-services/index.php>.

Policy on Religious/Cultural/Spiritual Observance by Students, Staff and Faculty

In keeping with the institution's commitment to respect and affirm cultural, religious, and spiritual diversity, the University supports the rights of students, staff, and faculty to observe religious/cultural/spiritual obligations that conflict with the University's schedule. Faculty instructors and staff/administrative supervisory personnel are expected to make reasonable accommodations when a student or an employee is absent from class or work because of religious/cultural/spiritual observance.

Technology Requirements and Support

Answers to the most common issues are found in the Canvas Guides which are accessible by clicking "Help" link located on the canvas course Web Page.

For any other Canvas or technical issues please contact the Alliant Help Desk by email at: Helpdesk@alliant.edu or by phone at: 1-844-313-4357.

Additionally, students have access to Starfish, an early alert & connect system used to communicate concerns and facilitate access to extensive academic support systems. Starfish can be accessed by clicking on the Starfish icon located on the left-hand side of the canvas course Web Page.

Course Grading Criteria

Percentage	Letter Grade
94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
61-63	D-
< 61%	F

Final grades will be based on the points in these categories:

Artifact Categories		% of Grade
I.	Class Participation and Collaboration	25
II.	Measurable Artifacts <ul style="list-style-type: none"> • Artifacts and Presentations • Current Trends Reflections 	50
III.	Signature assignment 7850 <ul style="list-style-type: none"> • Educational Platform Project (Developing Vision, Climate, and Goals) 	25
Total		100

Assignments

Course Requirements and General Description of Assignments:

The assignments and readings are Theory and practice & principles of adult learning theory are aligned to the California Administrator Performance Expectations (CAPEs).

I. Current Trends Reflections/Artifacts (*Measurable Artifact*)

Candidates read scholarly research trends and respond using various tools to promote constructive interpersonal and communication skills.

II. Measurable Artifact

Objective: Define personal leadership goals

Complete: In a Word document not to exceed 2-3 pages candidates will define their personal leadership goals and identify the priorities that will drive their vision to reach their goals. Be sure to address in your goals how you are going to engage parents in your vision.

III. Signature Assignment (*Competency Based Artifact*)

Examine one of your school system's policies, practices or programs with respect to parent and community relations.

Identify the current practice, describing the strengths and weaknesses. Develop a long-range plan to improve school, family and community relations in support of improving student learning. Write a paper to detail your plan.

Week 1: The Importance of Public Opinion

Course Learning Objective(s)	Theoretical Framework	CAPE
CLO1: Summarize the strategies for implementing a shared vision.	Application	2A; 4A; 4B; 5A
CLO2: Explain how the use of diversity improves teaching and learning.	Application	2A; 4A; 4B; 5A
Readings & Resources:		
<p>Textbook(s) & Resource(s):</p> <ul style="list-style-type: none"> Fiore, D. J. (2016). <i>School-community relations</i> (4th ed) Chapters 1 & 2 <p>Video Resource(s): Watch How to Fix a Broken School? Lead Fearlessly, Love Hard</p>		
Discussion Thread(s): After listening to Linda Cliatt-Wayman's Ted talk what do you feel the public opinion of her would be and why?		
<p>Respond to the prompt in the online discussion Thread. Respond to a Minimum of 2 of your peers (see rubric). Reference Fiore, D. J. (2016). <i>School-community relations</i> (4th ed) Post your initial response to the discussion forum by deadline. Apply the RISE model in responding to one classmate's post. Please respond to a post that has not yet received a response from a peer. Respond to the RISE questions and suggestions to your initial post by deadline.</p>		
Measurable Artifacts:		
<p>Objective: Define personal leadership goals Complete: In a Word document not to exceed 2-3 pages candidates will define their personal leadership goals and identify the priorities that will drive their vision to reach their goals. Be sure to address in your goals how you are going to engage parents in your vision.</p>		

Week 2: Establishing Roles for Everyone

Course Learning Objective(s)	Theoretical Framework	CAPE
CLO1: Develop a shared vision	Application	2A; 4A; 4B; 5A
CLO3: Compare and contrast the different opportunities for parents and members of the school community to build on the ideas of collaborations, leadership, and shared responsibility	Application	2A; 4A; 4B; 5A

Readings & Resources:
<p>Textbook(s) & Resource(s):</p> <ul style="list-style-type: none"> • Fiore, D. J. (2016). <i>School-community relations</i> (4th ed) Chapters 3 & 4 <p>Video Resource(s): Watch</p>
<p>Discussion Thread(s): This week we are discussing the idea of community relationships. Go to this website https://www.onetonline.org/link/summary/11-2031.00 and look at the knowledge, skills, and abilities for this position. Where does this type of job fall within your school, your school district, or even your community? Why do you think this type of position fits there or has ended up there? Where would this type of position be best served?</p>
<p>Respond to the prompt in the online discussion Thread. Respond to a Minimum of 2 of your peers (see rubric). Reference Good to Great and Balanced Leadership Post your initial response to the discussion forum by deadline. Apply the RISE model in responding to one classmate’s post. Please respond to a post that has not yet received a response from a peer. Respond to the RISE questions and suggestions to your initial post by deadline.</p>
Measurable Artifacts:
Objective: Candidates will explore their school community

Week 3: Building Relationships Both Internal and External

Course Learning Objective(s)	Theoretical Framework	CAPE
CLO3: Compare and contrast the different opportunities for parents and members of the school community to build on the ideas of collaborations, leadership, and shared responsibility.	Application	2A; 4A; 4B; 5A
CLO4: Examine how the establishment of community, business, institutional and civic partnerships strengthen an educational organization.	Leadership	2A; 4A; 4B; 5A
Readings & Resources:		
<p>Textbook(s) & Resource(s):</p> <ul style="list-style-type: none"> • Fiore, D. J. (2016). <i>School-community relations</i> (4th ed) Chapters 5 & 6 <p>Video Resource(s):</p>		

<p>Discussion Thread(s): Who do you consider to be your internal community and your external community? Additionally, how do you split your time between the two? How do you differentiate your time between the two entities?</p>
<p>Respond to the prompt in the online discussion Thread. Respond to a Minimum of 2 of your peers (see rubric). Reference Good to Great and Balanced Leadership Post your initial response to the discussion forum by deadline. Apply the RISE model in responding to one classmate’s post. Please respond to a post that has not yet received a response from a peer. Respond to the RISE questions and suggestions to your initial post by deadline.</p>
<p>Measurable Artifacts:</p>
<p>Objective: Candidates will work with school members to establish BIG goals. Complete: Establish BIG Goals Establish a Vision Statement: Does your school have a vision statement? If so, how was it formed? Who was involved? • If your school has a vision statement, what values does the statement embody? • If you don’t yet have a vision statement, what values do you think are important?</p>

Week 4: Improving Relationships and Getting it on Paper

Course Learning Objective(s)	Theoretical Framework	CAPE
CLO4: Examine how the establishment of community, business, institutional and civic partnerships strengthen an educational organization.	Application	2A; 4A; 4B; 5A
CLO5: Summarize how building a pathway that facilitates parent involvement and parent education supports student success.	Integrate	2A; 4A; 4B; 5A
Readings & Resources:		
<p>Textbook(s) & Resource(s): Fiore, D. J. (2016). <i>School-community relations</i> (4th ed) Chapters 7 & 8</p> <p>Video Resource(s): Watch Bridging the Gap in Academic Achievement</p>		
<p>Discussion Thread(s): The concept of social media has taken over the conversation in many areas. How do you utilize social media to improve the relationship you have with your community? Additionally, why do you use the applications that you use?</p>		
<p>Respond to the prompt in the online discussion Thread. Respond to a Minimum of 2 of your peers (see rubric). Reference Fiore, D. J. (2016). <i>School-community relations</i> (4th ed)</p>		

<p>Post your initial response to the discussion forum by deadline. Apply the RISE model in responding to one classmate’s post. Please respond to a post that has not yet received a response from a peer. Respond to the RISE questions and suggestions to your initial post by deadline.</p>
<p>Measurable Artifacts:</p> <ul style="list-style-type: none"> • Objective: Candidates will explore responsibilities for communicating the vision to staff, parent(s)/guardian(s), and community. <p>Complete: Emphasize process over content - adult learning is problem-centered rather than content-oriented; make it immediately relevant to their work and/ or personal lives</p> <ul style="list-style-type: none"> • Remember you are a facilitator/ resource - remember that your staff comes with a wide variety of levels of experience; incorporate those backgrounds into your presentation and give them opportunities to draw upon their own self-concept.

Week 5: Communication in an Electronic Era

Course Learning Objective(s)	Theoretical Framework	CAPE
CLO1: Summarize the strategies for implementing a shared vision	Application	2A; 4A; 4B; 5A
CLO5: Summarize how building a pathway that facilitates parent involvement and parent education supports student success	Integrate	2A; 4A; 4B; 5A
Readings & Resources:		
<p>Textbook(s) & Resource(s): Fiore, D. J. (2016). <i>School-community relations</i> (4th ed) Chapters 9 & 10</p> <p>Video Resource(s): https://www.youtube.com/watch?v=488ZBeaGo6s&list=PLakt1OLnSkDew8AF6C3KrYBcwSuJh2gW-</p>		
<p>Discussion Thread(s): As we begin the discussion on communication watch the TedTalk posted on Youtube. Then provide the “how” do we begin the conversation within our schools as the electronic age continues to explode? Where does the social network fit within your organization?</p>		
<p>Respond to the prompt in the online discussion Thread. Respond to a Minimum of 2 of your peers (see rubric). Reference Fiore, D. J. (2016). <i>School-community relations</i> (4th ed) Post your initial response to the discussion forum by deadline. Apply the RISE model in responding to one classmate’s post. Please respond to a post that has not yet received a response from a peer. Respond to the RISE questions and suggestions to your initial post by deadline.</p>		
Measurable Artifacts:		

Objective: Candidates will work in learning communities with staff to gather feedback to better develop goals.
Complete:
 Give your staff clear reasons for your vision, focus, and expectations.
 Get your staff doing something immediately - instruction should allow learners to discover things on their own (e.g. case studies, role plays, simulations, etc...)

Week 6: Mean what you say: Communicating in Crisis

Course Learning Objective(s)	Theoretical Framework	CAPE
CLO1: Develop a shared vision	Application	2A; 4A; 4B; 5A
CLO6: Define what diversity means to your community stakeholder group	Integrate	2A; 4A; 4B; 5A
CLO7: Examine how the incorporation of information about family and community expectation into school decision-making and activities supports student success.	Discovery	2A; 4A; 4B; 5A
Readings & Resources:		
<p>Textbook(s) & Resource(s):</p> <ul style="list-style-type: none"> Fiore, D. J. (2016). <i>School-community relations</i> (4th ed). Chapters 11 & 12 <p>Video Resource(s): Watch</p>		
Discussion Thread(s): Investigate your organizational emergency plan! Provide a short description of what is expected of you within that plan. If you were asked to update the plan what would be your changes and why?		
<p>Respond to the prompt in the online discussion Thread. Respond to a Minimum of 2 of your peers (see rubric). Reference Fiore, D. J. (2016). <i>School-community relations</i> (4th ed) Post your initial response to the discussion forum by deadline. Apply the RISE model in responding to one classmate’s post. Please respond to a post that has not yet received a response from a peer. Respond to the RISE questions and suggestions to your initial post by deadline.</p>		
Measurable Artifacts:		
<p>Objective: Candidates will utilize leadership strategies for better planning. Complete:</p> <ul style="list-style-type: none"> Engagement Activity Exploration Explanation 		

- Extension
- Elaborate/ Evaluation

Week 7: The Future: Opportunities to Shine

Course Learning Objective(s)	Theoretical Framework	CAPE
CLO1: Develop a shared vision	Application	2A; 4A; 4B; 5A
CLO3: Promote equity, fairness, and respect among all members of the school and community	Application	2A; 4A; 4B; 5A
CLO7: Demonstrate the ability to encourage and inspire others to higher levels of performance, commitment, and motivation.	Integrate	2A; 4A; 4B; 5A
Readings & Resources:		
<p>Textbook(s) & Resource(s):</p> <ul style="list-style-type: none"> • Fiore, D. J. (2016). <i>School-community relations</i> (4th ed). Chapters 13 & 14 <p>Video Resource(s):</p> <p>Watch</p>		
<p>Discussion Thread(s): According to Fiore, “78.9% of the women with children between the ages of 6 and 17 are in the labor force” (Fiore, 2016). How does that effect your ability to gain the trust and respect of the single mothers today? What steps can you take to allow your school to shine while including this population?</p>		
<p>Respond to the prompt in the online discussion Thread. Respond to a Minimum of 2 of your peers (see rubric).</p> <p>Reference Fiore, D. J. (2016). <i>School-community relations</i> (4th ed)</p> <p>Post your initial response to the discussion forum by deadline.</p> <p>Apply the RISE model in responding to one classmate’s post. Please respond to a post that has not yet received a response from a peer.</p> <p>Respond to the RISE questions and suggestions to your initial post by deadline.</p>		
Measurable Artifacts:		
<p>Objective: Candidates will prioritize their goals for their school site.</p> <p>Complete:</p> <p>Case Studies: Involving Stakeholders</p> <p>The key stakeholders around the school and its community will include: • the teachers • the students • the parents and families of the students • community leaders, including local businesses</p>		

Week 8: Opportunities to Shine

Course Learning Objective(s)	Theoretical Framework	CAPE
CLO2: Explain how the use of diversity improves teaching and learning	Application	2A; 4A; 4B; 5A
CLO8: Evaluate how the ability to support equitable success for all students leverages community support	Application	2A; 4A; 4B; 5A
Readings & Resources:		
<p>Textbook(s) & Resource(s):</p> <ul style="list-style-type: none"> • Fiore, D. J. (2016). <i>School-community relations</i> (4th ed). <p>Additional Resource(s): SoundOut: http://www.soundout.org/publications.html</p>		
<p>Discussion Thread(s): Provide a reflection on what you found the most interesting item from the term. I could be something you read, one of the assignments, something another student shared, or something the instructor provided. Why did that item stand out for you?</p>		
<p>Respond to the prompt in the online discussion Thread. Respond to a Minimum of 2 of your peers (see rubric). Reference Fiore, D. J. (2016). <i>School-community relations</i> (4th ed) Post your initial response to the discussion forum by deadline. Apply the RISE model in responding to one classmate’s post. Please respond to a post that has not yet received a response from a peer. Respond to the RISE questions and suggestions to your initial post by deadline.</p>		
Measurable Artifacts:		
<p>Objective: Candidates will prioritize their goals for their school site. Complete: Monitoring Progress Leading the school’s self-review • Leading the school development plan • Using data on diversity to improve your school • Planning and leading change in your school • Implementing change in your school</p>		

Rubrics

RISE Discussion Rubric

RISE (Reflect, Inquire, Suggest, Elevate) Model of Meaningful Feedback

	Exemplary 100%	Good 67%	Needs Improvement 33%
Initial Response to the Forum Topic (up to 5 pts.)	Topic is addressed thoughtfully, supported by citations to experts and personal experience, and builds on prior posts.	Topic is addressed thoughtfully, but not thoroughly supported by citations to experts, personal experience, or previous posts.	Topic is addressed superficially and without evidence that prior posts were considered.
Feedback to Peer's Response to the Forum Topic (up to 5 pts. for responses to classmates)	Thoughtful feedback included all levels of the RISE model and will result in a substantive improvement in the work if implemented.	Feedback was thoughtful but did not include specific suggestions and references for improvement.	Feedback was superficial and did not cover all levels of the RISE model.

Signature Assignment 7850

Examine one school system's policies, practices and programs with respect to parent and community relations. Identify the current practice, describing the strengths and weaknesses. Develop a long-range plan to improve school, family, and community relations in support of improving Candidate learning. Write a paper to detail your plan.

The body of this term project should be no longer than 15 pages in length, typewritten, double spaced, standard margins with a 12-point font size, using APA format. The paper must include a reference section that includes evidence of thorough research from well-known authors in the field.

Elements	Excellent	Moderate evidence	Minimal or no evidence
Content	The paper is well planned and articulate, demonstrating a thorough understanding of the important points of the reading.	The paper provides a general overview of the topic.	The paper lacks cohesion and understanding of the assigned topic.
Analysis	The topic has been thoroughly analyzed, Additional resources have been included, thoughtful interpretation and insight into the topic is provided.	Analysis of the topic is generalized and limited in scope.	Little or no analysis of the topic is offered.
References	Candidate has thoroughly researched the topic and provides evidence of reviewing works from well-known researchers in the field.	Candidate has researched the topic and offers some references.	Candidate offers limited references.
Format	Paper conforms to APA standards with very few or no errors.	Paper generally conforms to APA standards with some errors.	Paper contains several errors and/or does not conform to APA guidelines.

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Elements	Excellent	Moderate evidence	Minimal or no evidence
Application	Candidate is able to demonstrate the connections between the research findings and his/her own educational practice.	Candidate provides a general application to his/her own practice, not necessarily backed by research.	Candidate makes no connection between the research and his/her educational practice.