Wilmington University
College of Education
Course Syllabus

School and Community: Building a Shared Vision

Course Number: MED 7503

Course Title: School and Community: Building a Shared Vision

Faculty Contact: 

Term:

Required Text: (Check Bookstore for Edition) School and Community Relations by Moore, Bagin & Gallagher; Pearson, 11th ed.

Course Description: This course explores two areas of school leadership that are essential for improving student achievement: (a) developing a vision of teaching and learning that is shared by all stakeholders, and (b) school-community relationships. The course examines ways to develop, communicate, implement, and monitor/evaluate a shared vision; and examines the importance of understanding and responding to community needs, valuing diversity, striving for equal educational opportunity and equity, and improving the quality and nature of school/community interactions. Students will assess, reflect on, and improve their own interpersonal skills; explore basic principles of effective communications and public relations; and apply those skills and principles in authentic settings. The course emphasizes the school leader’s role in developing and maintaining sensitive, ethical, and open communications with and among all individuals, communities, and constituencies served by the school. It is recommended that this course be taken early in the MED School Leadership Program.

Minimum Time Requirements (in clock hours):

<table>
<thead>
<tr>
<th>Teacher Led Instruction</th>
<th>SEA</th>
<th>Fieldwork/Clinical</th>
<th>Lab</th>
<th>External Learning</th>
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</thead>
<tbody>
<tr>
<td>35</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>70</td>
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College Education Program Attributes

The manner in which we prepare educational personnel is informed by eight essential attributes:

1. ensuring that programs are knowledge-based;
2. viewing educational personnel as learners, including a focus on deconstructing past experiences as learners in coursework and field experiences and developing appropriate knowledge of the content and discourse of the disciplines to be taught;
3. contextual and cultural sensitivity;
4. facilitating inquiry and reflection, i.e., providing structured opportunities for critical reflection on and taking action in one’s daily work;
5. enabling authentic participation, collegiality and collaboration;
6. building an ongoing developmental program that allows for continuous improvement, experimentation, and professional growth;
7. ensuring that programs are standards-driven; and
8. ensuring that programs promote the effective use of technology.

Program Theory and Foundation:
Link to the Program Theory will be housed at the top of your program. This link still unavailable on COE-MED SL Web Site

Program Competencies: Masters in School Leadership Framework

Technology Standards: International Society for Technology Administrator Standards

Wilmington University Graduate Graduation Competencies: Graduate Graduation Competencies

Delaware Performance Appraisal System II: DPAS II for Administrators

American Association of School Administrators - Code of Ethics: American Association of School Administrators


Additional Course Information and Schedule of Class Activities will be posted on the course blackboard site

Assignments and Grading

1. Class Discussion, Simulation and Collaboration
2. Attending and Review Parent Organizations in Schools
3. Communications Platforms for Staff, Parents, Students and Stakeholders
4. Community Based and Politically Formed Organization as Collaborators for Administrator for Student Success
5. Structured External Assignment
Learning Outcome 1 – Innovation and Improvement Interventions (ELCC 4.2)

Learning Activities/Performance Tasks:
1. Candidates will identify innovations in the research that applied to their problem of practice.
2. Candidates collaboratively review innovative interventions for organizational improvement.
3. Candidates develop innovative strategies in improvement of curriculum and instruction.
4. Candidates generate imaginative approaches to accomplish the organization mission and continuous improvement.

Learning Outcome 2 – Communication Strategies (ELCC 4.2, 5.2)

Learning Activities/Performance Tasks:
1. Candidates assesses the accessibility of technology and media among area community groups and families and caregivers.
2. Candidates develops a plan using software and media platforms to communicate with the community.
3. Candidates display knowledge of the important concepts in articulating and communicating with community groups.
4. Candidates engages with stakeholders and makes community outreach and presence in their activities a priority.

Learning Outcome 3 – Improvement (ELCC 1.1, 4.1)

Learning Activities/Performance Tasks:
1. Candidates shares information from the Needs Assessment Plan with faculty, parents and community partners as a means of improving curriculum.
2. Candidates designs improvement through the use of community resources.
3. Candidates will identify community resources that are relevant to their Dissertation in Practice.

Learning Outcome 4 – Community (ELCC 4.4)

1. Candidates collaboratively review and analyze the cross-cultural and social resources of the community.
2. Candidates develop a needs assessment of community resources.
3. Candidates review alignment of the curriculum for improvement in instruction and student learning.
Structured External Assignment: School and Community: Building a Shared Vision

Design a family involvement and community stakeholders’ comprehensive plan including communication strategies and products developed from surveys and needs assessment that (a) identifies community resources to support family and community needs (b) identify diverse cultural, social, and intellectual community resources, with the goal to develop effective relationships with community partners and families resulting in an inclusive community partnership plan; and (c) describes the principles of self-awareness, reflective practice, transparency, innovation, and ethical behavior of the candidate’s school leadership platform; and (d) as a transformational leader, the candidate will steward a plan consistent with relevant theories to transform the school in alignment with its vision and mission in a collaborative process involving the school community and the stakeholders to ensure academic success that allows for innovation and risk taking. The overall comprehensive plan for this course should include methods for oral and written communication with timelines and techniques.

MED 7503 – School and Community: Building a Shared Vision

Rubric

<table>
<thead>
<tr>
<th>ELCC 1.1 Professional Leadership</th>
<th>Unsatisfactory</th>
<th>Emerging</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
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<tbody>
<tr>
<td>Candidates demonstrate skills required to identify and implement strategies or practices to build organizational capacity that promote continuous and sustainable school improvement; design a transformational change plan at the school-building level; and design a comprehensive, building-level professional development program.</td>
<td>Candidate develops the school vision.</td>
<td>Candidate involves selected faculty in developing the school vision.</td>
<td>Candidate involves parents and faculty in developing the school vision.</td>
<td>Candidate involves parents, faculty and community in developing and committing to the school vision in alignment with the district vision.</td>
<td>Candidate involves parents, faculty, community and other stakeholders in developing and committing to the school vision in alignment with the district vision.</td>
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<td>Candidate develops an implementing plan.</td>
<td>Candidate involves a leadership team in developing strategies for implementing an improvement plan.</td>
<td>Candidate involves parents, faculty and leadership team in developing strategies for implementing a transformational change plan.</td>
<td>Candidate involves parents, faculty and community in developing strategies for implementing a transformational change plan that encourages innovation and risk taking.</td>
<td>Candidate involves parents, faculty and community in developing strategies for implementing a transformational change plan that encourages innovation and risk taking.</td>
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<td>Candidate develops a professional development plan.</td>
<td>Candidate involves faculty and the leadership team in designing the building-level professional development plan aligned with the plan for academic success.</td>
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<th>ELCC 4.2 Professional Leadership</th>
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<tr>
<td>Candidates demonstrate skills required to identify and use diverse community resources to improve school programs.</td>
<td>Candidate uses the district office needs assessment.</td>
<td>Candidate writes a needs assessment of community resources.</td>
<td>Candidate conducts a needs assessment of community resources.</td>
<td>Candidate conducts a needs assessment of community resources and uses it to promote understanding among the faculty and district office of the various cross-cultural and social resources of the community.</td>
<td>Candidate applies the needs assessment of community resources and uses it to promote understanding among the faculty and district office of the various cross-cultural and social resources of the community.</td>
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<td>Candidate has others communicate for the school to various cultural and social groups of parents.</td>
<td>Candidate communicates with email to various cultural and social groups of parents.</td>
<td>Candidate attends various community cross-cultural and social functions.</td>
<td>Candidate engages various cross-cultural community groups.</td>
<td>Candidate engages various cross-cultural community groups.</td>
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<td>ELCC 4.4 Professional Leadership</td>
<td>Unsatisfactory</td>
<td>Emerging</td>
<td>Basic</td>
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<td>Candidates demonstrate skills required to conduct needs assessment of community partners; develop effective relationships with a variety of community partners; involve community partners in the decision-making processes at the school.</td>
<td>Candidate lacks a needs assessment.</td>
<td>Candidate selects needs assessment strategies that are accessible to the community.</td>
<td>Candidate selects needs assessment strategies that are accessible to the community and are aligned to school goals.</td>
<td>Candidate selects needs assessment strategies that are accessible to the community and are aligned to school goals including timelines.</td>
<td>Candidate selects needs assessment strategies that are accessible to the community and are aligned to school goals including timelines and are measured outcomes.</td>
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<td>Candidate carries out decision-making with identified faculty.</td>
<td>Candidate involves school parents who volunteer in decision-making.</td>
<td>Candidate involves diverse group of school parents in decision-making.</td>
<td>Candidate involves diverse community partners in decision making through an Advisory Committee.</td>
<td>Candidate involves diverse community partners in decision making through an Advisory Committee and by meeting with diverse community leaders.</td>
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<th>ELCC 5.2 Professional Leadership</th>
<th>Unsatisfactory</th>
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<th>Basic</th>
<th>Proficient</th>
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<td>Candidates demonstrate skills required to formulate a school-level leadership platform grounded in ethical standards and practices; analyze leadership decisions in terms of established ethical practices.</td>
<td>Candidate state personal notions of ethical conduct.</td>
<td>Candidate can state professional components of ethical conduct.</td>
<td>Candidate can state the professional components of ethical conduct as a self-reflective school leader.</td>
<td>Candidate can state and apply the professional components of ethical conduct as a self-reflective school leader.</td>
<td>Candidate can state and apply the professional components of ethical conduct as a self-reflective school leader.</td>
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<td>Candidate designs a leadership structure of ethical conduct.</td>
<td>Candidate designs a leadership structure that incorporates the components of ethical conduct.</td>
<td>Candidate designs a leadership structure that incorporates transparency and the components of ethical conduct.</td>
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<td>Candidate designs a leadership structure that incorporates transparency and the components of ethical conduct.</td>
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<td>Candidate reviews the leadership structure in the context of ethical standards.</td>
<td>Candidate analyzes the leadership structure in the context of ethical standards.</td>
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College of Education Attendance Policy:

In the College of Education, faculty must approve all requests for absences that are exceptions to the University policy. Vacations are not considered legitimate reasons for missing classes. Faculty must be contacted prior to class in all cases except valid emergencies. Failure to obtain approval for exceptions may result in lowering the final passing grade or assigning a FA (failure due to absence).

Students who have registered for a course and never attended the class at all will receive a grade of NA (never attended). Early departures and late arrivals will be cumulative toward class absences. It is the student's responsibility to obtain and complete assignments on the due dates. Students who register and enter the course on the drop/add date have four days to complete the first week's assignments.

Course Materials and Reading List: Optional References


Zhao, Y. (2009). Catching up or leading the way. Alexandria. VA: ASCD.

Understanding Learning – Links –

Rethinking Leadership: The Changing Role of Principal Supervisors (October 2013). Corcoran, Michael Casserly, A., Price-Baugh, R., Walston, D., Hall, R. & Simon, C. looks at the six districts participating in The Wallace Foundation’s Principal Pipeline Initiative. Part I presents a description of the organizational structure and general features of the various principal supervisory systems, including
the roles, selection, staffing, professional development, and evaluation of principal supervisors, as well as the preparation, selection, support, and evaluation of principals. Part II provides recommendations for building more effective principal supervisors. Based on the survey results and observations from the site visits, these recommendations identify those structures and practices that are most likely to result in stronger school leaders and higher student achievement.

**Districts Matter: Cultivating the Principals Urban Schools Need** (February 2013): The Wallace Foundation distills insights from school leadership projects and major studies supported by the foundation since 2000 to highlight key district actions to boost school leadership, including drawing up meaningful job descriptions and mentoring novice principals.

**The School Principal as Leader: Guiding Schools to Better Teaching and Learning** (January 2013): This Wallace Perspective summarizes a decade of foundation research and work in school leadership to identify what it is that effective school principals do. It concludes that they carry out five key actions particularly well, including shaping a vision of academic success for all students and cultivating leadership in others.

**The Making of a Principal: Five Lessons in Leadership Training** (June 2012): This report draws on a decade of work by the Wallace Foundation and identifies ways that pre-service and in-service training can be enhanced to further develop strong leadership in every school. This report focuses on candidate selection, emphasizing instructional leadership, and including high quality mentoring and individualized professional development.

**How Leadership Influences Student Learning** (2004): This Wallace Foundation report shows that leadership is second only to teaching among school influences on student success, and its impact is greatest in schools with the greatest need, according to this landmark examination of the evidence on school leadership.

**Articles**


School districts are experimenting with several strategies to build up the role of principals’ managers in the central office as a means to improve principal effectiveness and provide instructional support. http://www.wallacefoundation.org/knowledge-center/school-leadership/district-policy-and-practice/Documents/Beyond-Buses-Boilers-and-Books.pdf


Despite tight budgets, Denver Public Schools has hired more people to coach and evaluate leaders. Here’s how the district did it. http://www.wallacefoundation.org/knowledge-center/school-leadership/district-policy-and-practice/Documents/Make-Room-for-the-Principal-Supervisors.pdf


This articles argues for principal training programs that are selective, comprehensive and support principals beyond their graduation dates. http://www.wallacefoundation.org/knowledge-center/school-leadership/principal-training/Documents/Strength-Training-Aspiring-Principals-Need-Fortified-Programs-to-Prepare-Them-for-the-Challenges-They-Face.pdf


Six school districts are participating in an initiative funded by The Wallace Foundation to ensure that a large corps of school leaders is properly trained, hired, and developed on the job. http://www.wallacefoundation.org/knowledge-center/school-leadership/district-policy-and-practice/Documents/Principals-in-the-Pipeline.pdf


**The Role of Nonacademic Outcomes: Boston Public Schools Share the Importance of Social-emotional Learning on Student Achievement**, Daniel Brown, May 2017

**Videos**

*A Bold Move to Better Prepare Principals: The Illinois Story* (October 2016). This is a four-part video series that explores Illinois' actions to revamp the way school principals are prepared. The series begins with the tale of how the state of Illinois and its partners, including universities, districts and teachers' unions, accomplished this change. Two of the videos profile exemplary preparation programs at the University of Illinois at Chicago and New Leaders Chicago, which helped to inspire the higher standards and whose graduates effectively lead Chicago public schools. The final video features Chicago principals who describe how their training programs prepared them for the real demands of their jobs.

**State Policy to Develop Excellent Principals: A Washington Brief** (2015). How can state policy improve the effectiveness of school principals? Educators, including New York State’s commissioner of education gathered in Washington, D.C., on November 3, 2015, to discuss a major Wallace Foundation report that seeks to answer that question. Keynote speaker Paul Manna, professor of government and public policy at the College of William & Mary and the author of the report, *Developing Excellent School Principals to Advance Teaching and Learning: Considerations for State Policy*, summarized key findings from his research. He described three matters policymakers must understand before taking action: principals’ place on their state’s policy agenda; six possible levers that could trigger change; and their state’s unique context, including the ways in which key education-related institutions interact.

**School Leadership in Action: Principal Practices** (2015). This video series follows 10 principals in four metropolitan areas through their workdays, showing how they use five practices of effective school leadership to improve teaching and learning in their classrooms. The practices, described in *The School Principal as Leader*, are based on more than a decade of Wallace-supported research to identify what successful principals do.

**Six Superintendents’ Experiences Building Principal Pipelines** (2015). Six large school districts have been participating since 2011 in The Wallace Foundation’s Principal Pipeline Initiative, a six-year effort to train, hire and support talented principals. In this series of eight videos, the superintendents of these districts discuss details of their effort, lessons they have learned and advice they can offer to other districts. Many of the experiences they recount are detailed in a January 2015 report about the initiative, one in a series by independent researchers evaluating the effort.
The Principal Story Learning Guide. (May 2014). This web-based professional learning guide uses excerpts from the award-winning PBS documentary film, The Principal Story, to illustrate the five practices. The guide is intended to help those who prepare and support aspiring and current principals probe these essential practices. Use this facilitator guide to explore options for using these tools.

Wallace Foundation Videos: “Great School Leadership in Action.” (April 2013). These videos ask, “What makes for an effective principal?” And they answer: Five practices, done well. Listen as 13 school leaders talk about how they have put those practices to work. Identified by local administrators for their efforts to boost teaching and learning, often under difficult circumstances, the principals come from districts receiving Wallace Foundation grants to improve school leadership.

THE PRINCIPAL STORY (September 2009) – a critically-acclaimed PBS documentary that follows two school leaders determined to make successes of the difficult schools they lead – with specially-prepared materials to help users promote excellence among principals. Videos and conversation guides can be used by principals, state or district officials, policymakers and concerned parents.

For additional resources from the Wallace Foundation, visit their website.

In This Section

- Online Professional Development
- On-Site Learning
- Conferences
- Center for Principal Leadership
- Assistant Principal Leadership Center
- The Wallace Foundation Resources
- LFA College and Career Readiness Tools

American Express Principals Path to Leadership