



RHODE ISLAND COLLEGE
FEINSTEIN SCHOOL OF EDUCATION & HUMAN DEVELOPMENT
Department of Counseling, Educational Leadership & School Psychology
Syllabus of Record

LEAD 503 (1 Credit): Building Connections in Diverse Contexts

| LEAD 503 Faculty 2008 - 2010 | | | |
|------------------------------|-------------------|-----------|-------|
| | Page, Tyler | Full time | Ed.D. |
| | Kunkel, Christine | Full time | Ph.D. |

Prerequisites:

Admission to the M.Ed. in educational leadership program, concurrent registration with LEAD 502

Course description:

Communication, organization, and collaboration skills in diverse contexts are developed. A 50-hour field experience in an urban family- or youth-serving agency or school in is required.

Relationship of This Course to the Professional Program:

Educational leaders must promote the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. The purpose of this course, therefore, is extend learning gained in LEAD 502 and to offer students the opportunity to apply and hone their developing communication, organization, and collaboration skills in a real setting.

Relationship to Knowledge Base and FSEHD:

Good educational leaders follow a model that entails planning, actions and reflection. This is referred to as the PAR acronym. The instructor of this course follows this model while examining current trends in communication and collaboration in diverse contexts. Candidates are active participants in the learning process by participating in a community-based internship and then by presenting ideas to influence previously held concepts in the cohort gathering. Candidates complete projects while completing their internship and engage in self-evaluation throughout the course.

Course Goal:

The primary goal of LEAD 503 – **Building Connections in Diverse Contexts** is to address school-community relations from a dual perspective by actively participating in projects in the community, while examining the professional literature and participating in reflective projects in the classroom.

Required Text:

Epstein, J., Sanders, M., Sheldon, S., Simon, B., Salinas, K., Jansorn, N., Van Voorhis, F., Martin, C., Thomas, B., Greenfeld, M., Hutchins, D., Williams, K. (2009). *School, Family, and Community Partnerships: Your Handbook for Action, Second Edition*. Thousand Oaks, CA: Corwin Press.

Course Outcomes

By the end of this course, students will be able to:

| Course Objectives | Conceptual Framework | ISLLC/ELCC Standards |
|---|---------------------------------|----------------------|
| 1. Work with school and agency personnel develop/revise a plan to reduce dropouts or bring back those who have dropped out. | Knowledge 1, 4 Practice 3, 4 | 3 |
| 2. Critique school committee policy on collaboration/partnership. | Knowledge 1, 2 Practice 1 | 3 |
| 3. Develop/revise an improvement plan for the school inclusive of details on stakeholder roles in the development, implementation, and evaluation of the plan. | Knowledge 1, 3 Practice 1, 3 | 3 |
| 4. Organize and conduct meetings with stakeholder groups. | Knowledge 1, 4 Practice 3, 4 | 4 |
| 5. Utilize presentation software. | Practice 2 | 4 |
| 6. Interact with parents and other stakeholders in ways that enhance their support for the school. | Practice 3, 4 | 4 |
| 7. Use technology: public information and research-based knowledge of issues and trends to collaborate with families and community members. | Practice 4 | 4 |
| 8. Develop positive attitudes toward the role of external agencies and groups that influence education and toward educational leadership in a culturally diverse society. | Knowledge 2 Practice 3 | 6 |
| 9. Identify models and roles of partnerships between and among schools, colleges, universities, businesses, and community groups. | Knowledge 1, 3, 4 | 6 |

Methodology

The class will be conducted as a graduate seminar, blending individual, small group, and whole class activities using multiple avenues of information gathering and communication. The development of the course is based on the notion that learning is something people do and knowledge is gained by doing – not something passively received. The perspective of this course is that adults learn best when they can:

- Influence and participate in meaningful decision-making;
- Focus on problems relevant to practice;
- Use their own, rich experiential backgrounds;
- Build strong relationships with peers;
- Exercise some control over both the content and process of learning; and
- Influence activities and topic/format of discussions.

Course Requirements

| Assignments | Course Outcomes | Conceptual Framework | ISLLC/ELCC Standards |
|---|-----------------|-------------------------------------|----------------------|
| <u>Class Participation</u> : When class meets, students are expected to attend each class meeting, arrive on time, and participate positively in class activities and discussions. This means candidates are to show respect for others by listening attentively while others speak, not dominating class discussions, and avoiding disruptions (cell phones, arriving late, etc.). The participation grade will also take into consideration each candidate's efforts in completing in-class activities. | 1-9 | Knowledge 3 4 Practice 3, 4 | |
| Develop/revise a plan to reduce dropouts or bring back those who have dropped out. | 1,4,9 | Knowledge 1, 2 Practice, 1, 2, 3 | 3,4,6 |
| Critique school committee policy on collaboration/partnership | 2,9 | Practice 1, 3 | 3,4,6 |
| Develop/revise an improvement plan for the school inclusive of details on stakeholder roles in the development, implementation, & evaluation of the plan | 3,6 | Practice 1, 3 | 3,4,6 |
| School-community relations review: Review the school-community efforts of a school building or district. This review should include gathering information from personal knowledge, interviews with school district employees and community members, gathering examples of available documents, and other methods. The review should identify social and economic groups within the community and discuss existing efforts to reach each group. Information should be gathered and described concerning the general make up of the community and any unique aspects that could help or hinder a community relations program. A major part of the review must be an analysis of the strengths, needs, completeness, and effectiveness of the efforts and methods currently in place. | 3,8,9 | Knowledge 2, 3 Practice 1, 3 | 3,4,6 |

Course Evaluation

| Assignment | Points |
|--|------------|
| Class Attendance | 10 |
| Class participation | 10 |
| Dropout Reduction Plan | 10 |
| Policy Critique | 15 |
| Improvement Plan | 15 |
| Reflection: School-Community Relations Review | 20 |
| <u>50 hour practicum</u> | <u>20</u> |
| Total | 100 points |

Course Grading

A = 100-94 points
A- = 90-93 points

B+ = 87-89 points
B = 84-86 points
B- = 80-83 points

C+ = 77-79 points
C = 74-76 points
C- = 70-73 points

D = 65-69 points
F = 64 and below

Communication

Students are expected to use their RIC email accounts. If you haven't signed up, or are unclear about how to sync with your regular email, take time to access ASAP.

Accommodations

Rhode Island College is committed to making reasonable efforts to assist individuals with documented disabilities. If you are seeking reasonable classroom accommodations under the ADA of 1990 and/or Section 504 of the Rehabilitation Act of 1973, you are required to register with Disability Services in the Student Life Office (Craig-Lee 127, 456-8061). To receive accommodations for this class, please obtain the Request for Reasonable Accommodations forms and meet with me at the beginning of the semester.

Academic Honesty Statement

Students in this course are expected to abide by the principles of academic honesty. Students who willfully violate these principles (e.g., by cheating on examinations and assignments, plagiarizing, altering or changing records, etc.) cheat themselves, destroy any presumption of personal integrity, and degrade the value of education. It is especially important that all students understand the nature of plagiarism, for their written work will be judged rigorously for honesty. There are various forms of plagiarism of which the following are most common:

- 1. Word-for-word plagiarism:** This includes (a) the submission of another student's work as one's own; (b) the submission of work from any source whatever (book, magazine or newspaper article, unpublished paper or thesis) without proper acknowledgement by footnote or reference within the text of the paper; (c) the submission of any part of another's work within your paper use of quotation marks.
- 2. Patchwork plagiarism:** This consists of a piecing together of unacknowledged phrases and sentences quoted verbatim (or nearly verbatim) from a variety of sources. The mere reshuffling of other people's words does not constitute original work.
- 3. Unacknowledged paraphrase:** It is perfectly legitimate to set forth another author's facts or ideas in one's own words, but if one is genuinely indebted to the other author for these facts or ideas, the debt must be acknowledged by footnote or reference with the text of the paper.
- 4. Many facts, ideas, and expressions are common property and need not be acknowledged,** (e.g., the fact that the Declaration of Independence was signed in 1776; the idea that universal public education is essential to the survival of democratic institutions; such proverbial expressions as "A rolling stone gathers no moss," or "New York-It's a great place to visit, but I wouldn't want to live there"), to acknowledge indebtedness.

(Note: The above paragraphs are based largely on the *Harbrace Guide to the Library and Research Paper* (1973, p. 39). It is especially important that all students understand the nature of plagiarism; for further explanation see the *Harbrace, Guide to the Library and Research Paper*, Student Handbook, p. 35.)

- 5. Self-plagiarism:** Unauthorized multiple submissions of work for credit is a form of academic dishonesty. It occurs when a student, who has not been given permission to do so, submits for academic credit work that is the same or

substantially the same as work that has been submitted for credit in another course. Many professors allow re-working or building on prior work; however, multiple submissions are permitted only with the prior permission of the instructor(s), and only when the student acknowledges the multiple submission in the work itself. *Adopted by the Rhode Island College Council, spring 2006.*

A student who commits academic dishonesty will incur one of the following penalties depending on the severity of the infraction:

1. A low or failing grade on the assignment in which the offense occurred.
2. An additional assignment.
3. Reduction of the final grade up to and including course failure
4. Any combination of the above.

Students who willfully violate the principles of academic honesty (e.g., through cheating on examinations or assignments, plagiarism [see below], altering or changing records, etc) are subject to consequences ranging from an effect on their grade to academic probation or expulsion depending on the seriousness of the act. Any student accused of academic dishonesty may appeal to the Board of College Discipline.

LEAD 503 SCHOOL-COMMUNITY RELATIONS REVIEW RUBRIC

| Criteria | EXCEEDS STANDARD | ↔ | MEETS STANDARD | ↔ | BELOW STANDARD |
|---|--|---|--|---|---|
| Focus: (Knowledge, Practice, Diversity) | Excels in responding to assignment. Thoroughly addresses required components of assignment: <ul style="list-style-type: none"> • gathers information from personal knowledge, interviews with school district employees and community members • gathers examples of available documents, and other methods. • identifies social and economic groups within the community • discusses existing efforts to reach each group • addresses general make up of the community and any unique aspects that could help or hinder a community relations program. • Analyzes the strengths, needs, completeness, and effectiveness of the efforts and methods currently in place. (4 points) | ↔ | Responds appropriately to assignment overall, but addresses 1-2 required components superficially or incompletely or fails to address 1 component. (2 points) | ↔ | Does not respond appropriately to the assignment. Addresses 4 or more required components superficially or incompletely or fails to address 3 or more required components. (0 points) |
| Content:** ISLLC Standard 3: Management (Knowledge, Practice, Diversity, Professionalism) | Performance provides <u>clear, compelling and consistent evidence</u> of growth in ability to promote the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, an effective learning environment. (2 points) | ↔ | Performance provides <u>clear and consistent evidence</u> of growth in ability to promote the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. (1 point) | ↔ | Performance provides <u>limited evidence</u> of growth in ability to promote the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. (0 point) |
| ISLLC Standard 4: Collaboration with Families and the Community (Knowledge, Practice, Diversity, Professionalism) | Performance provides <u>clear, compelling and consistent evidence</u> of the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources. (2 points) | ↔ | Performance provides <u>evidence</u> of the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources. (1 Point) | ↔ | Performance provides <u>limited evidence</u> of growth in ability to promote the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. (0 points) |

| | | | | | |
|---|--|--|---|--|---|
| ISLLC Standard #6: The Political, Social, Economic, Legal, and Cultural Context. (Knowledge, Practice, Diversity, Professionalism) | Performance provides <u>clear, compelling and consistent evidence</u> of growth in ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. (3 points) | | Performance provides <u>evidence</u> of the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. (2 Point) | | Performance provides <u>limited to no evidence</u> of the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. (1 point) |
| Ideas (Practice) | Interesting, demonstrates sophistication of thought. Central ideas are clearly communicated, worth developing; limited enough to be manageable. Paper recognizes some complexity of its thesis: may acknowledge its contradictions, qualifications, or limits and follow out their logical implications. Understands and critically evaluates its sources, appropriately limits and defines terms. (3 points) | | Clearly states central ideas, but may have minor lapses in development. Begins to acknowledge the complexity of central ideas and the possibility of other points of view. Shows careful reading of sources, but may not evaluate them critically. Attempts to define terms, not always successfully. (2 points) | | Ideas may be too vague or obvious to be developed effectively. Paper may misunderstand sources. (0 points) |
| Support (Knowledge, Practice) | Uses evidence appropriately and effectively, providing sufficient evidence and explanation to convince. (2 points) | | Begins to offer reasons to support its points, perhaps using varied kinds of evidence. Begins to interpret the evidence and explain connections between evidence and main ideas. Its examples bear some relevance. (1 point) | | Depends on cliches or overgeneralizations for support, or offers little evidence of any kind. May be personal narrative rather than essay, or summary rather than analysis. (0 points) |
| Organization and coherence (Practice) | Uses a logical structure appropriate to paper's subject, purpose, audience, thesis, and disciplinary field. Sophisticated transitional sentences often develop one idea from the previous one or identify their logical relations. It guides the reader through the chain of reasoning or progression of ideas. (2 points) | | Shows a logical progression of ideas and uses fairly sophisticated transitional devices; e.g., may move from least to more important idea. Some logical links may be faulty, but each paragraph clearly relates to paper's central idea. (1 point) | | May have random organization, lacking internal paragraph coherence and using few or inappropriate transitions. Paragraphs may lack topic sentences or main ideas, or may be too general or too specific to be effective. Paragraphs may not all relate to paper's thesis. (0 points) |
| Conventions (Practice) | Completely free from spelling, punctuation, and grammatical errors. Correct APA style adhered to when appropriate. (2 points) | | Completely free from spelling, punctuation, and grammatical errors. Two or fewer errors in APA style. (1 point) | | Text contains 3 or more errors in spelling, punctuation, or grammar AND/OR 5 or more errors in APA style. (0 points) |

TOTAL: _____/20