COLORADO STATE UNIVERSITY — GLOBAL —

EDL560: EXTERNAL DEVELOPMENT LEADERSHIP

Credit Hours: 3

Contact Hours: This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 14-20 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

Faculty Information: Faculty contact information and office hours can be found on the faculty profile page.

COURSE DESCRIPTION AND OUTCOMES

Course Description:

This course investigates external development as it relates to school leadership standards. Students learn to effectively design structures and processes that result in community engagement, support, and ownership with a focus on proactively creating opportunities for parents, community leaders, and business representatives to participate. This course will demonstrate the importance of community building and school stakeholders whose investments of resources and good will provide continuous support.

Course Overview:

In EDL560, you will focus on building relationships with family and the local school community. Assignments will focus on developing practical materials that will help both teachers and administrative staff better engage with school families and community members. In this course, you will reflect on personal experience and present practices within your school setting related to community/school engagement. Using these experiences and practices, you will form a deeper understanding of how healthy relationships between the school and its families and community stakeholders positively impact student achievement.

Course Learning Outcomes:

1. Create opportunities to engage in community involvement and outreach.
2. Negotiate relationships with key community stakeholders and agencies.
3. Propose opportunities for all students to be successful and workforce ready.
4. Collect fiscal, intellectual and human resources from the community that support the 21st century learning agenda of the school.
5. Manage relationships with individuals and groups to support specific aspects of the learning improvement agenda and to serve as a source of general good will.

Principal Quality Standards	
Standard I: **Principals demonstrate organizational leadership by strategically developing a vision and mission, leading change, enhancing the capacity of personnel, distributing resources, and aligning systems of communication for continuous school improvement.**	**Assignment Implementation Evidence Examples**
ELEMENT D: Shared and Collaborative Leadership Principals create and utilize systems to share leadership and support collaborative efforts throughout the school	Examples of artifacts that may be used as evidence of assignment implementation 1. Student perceptions 2. Parent/guardian perceptions 3. Stakeholder perceptions 4. Perceptions of other administrators about the principal's professional performance 5. Evidence of team development 6. Communications plans 7. Unified Improvement Plan 8. Teacher Turnover Rates 9. Supervisor feedback 10. School vision, mission, and goals
ELEMENT E: Communicate with Stakeholders Principals facilitate the design and use of a variety of communication strategies with all stakeholders.	
Standard II: **Principals demonstrate inclusive leadership practices that foster a positive school culture and promote safety and equity for all students, staff, and community.**	
ELEMENT A: Professional School Environment Principals create a professional school environment and foster relationships that promote staff and student success and well-being.	
ELEMENT B: Orderly and Safe Environment Principals ensure that the school provides an orderly and supportive environment that fosters a sense of safety and well-being	
ELEMENT E: Engage Parents and Communities Principals design and/or utilize structures and processes which result in family and community engagement and support.	
Standard IV: **Principals demonstrate professionalism through ethical conduct, reflection, and external leadership.**	
ELEMENT A: Professional Conduct Principals demonstrate high standards for professional conduct.	
ELEMENT C: Partnerships with Community Stakeholders Principals build and sustain productive partnerships with key community stakeholders, including public and private sectors, to promote school improvement, student learning, and student well-being.	

PARTICIPATION & ATTENDANCE

Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

COURSE MATERIALS

Required:
Bambrick-Santoyo, P. & Lemov, D. (2018). *Leverage Leadership 2.0*. San Francisco, CA: Jossey-Bass
ISBN-13: 9781119496595

Suggested:
None
NOTE: All non-textbook required readings and materials necessary to complete assignments, discussions, and/or supplemental or required exercises are provided within the course itself. Please read through each course module carefully.

COURSE SCHEDULE

Due Dates
The Academic Week at CSU-Global begins on Monday and ends the following Sunday.
- **Discussion Boards:** The original post must be completed by Thursday at 11:59 p.m. MT and peer responses posted by Sunday at 11:59 p.m. MT. Late posts may not be awarded points.
- **Critical Thinking:** Assignments are due Sunday at 11:59 p.m. MT.

WEEKLY READING AND ASSIGNMENT DETAILS

Module 1

Readings
- Daniel, J. (2017). Strong collaborative relationships for strong community schools. *National Education Policy Center*.
- Fletcher, M. (2016). Making space for collaboration and leadership: The role of program staff in successful family engagement initiatives. *Voices In Urban Education*, (44), 14-22.

Discussion (25 points)

Your submission should address Standard 2, Element d and Standard 4, Element c.

Critical Thinking (75 points)
Create a *Parental Involvement Plan* for the school in which you are serving. Write a short paragraph for each of the following areas regarding what your school is currently doing to meet each of the following areas of parental involvement, or, if you aren't meeting any of these areas, what you could to do meet the expectations of the following parental involvement areas?

Area 1: Parent Support for Classroom Instruction

Employ various communication strategies used to provide additional information to parents and to increase parental involvement in supporting classroom instruction.

Area 2: Parent Meetings, Conferences, and Activities

Plan parent meetings, conferences, and activities regularly throughout the year, providing flexible meeting times to increase parental involvement and build staff and parent capacity to engage in these types of efforts:

Area 3: Parent Volunteer Opportunities

Provide information to parents about volunteer opportunities in your school.

Area 4: School-Parent Compact

Work with parents to create a School-Parent-Compact.

Area 5: Parental Involvement in Decision-Making

Provide opportunities for parents to be involved in the development, implementation, and evaluation of the schoolwide school improvement plan to engage them in the decision-making processes regarding your school.

Area 6: Parent Resources

Outline the various resources your school feels would be important for parents to have.

Area 7: Parent Interest Survey

Use the parent interest surveys to select, plan and implement parental involvement activities that will be offered throughout the year.

Note: If your school does not use parent interest surveys, how could they be implemented to provide direction for future parental involvement activities in your setting?

Your plan should be at least 2-3 pages in length. Ensure it is well written, thoroughly detailed, and addresses each of the areas listed above. Any cited material should be formatted per the CSU-Global Guide to Writing and APA.

Your submission should address Standard 1, Element e and Standard 2, Element e and Standard 4, Element c.

Module 2

Readings

- Oakes, J., Maier, A., & Daniel, J. (2017). Community schools: An evidence-based strategy for equitable school improvement. *National Education Policy Center*.
- Fox, S. (2017). Mass imagineering: Combining human imagination and automated engineering from early education to digital afterlife. *Technology in Society*, *51*, 163-171.
- Bennett, K. (2014). Families matter. [blog] *Teaching Channel.*

Discussion (25 points)

Your submission should address Standard 2, Element d and Standard 4, Element c.

Critical Thinking (75 points)

Today's students and parents engage in electronic forms of communication for their daily interactions with friends, family, and their larger social networks. Your school may use email, websites, blogs, text messaging, and public social media networks such as Twitter, Facebook, and others to communicate with similar groups. Whereas these forms of communications are dynamic, mobile, and quickly reach their audience through technologies that have become an integral part of our online lives, they may, in some circumstances, not meet the public and professional standards for communicating with students and parents.

For this assignment create an *Expectations for K-12 Communicating Electronically Plan* for your school. The expectations outlined in this plan are designed for the purpose of

1. Protecting the students, staff, and the District;
2. Raising awareness of acceptable ways to use electronic communication tools when communicating with students and parents; and
3. Raising awareness of the positive and negative outcomes that may result in using these tools with students and parents.

The plan should address a set of expectations that all members of your school's community can adhere to when communicating with students and parents electronically.

Additionally, please include the following elements as Appendices to your plan:

> Your School's or District's Acceptable Use Policy
>
> Social Media used or allowed in your school: (Facebook, Twitter, LinkedIn, YouTube)

Your plan should be at least 2-3 pages in length (excluding the AUP and list of social media resources allowed). Your plan should reflect graduate-level writing and adhere to the CSU-Global Guide to Writing and APA.

Your submission should address Standard 1, Element e and Standard 2, Element a, b and e and Standard 4, Element c.

Module 3

Readings

- Minkel, J. (2017). Welcome families by focusing on strengths. *Educational Leadership, 75*(1), 71-74.
- Schultz, T. R., Sreckovic, M. A., Able, H., & White, T. (2016). Parent-teacher collaboration: Teacher perceptions of what is needed to support students with ASD in the inclusive classroom. *Education and Training in Autism and Developmental Disabilities, 51*(4), 344-354.

Discussion (25 points)

Your submission should address Standard 2, Element a, b, c and d.

Critical Thinking (75 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Your submission should address Standard 1, Element e and Standard 2, Element a and e and Standard 4, Element c.

Option #1: Family Fun Night: A Planning Guide

Create a 2-3 page Planning Guide to help you organize a PTA activity in which your school would sponsor a "Family Fun Night". This would be an activity where parents would come to the school with their children and receive instruction from your staff in appropriate family and home activities to increase the learning and social interaction of the students served by your school. Include CLD, SPED, and G&T needs as you plan your activity.

In your planning guide, include at a minimum:

Who (in general terms, not specific names) would you invite to participate in the planning of this event? Address the operational factors related to preparing for this event: securing space in the building, budgeting for food and materials, and marketing, for example.

At least ten activities you would create for the parents and families who participated in your educational evening. Articulate why you selected the activities you did and explain how each is designed to learning and social interaction of the students served by the school.

The following website presents some great "family fun" ideas that you might present to parents at your event: http://www.sheknows.com/parenting/articles/842477/50-family-fun-night-ideas-for-families .

Option #2: Post-Secondary Family Fun Night: A Planning Guide Plan a Post-Secondary planning night for your school. In your planning guide, include at a minimum:

Who (in general terms, not specific names) would you invite to participate in the planning of this event? Include representatives from universities and colleges, Military, Career and Technical schools, workforce centers

Address the operational factors related to preparing for this event: securing space in the building, budgeting for food (if you plan to offer food) and materials, and marketing, for example.

Plan what stations or activities would be included in this evening- how can you involve parents and students to get a well-rounded idea of options available.

Check out these resources for ideas:
http://www.memphiscollegenight.com/
http://www.gotocollegefairs.com/
http://www.asvabprogram.com/

Your planning guide should be 2-3 pages, reflect graduate-level writing and adhere to the CSU-Global Guide to Writing and APA. This should not be in a traditional paper format; make this a true guide or template that you fill out for the purpose of this assignment but that you could also clear and reuse as a template for planning future events.

Module 4

Readings

- Davidson, K., & Case, M. (2018). Building trust, elevating voices, and sharing power in family partnership. *Phi Delta Kappan, 99(*6), 49-53.
- McQuiggan, M., Megra, M., Grady, S., (2017). Parent and family involvement in education: Results from the national household education surveys program of 2016. *National Center for Education Statistics.*

Discussion (25 points)

Your submission should address Standard 2, Element c and d.

Critical Thinking (75 points)

Create a "New to Our School?" Family Orientation Guide to help orient new families to your school.
Include at a minimum:
      Calendar or overview of annual events
      How to volunteer
      How to get involved with your school's PTA.
      School history
      School procedures
      School communications

If your school or district has a similar welcome guide in place already, you may incorporate portions of it, but also work to ensure it is updated, clear, and the best presentation of the information. Also, remember that this is not meant to articular or formulate school district policy, but simply outline school practice and welcome/orient new families to your district. It should be welcoming in tone and easy to navigate and understand. It should also be broad enough to capture all constituents (CLD, SPED, 504's etc.).

Your guide should be at least 2-3 pages in length, reflect graduate-level writing, and adhere to the CSU-Global Guide to Writing and APA.

Your submission should address Standard 1, Element e and Standard 2, Element e and Standard 4, Element c.

Module 5

Readings
- Min, M., Anderson, J. A., & Chen, M. (2017). What do we know about full-service community schools? Integrative Research Review with NVivo. *School Community Journal*, *27*(1), 29-54.

Discussion (25 points)
Your submission should address Standard 1, Element e.

Critical Thinking Meeting Agenda (75 points)
Create an agenda for a multi-agency (health, social, and family services) meeting in which you will be addressing the collective needs of two students, including one student who receives special education services whom you serve in your school. Create sections of the agenda that will allow you to address the following topics:

    Supporting Family Engagement in Multi-Agency Planning
    School Health
    Family and Social Strategies that can Support Family Engagement in Case Planning

Your agenda should be at least 1 page in length, well organized, and well written.

Your submission should address Standard 1, Element e and Standard 2, Element a and e and Standard 4, Element c

Module 6

Readings
- Anderson, S., & Gurnee, A. (2016). Home-grown citizens. *Educational Leadership, 73*(6), 72-75.
- Francis, G. L., Hill, C., Blue-Banning, M., Turnbull, A. P., & Haines, S. J. (2016). Culture in inclusive schools: Parental perspectives on trusting family-professional partnerships. *Education and Training in Autism and Developmental Disabilities, 51*(3), 281-293.

Discussion (25 points)
Your submission should address Standard 4, Element c

Critical Thinking (75 points)
You have been assigned by your district to provide professional development for newly hired teachers in your district at the beginning of the year's induction activities. Your topic is "Starting the Year off Right: Effective Communications with Parents."

What would you do to help prepare teachers for effective parent/teacher conferences and for other ways to communicate effectively with parents to help provide the best quality education for their children? Create a guide around communication expectations and best practices that you would provide for these new teachers.

Your plan should be at least 2-3 pages in length, reflect graduate-level writing, and adhere to the CSU-Global Guide to Writing and APA.

Your submission should address Standard 1, Element e and Standard 2, Element a and e and Standard 4, Element c

Module 7

Readings

- Garbacz, S. A., McIntosh, K., Eagle, J. W., Dowd-Eagle, S. E., Hirano, K. A., & Ruppert, T. (2016). Family engagement within schoolwide positive behavioral interventions and supports. *Preventing School Failure*, *60*(1), 60-69. doi:10.1080/1045988X.2014.976809
- Noel, A., Stark, P., Redford, J., (2015). Parent and family involvement in education, from the national household education surveys program of 2012. *First Look National Center for Education Statistics*. NCES 2013-028. Rev.

Discussion (25 points)
Your submission should address Standard 1, Element e and Standard 4, Element c

Module 8

Readings

- Guernsey, L., & Levine, M. H. (2017). How to bring early learning and family engagement to a digital age. Retrieved from https://joanganzcooneycenter.org/wp-content/uploads/2017/04/digital_age.pdf
- Donohue, C. (n. d.). Family engagement in the digital age: Early childhood educators as media mentors. Retrieved from https://joanganzcooneycenter.org/wp-content/uploads/2017/04/digital_age.pdf
- Pelco, L. E. (2017). Different tools for different tasks: Strategies for assessing student learning from civic engagement at the student, program, and institutional levels.

Discussion (25 points)
Your submission should address Standard 2, Element d and Standard 4, Element a and c.

Portfolio Project (325 points)
For your final Portfolio Project, you will create a Google+ Community to which you can invite other education professionals. This community can serve as a Professional Learning Network (PLN) associated with external development leadership skills you have acquired as a part of your experiences in this course. This Community will be an important component to address your school's efforts to interact and support parents, school families, and the wider local community. This approach to a PLN also provides the transparency required of all collaborative organizations. An additional benefit of this will be the availability of this Community to superintendents who may be interested in hiring you as a principal. So, while this is project is part of this course specifically, the intent is that you can take it with you upon completion of this course and program.

Include in your Google+ Community, as a minimum, the following items:
- Parental Involvement Plan
- Expectations for K-12 Communicating Electronically Plan
- PTA Activity Planning Guide
- "New to our School?" Family Orientation Guide
- Multi-Agency (School, Health, Social and Family Services) Agenda
- Professional Development Training Plan

You may use any materials you have created in the Critical Thinking Assignments in this course as a part of this Portfolio Project. Be sure to integrate instructor feedback and make edits and revisions as appropriate! Invite your EDL560 course instructor to be a member of your Community so it may be reviewed.

Your submission should address Standard 1, Element d and e and Standard 2, Element a and e and Standard 4, Element c

Course Grading

20% Discussion Participation
45% Critical Thinking Assignments
33% Final Portfolio Project
2% Taskstream Assignment

Grading Scale	
A	95.0 – 100
A-	90.0 – 94.9
B+	86.7 – 89.9
B	83.3 – 86.6
B-	80.0 – 83.2
C+	75.0 – 79.9
C	70.0 – 74.9
D	60.0 – 69.9
F	59.9 or below

IN-CLASSROOM POLICIES

For information on late work and incomplete grade policies, please refer to our **In-Classroom Student Policies and Guidelines** or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

Academic Integrity
Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /repurposing your own work (see CSU-Global Guide to Writing & APA for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and internet resources.

Citing Sources with APA Style
All students are expected to follow the CSU-Global Guide to Writing & APA when citing in APA (based on the most recent APA style manual) for all assignments. A link to this guide should also be provided within most assignment descriptions in your course.

Disability Services Statement
CSU-Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at 720-279-0650 and/or email ada@CSUGlobal.edu for additional information to coordinate reasonable accommodations for students with documented disabilities.

Netiquette
Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults, or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom. If you have concerns about something that has been said, please let your instructor know.