

**University of North Alabama
College of Education and
Human Sciences
Course Syllabus**

Course Title: IL 710 Community and Stakeholder Relationships

Credit Hours: 3

Instructor:

Office:

Phone:

Email:

Office Hours:

(Note: Occasionally other obligations – University committee meetings, meeting with interns, etc... - may impose upon stated office hours. Special appointments can be made with the instructor by phone or e-mail.)

Text: Livetext

Goals of the Course:

- to acquaint the student with role of the school within the community
- to identify and evaluate present school partnerships and stakeholders
- to explore possible school and community partnerships
- to investigate models and conceptions about effective school and community relationships
- to develop a working model for school and community relationships

Course Catalog Description:

The course prepares aspiring administrators to respond proactively to their stakeholders and media to function as an ongoing professional community and as partners in public education.

Courses in the AA Instructional Leadership EDS program are an extension of the MAED Instruction Leadership program and are taught at a more rigorous level to meet the needs of advanced level Instructional Leadership candidates.

Course Description:

Effective leadership in schools has a direct and positive impact on student academic success and community relationships. Leadership builds strong teams, focuses relentlessly on student learning, facilitates continuous improvement in instructional

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practice, engages parents and the school community and makes sure that all adults are focusing on outcomes for children. The goal of the course is to prepare aspiring administrators to respond proactively to their stakeholders and media, and to function as an on-going professional learning community.

Course Content:

- I. Community and Stakeholders
 - A. Definition
 - B. Establishing a collaborative climate for learning
 - C. Identifying strengths and limitations
 - D. Impact of innovations and change on learning
 - E. Involvement of national religious organizations and increased awareness of concerns
 - F. Community-based action research

- II. Group decision making
 - A. Decision behavior in groups
 - B. Social nature of groups
 - C. Group behavior and data-based instructional decisions
 - D. Advantages and disadvantages of groups
 - 1. Rationale for using groups
 - E. Common problems with groups
 - 1. Group Think
 - 2. Absence of trust
 - 3. Not managing dysfunctional conflict
 - 4. Poor communication
 - 5. Low commitment
 - 6. Brainstorming
 - 7. Brainwriting

- III. System tasks to improve instruction
 - A. Developing a decision-making database
 - B. Forming and activating an administrative team
 - C. Cataloging all on-going activities
 - D. Renaming goals for priority
 - E. Arriving at decision-making procedures
 - F. Developing format for planning
 - G. Developing action plans

- IV. Research to drive education decision making
 - A. Role of research in school improvement

- B. Examining current practices
- C. Assessing new materials
- D. Extending the knowledge base
- E. Reflective practices
 - 1. Organizational
 - 2. Individual
 - 3. Professional/societal
 - 4. Political organization
 - 5. Economics
 - 6. Organizational variables
 - 7. School climate and culture
 - 8. Threat and risk
 - 9. Uncertainty, ambiguity, and conflict
 - 10. Personal variables/personality
 - 11. Knowledge and skills
 - 12. Bias
 - 13. Decision-making style

- V. Technology and informational management

- VI. Working with families
 - A. Challenges to family-teacher cooperation
 - B. Overcoming the challenges
 - 1. Fostering collaboration between families and school
 - 2. Parental apathy
 - 3. Changing nature of the family (Epstein's Six Types of Involvement for Comprehensive Programs of Partnerships)

- VII. New directions for supervision
 - A. The changing face of American education
 - B. Poverty
 - C. Who are our children
 - D. Changing school organizations
 - E. Reporting the status of schools
 - F. Full inclusion of children with disabilities
 - G. Programs for at-risk students
 - H. Privatization of schools

- VIII. Business and schools in the twenty-first century
 - A. The cooperative role in reforming public schools
 - B. Focusing on organizational improvement – (collaboration/learning community)

Course Objectives: (State Standards)

Candidates shall demonstrate:

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Knowledge to:

- (2)(e)1.(i) Serve as primary school spokesperson in the community.
- (2)(e)1.(ii) Make parents partners in their student's educational process.

Ability to:

- (2)(e)2.(i) Address student and family conditions affecting learning.
- (2)(e)2.(ii) Identify community leaders and their relationships to school goals and programs.
- (2)(e)2.(iii) Communicate the school's vision, mission, and priorities to the community.
- (2)(e)2.(iv) Share leadership and decision-making with others by gathering input.
- (2)(e)2.(v) Seek resources of families, business, and community members in support of the school's goals.
- (2)(e)2.(vi) Develop partnerships, coalitions, and networks to impact student achievement.
- (2)(e)2.(vii) Actively engage the community to share responsibility for student and school success.
- (2)(e)2.(viii) Involve family and community in appropriate policy implementation, program planning, and assessment efforts.

EDL 710 will expand upon the following IL standards designated at the Masters level. Emphasis will be upon creative application of the standards focusing on the candidate's school or school district. 290-3-3-.53.01(3)(c)1.

Participation and/or leadership in the following 290-3-3-.53.01(3)(a)4.:

- Activities within the school district where students, parents, educators and community members participate
- Colleagues and their approaches to involving parents and the community in the enhancing the academic environment
- The school's process for communicating to stakeholders
- The activities within the school district where students, parents, educators and community members participate
- Faculty teams to build and enhance the relationships between the school district and the parents and community members
- Professional development training designed to increase faculty/staff knowledge about building relationships between the school district and the community
- The development of activities designed to build relationships among the stakeholders
- A faculty team in developing recommendations to help the school more effectively meet the needs of the stakeholders

Project # 1 Instructions:

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CASE STUDY

You are the principal of a school (elementary, middle, or high school) and need to prepare for a faculty meeting. The purpose of the meeting is to provide teachers with information that will foster good parent/teacher relationships and ways to work with the PTA in productive and meaningful ways. Prepare for a 1 1/2 hour faculty/in-service meeting.

I. Agenda Prepare an agenda listing times, speakers, activities, breaks, etc.

II. Principal's Opening Speech Prepare your remarks (10-15 minutes) as if you were speaking to your faculty by starting with greetings, recognitions, etc. Use **knowledge** gained from the readings and your experience with and understanding of your school community as you prepare your comments. They should include but are not limited to the following:

- Vision

Your vision for good school community relations specific to the school

- Rationale

Reasons why good parent/teacher relations are important for the success of the overall school program

- Affirmation

Recognition of the importance of involvement of the both teachers and parents in building good school community relations

- Roles and responsibilities

Distinction between what teachers and parents can and cannot do

- Goals

- Specific, attainable goals for the year

Project # 2 Instructions:

Attend at least one school board meetings and observe the proceedings. What kinds of things are presented to the board? What groups are asking the board to meet their needs? How does the school system or board react to these requests? Write a response to your experiences at the board meeting (minimum 2 pages. APA 6th ed.)

Project # 3 Instructions:

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Crisis Management Plan Analysis

Part I. Analysis: Read and analyze your school's Crisis Management Plan. Compare it to the "Model School Crisis Management Plan." List essential components and distinguish between those your school's plan does and does not have. You may use the format that best facilitates analysis such as bullets, table, chart or another of your choosing. The goal is to prepare a document that could be presented to a faculty committee.

Part II. Letter : As the principal, draft a letter to go home to parents the day the weapon was found. The letter should inform parents of the circumstances of the incident and actions the school has taken

. Check your district's policy on sharing information so as not breach confidentiality or jeopardize evidence that could possibly be used in the upcoming expulsion hearing.

Due by _____

Project #4 Professional Development Module for faculty and school partnership committee

- You will develop embedded PD and conversations in PLCs and monthly staff meeting. Provide an example of one meetings' presentation and a logical sequential schedule of presentations for the school year
- Develop an example of Parent council updates, PTO website, surveys, and conversation. Include how the plan will be implemented and monitored.

COURSE ASSIGNMENTS:

Discussions on each module - 50 points each

Students are to read the articles specified in each module and then respond to the questions posed. Responses should range from a minimum of one page to a maximum of three pages.

Projects - There are three major projects described in the lessons menu and assignments directions. Each project is worth 100 points and the rubric for each is found below. Due dates are found in the lessons menu.

GRADING SCALE:

- A - 630 – 700 points
- B 560- 629 points
- C 490 - 559 points
- F Below 489 points

UNA Policy for Students with Disabilities:

In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the University offers reasonable accommodations to students with eligible documented learning, physical and/or psychological disabilities. Under Title II of the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973, a disability is defined as a physical or mental impairment that substantially limits one or more major life activities as compared to an average person in the population. It is the responsibility of the student to contact Developmental Services prior to the beginning of the semester to initiate the accommodation process and to notify instructors within the first three class meetings to develop an accommodation plan. Appropriate, reasonable accommodations will be made to allow each student to meet course requirements, but no fundamental or substantial alteration of academic standards will be made. Students needing assistance should contact Developmental Services.

UNA Attendance Policy: Regular and punctual attendance at all scheduled classes and activities is expected of all students and is regarded as integral to course credit. Each student is directly responsible to the individual professor for absences and for making up work missed. Particular policies and procedures on absences and makeup work are established for each class, are announced by the professor at the beginning of the term, and for excessive absences, may provide for appropriate penalties including reduction in grades or ultimate dismissal from class with a failing grade.

Official written excuses for absences are issued only for group absences incurred in connection with required regularly scheduled university-sponsored activities such as intercollegiate athletics (see *University of North Alabama Athletic Manual* for further requirements) and special performances. For all other types of group or individual absences, including illness, authorization or excuse is the province of the individual professor.

Academic honesty: “All members of the university community are expected to be honorable and observe standards of conduct appropriate to a community of scholars. Students are expected to behave in an ethical manner. Individuals who disregard the core values of truth and honesty bring disrespect to themselves and the University. A university community that allows academic dishonesty will suffer harm to the reputation of students,

faculty, and graduates.

It is in the best interest of the entire university community to sanction any individual who chooses not to accept the principles of academic honesty by committing acts such as cheating, plagiarism, or misrepresentation. . . .” (2009-2010 University of North Alabama catalog)

UNIVERSITY OF NORTH ALABAMA COLLEGE OF EDUCATION

CONCEPTUAL FRAMEWORK

*“Engaging Learners,
Inspiring Leaders,
Transforming Lives”*



The Conceptual Framework establishes a shared vision in preparing educators to work effectively in P-12 schools and provides direction for programs, courses, teaching, candidate performance, scholarship, service and accountability. The Conceptual Framework is continuously evaluated in an outcome based system, and is knowledge-based, articulated, shared and consistent with the University of North Alabama’s institutional mission –

“Changing lives. Creating futures.”

The Conceptual Framework is designed to reflect current research-based knowledge and effective practices through professionalism, assessment, collaboration, technology, diversity and reflection. The UNA College of Education prepares

“Knowledgeable Practicing Professionals”

who:

1. Have content and pedagogical knowledge to demonstrate professionalism through a set of beliefs, actions, dispositions and ethical standards that form the core of their practice;
2. Have the knowledge and ability to use assessment strategies to guide teaching and learning, especially impact on student learning, and to strengthen instruction and increase professional growth

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3. Form communities of learners with other teachers, parents, and members of the community, through collaboration, teamwork, and research-based approaches;
4. Use technology to support assessment, planning and instruction for promoting student learning;
5. Value and plan for diversity in curriculum development, instructional strategies and in the promotion of social consciousness;
6. Know and use self-awareness and reflection as decision-making tools for assuring student learning, professional performance, and personal growth.

Graduates of the University of North Alabama’s College of Education are knowledgeable practicing professionals who are prepared as outstanding educators and leaders through achievement of the highest standards of knowledge and practice to assist all students to learn.

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Syllabus Contract:

I have received a copy of the syllabus. I have read the syllabus and have been offered an opportunity to ask questions about it. I understand and agree to the requirements in the syllabus.

Signature _____

Date _____

Personal Information

Name _____

Address _____

Phone # _____

E-mail address _____

Major _____

IL 710: Case Study: Faculty Meeting Preparation Rubric

Use this rubric to guide your work on the Assignment.

Tasks ↓	Accomplished	Proficient	Needs Improvement
	No errors in grammar, spelling or punctuation.	Few errors in grammar, spelling or punctuation.	Responses lack clarity and depth and/or multiple errors

			in grammar, spelling or punctuation.
Part 1	The student completed all aspects of the assignment and demonstrated knowledge and skills as indicated in the performance outcomes. (3 points)	The student completed the assignment, but did not demonstrate complete responses to each aspect of the assignment. (2 points)	The student attempted to complete the assignment, but failed to meet minimum requirements in all aspects of the assignment. (1 point)
Part 2	The student completed all aspects of the assignment and demonstrated knowledge and skills as indicated in the performance outcomes. (3 points)	The student completed the assignment, but did not demonstrate complete responses to each aspect of the assignment. (2 points)	The student attempted to complete the assignment, but failed to meet minimum requirements in all aspects of the assignment. (1 point)
Part 3	The student completed all aspects of the assignment and demonstrated knowledge and skills as indicated in the performance outcomes. (3 points)	The student completed the assignment, but did not demonstrate complete responses to each aspect of the assignment. (2 points)	The student attempted to complete the assignment, but failed to meet minimum requirements in all aspects of the assignment. (1 point per part)
Part 4	The student completed all aspects of the assignment and demonstrated knowledge and skills as indicated in the performance outcomes. (3 points)	The student completed the assignment, but did not demonstrate complete responses to each aspect of the assignment. (2 points)	The student attempted to complete the assignment, but failed to meet minimum requirements in all aspects of the assignment. (1 point)
Part 5	The student completed all aspects of the assignment and demonstrated knowledge and skills as indicated in the performance outcomes. (3 points)	The student completed the assignment, but did not demonstrate complete responses to each aspect of the assignment. (2 points)	The student attempted to complete the assignment, but failed to meet minimum requirements in all aspects of the assignment. (1 point)

Part 6	The student completed all aspects of the assignment and demonstrated knowledge and skills as indicated in the performance outcomes. (3 points)	The student completed the assignment, but did not demonstrate complete responses to each aspect of the assignment. (2 points)	The student attempted to complete the assignment, but failed to meet minimum requirements in all aspects of the assignment. (1 point)
Part 7	The student completed all aspects of the assignment and demonstrated knowledge and skills as indicated in the performance outcomes. (3 points)	The student completed the assignment, but did not demonstrate complete responses to each aspect of the assignment. (2 points)	The student attempted to complete the assignment, but failed to meet minimum requirements in all aspects of the assignment. (1 point)

IL 710: Crisis Management Plan Analysis Project Rubric

Use this rubric to guide your work on the Week 1 Assignment.

Tasks ↓	Accomplished No errors in grammar, spelling or punctuation.	Proficient Few errors in grammar, spelling or punctuation.	Needs Improvement Responses lack clarity and depth and/or multiple errors in grammar, spelling or punctuation.
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Part 1	The student completed all aspects of the assignment and demonstrated knowledge and skills as indicated in the performance outcomes. (3 points)	The student completed the assignment, but did not demonstrate complete responses to each aspect of the assignment. (2 points)	The student attempted to complete the assignment, but failed to meet minimum requirements in all aspects of the assignment. (1 point)
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Part 7	The student completed all aspects of the assignment and demonstrated knowledge and skills as indicated in the performance outcomes. (3 points)	The student completed the assignment, but did not demonstrate complete responses to each aspect of the assignment. (2 points)	The student attempted to complete the assignment, but failed to meet minimum requirements in all aspects of the assignment. (1 point)
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IL 710: Professional Development Project for Faculty/Community Partnership Rubric

Use this rubric to guide your work on the Week 1 Assignment.

Tasks 	Accomplished No errors in grammar, spelling or punctuation.	Proficient Few errors in grammar, spelling or punctuation.	Needs Improvement Responses lack clarity and depth and/or multiple errors in grammar, spelling or punctuation.
Part 1	The student completed all aspects of the assignment and demonstrated knowledge and skills as indicated in the performance outcomes. (3 points)	The student completed the assignment, but did not demonstrate complete responses to each aspect of the assignment. (2 points)	The student attempted to complete the assignment, but failed to meet minimum requirements in all aspects of the assignment. (1 point)
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Part 4	The student completed all aspects of the assignment and demonstrated knowledge and skills as indicated in the performance outcomes. (3 points)	The student completed the assignment, but did not demonstrate complete responses to each aspect of the assignment. (2 points)	The student attempted to complete the assignment, but failed to meet minimum requirements in all aspects of the assignment. (1 point)

Part 5	<p>The student completed all aspects of the assignment and demonstrated knowledge and skills as indicated in the performance outcomes.</p> <p>(3 points)</p>	<p>The student completed the assignment, but did not demonstrate complete responses to each aspect of the assignment.</p> <p>(2 points)</p>	<p>The student attempted to complete the assignment, but failed to meet minimum requirements in all aspects of the assignment.</p> <p>(1 point)</p>
Part 6	<p>The student completed all aspects of the assignment and demonstrated knowledge and skills as indicated in the performance outcomes.</p> <p>(3 points)</p>	<p>The student completed the assignment, but did not demonstrate complete responses to each aspect of the assignment.</p> <p>(2 points)</p>	<p>The student attempted to complete the assignment, but failed to meet minimum requirements in all aspects of the assignment.</p> <p>(1 point)</p>
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