EDLD 6342- Community Leadership & Development

Steven M. Brown, PhD  
Associate Professor  
Educational Leadership

Office: FC-211  
steven.brown@tamucc.edu  
drstevenmbrown@gmail.com

262-813-0144  
(Text Messaging)

Spring 2015 Semester  
Location: BH 202  
Wednesday, 7:00 p.m. – 9:30 p.m.

Class Meeting Dates  
January 21  
January 28  
February 11  
February 25  
March 4  
March 25 (Community Observation Paper Due)  
April 15  
April 29 (Take Home Final Due)

Class meeting dates are subject change with proper notification to students.

Textbook:  

Although the textbook is older, it is a seminal work and provides a model for developing community projects.

Publication manual of the American Psychological Association (6th ed.). Washington, DC:  
American Psychological Association.

Attendance & Other Matters

Regular attendance in class is essential. However, at times professional responsibilities may create conflicts with class attendance. Students must make decisions about these priorities. If students must miss classes, then it is their responsibility to get materials, notes, and assignments from a class peer and to notify the instructor of the reason for the absence, before the missed class. In the event of emergency absences (e.g., personal illness, major accident, death of family member), students need to notify the instructor about the cause of the absence as soon as possible, preferably through e-mail communication. If there are any “in class activities” that result in points that are
attributed to the regular “grade distribution,” students who miss class may not make up those assignments.

Additional assignments may be required if deemed necessary by the instructor because of the nature of the class missed or because of excessive absences (usually interpreted as more than two classes missed for unavoidable circumstances). Generally, acceptable reasons for absences as (a) serious illness, (b) major religious holidays, and (c) other circumstances that are “reasonable cause for nonattendance.”

Canceled Class. If a class session must be canceled due to bad weather or other unforeseen circumstances, the instructor will make every possible effort to contact students in sufficient time to avoid an unnecessary trip to class.

Changes to Syllabus. The instructor retains the right to modify this syllabus, if necessary, to meet the learning objectives of this course. Changes to this syllabus will be discussed with students and provided in writing as an addendum distributed electronically via email attachment to the entire class. Additional classroom materials may be added routinely on the course Blackboard site. Therefore, it is wisely suggested that students routinely and thoroughly peruse the Bb site.

### Grading Criteria

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<tr>
<th>Grade</th>
<th>Minimum Score</th>
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<td>A</td>
<td>93 – 100</td>
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<td>B</td>
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<td>C</td>
<td>78 - 84</td>
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<td>D</td>
<td>72 – 83</td>
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No late papers accepted.

Grade Appeals

As stated in University Rule 13.02.99.C2, Student Grade appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://www.tamucc.edu/provost/university_rules/index.html](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Disabilities Accommodations

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodations of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office at (361) 825-5816 or visit the office in Driftwood 101.

Academic Integrity/Plagiarism

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct
or complicity in an act of academic misconduct on an assignment or test will result in an "F" in the course.

**Students Needing Veterans Assistance:**

Students needing assistance with the transition from military to academic life or with appropriate veteran’s benefits should contact the Veterans Affairs Office in Cubicle 101 of the Student Services Center or call them at 361-825-2331 or e-mail them.

**Dropping a Class:**

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class.  **April 10, 2015 is the last day to drop a class.**

[Here is the LINK for the Spring, 2015 Academic Calendar.](#)

**Course Expectations**

1. Students are expected to engage as co-participants in this course working closely and consistently with professor and student colleagues.
2. Students are expected to show human concern for each of those with whom they work and study, while presenting a positive attitude and professional demeanor.
3. Students are expected to engage respectfully in a dynamic classroom environment, creating and maintaining a safe place in which ideas can be explored, shared, and evaluated.
4. Students are expected to submit work that meets the academic honesty standards of Texas A&M Corpus Christi.
5. Students are expected to respect the rights and dignity of each member of the campus community.
6. Students are expected to contact the instructor with questions, concerns, or issues that need to be addressed.
7. Use of cellular phones is limited to emergency purposes only. Students are expected to be respectful of their colleagues and the professor in this regard. Having to call attention to the use of cellular phones in the classroom for purposes other than emergency purposes may cause unnecessary embarrassment and may disrupt the learning process in the classroom.
8. Use of laptop computers or other portable computing devices is limited to classroom activities. Students are expected to be respectful of their colleagues and professor in this regard. Having to call attention to the use of computers in the classroom for purposes other than course related purposes may cause unnecessary embarrassment and may disrupt the learning process in the classroom.

**EDLD 6342: Community Leadership & Development**

**I. Course Description**

This course develops collaborative leadership skills related to initiating and implementing school and community partnerships. A special focus is the enhancement of critical literacy skills—the capacity to read and interpret events within the socio-political context of community-embedded educational leadership.

**II. Rationale**

In a global society the complexity of issues is beyond the capacity of any one entity to address them singularly. The impact of these issues can reach the level of the students or organizational stakeholders to the point that an unstable culture exists within the organization.
Current economic and political influences dictate that leaders and service providers develop effective means of collaboration and capacity building in a way that leads to success and participation by all stakeholders. Community based collaborations and community serving organizations must have leaders with the capacity to lead stakeholders that are capable of holding governmental authority accountable, while advancing the organization’s diverse interests and developing grounds for constructive political agreement.

III. State Adopted Proficiencies for Teachers and/or Administrators/Counselors n/a

IV. TExES Competencies n/a

V. Course Objectives/Learning Objectives

- Identify an area of concern for a collaborative project.
- Describe the context for a collaborative partnership.
- Generate a process for a collaborative agreement.
- Plan a framework for developing a collaborative project.
- Create an action plan to implement a collaborative project.
- Compile a process for a collaborative community project

VI. Course Topics

- **Foundations**: Collaboration is an evolution of practices based on assumptions that are grounded in theories and constructs.
- **Collaboration**: Two or more parties work together by sharing responsibilities, authority, and accountability in a mutually beneficial relationship to achieve goals.
- **Premises and Principles**: Collaboration seeks to build an environment of discussion versus debate, cooperation versus contention, then follows a specific model to create that environment.
- **Practices**: The practice of collaboration requires access and application of tools that are specific for leading to agreement and action.
- **Scenarios of Success**: Examples are provided from an array of geographical locations and societal issues to give a sense of the process and utility of collaborative efforts.

VII. Instructional Methods and Activities

- **Lectures**: The purpose of lecture is to develop conceptual structures about a subject matter.
- **Discussions**: The purpose of discussion is to develop thinking skills in three areas: critical thinking; creative thinking; and dialogical thinking.
- **Case Studies**: Real life situations in a safe environment provide introductions to problems to be solved.
- **Workshops**: Workshops are in-class activities designed to facilitate better understanding of individual collaborative projects.
- **Community Work**: This includes interaction with community representatives to form collaborative relationships, addressing community improvement.

This methods course is designed to provide the skills and knowledge of strategies and methods that may be used to develop collaborative solutions to complex public policy issues and how to assess when these processes may be appropriate in specific situations. The course will include meeting management and facilitation, negotiation in complex multi-party policy disputes, collaborative leadership, collaborative organizational learning, governance network analysis and management, and public participation. Extensive use will be made of simulations and class exercises. Expert practitioners will join the class periodically as guest lecturers. The objective of this course is to provide participants with practical skills and knowledge of several collaborative methods in public policy and the foundation to be reflective and to continue to develop their capacity in using collaborative strategies in practice.
Description of Expected Learning Outcomes

By the end of this course participants should be able to:

- Assess a public policy issue and determine if one or more collaborative methods or strategies may be applied to achieve change,
- Analyze the context for participation within and between organizations and within communities of interest or place,
- Understand how various collaborative strategies may fit together as part of an overall change process,
- Use mutual gains negotiation in public policy disputes,
- Plan and manage effective collaborative meetings,
- Use several group methods in public policy deliberations,
- Use collaborative leadership approaches in public policy,
- Analyze and operate in governance networks,
- Use collaborative strategies for public participation in policy,
- Draw on resources about collaborative strategies and methods for their practice,
- Reflect deeply on their own use of collaboration in policy practice, and
- Be creative in the development and application of collaborative methods in public policy practice.
- Demonstrate an understanding of the complex issues and leadership skills needed to engage diverse stakeholders in strategic partnerships.
- Formulate and critique alternative strategies for initiating change in multi-organizational service delivery systems and in building community through strategic partnerships.
- Demonstrate an understanding of the value dilemmas and ethical issues confronting social workers in multi-organizational systems and communities.
- Analyze human service delivery systems using key design elements, including legal contexts, program rationales, governance and administrative structures, service populations, program linkages, implementation structures, and characteristics of general and task environments.
- Evaluate human service delivery systems as multi-organizational systems with specific reference to issues such as inter-organizational cooperation, collaboration, coordination, and service integration.
- Diagram and map a service delivery system, including core and peripheral service providers and elements in task environment such as funding sources, legitimating or sanctioning groups, and advocacy groups.
- Understand the relevance of age, race, gender, social class, culture, ethnicity, sexual orientation, national origin, and physical and mental ability in the establishment of strategic partnerships and development of human service delivery systems that are grounded in social and economic justice.

III. Teaching Methods
Course content is covered through reading, listening, thinking, and discussing theories and analytical frameworks for understanding community collaborations and multi-component human service delivery systems. The first half of each class session will be devoted to a discussion of assigned readings. Students are expected to ask questions, share experiences, and actively participate in class discussions. Several special guests will be invited into our class during the semester.

IV. Course Requirements
Course requirements will consist of one take-home final exam, a paper describing your observations at a community meeting, and a major class project.

Regular class attendance is expected and students should come to class prepared to actively participate in the class discussions. Course requirements, due dates, and their contribution to the final grade are summarized below.

Take-Home Final Exam: 40 points (Due April 29, 2015 @ 7:00 p.m. CT)
Community Observation Paper: 30 points (Due
Case Study Presentation: 20 Points
Observation paper. There are many organizations and groups working collaboratively to address concerns or needs in the Greater Corpus Christi area. One way to begin to learn about the complex issues facing our area is to observe meetings of these groups. In addition, observing these meetings will give students an opportunity to see firsthand the challenges, as well as the benefits, of bringing together diverse stakeholders in a collaborative format to address community problems.

Each student will attend one community meeting as an observer. Most meetings will be open to the public. However, if it is not clear that it is a public meeting, I would recommend you contact the convener prior to the meeting to make sure you will be welcome. Following the meeting you will write a paper discussing your observations.

In preparation for the meeting, you should gather as much background information as you can about the group. Here are some questions you should consider that you may wish to incorporate into your paper.

- When did the group form?
- What is its mission? Who belongs to the group and what is their interest in the group?
- What specific activities/actions has it been involved with in the past?
- What is its current focus/agenda?
- During the meeting, your observations might focus on questions such as:
  - Where was the meeting held? Who attended the meeting?
  - Who was absent?
  - Were there guests (non-members of the group) at the meeting? If so, why were they there?
  - What was the structure of the meeting?
  - Who led the meeting?
  - Were there clear ground rules for how the group would work together?
  - Did the structure and process used by the group seem effective?
  - If so, why? If not, why not?
  - What would have made it better?
  - Was there any evidence of a shared vision by the group? If so, what is that vision?
  - What issues were discussed? Who were the content experts for the group?
  - Were there disagreements or differences of opinion expressed about the issue? If so, what were they?
  - How were they expressed? How did the members of the group react?
  - What challenges or barriers did you see the group struggle with? Turf issues?
  - Did the group make any important decisions? What were those decisions?
  - Why are they important? How will they help solve the problem or address the issue the group is focused on?
  - How will the work of this group improve the lives of people in this community? Can you identify tangible benefits for the community as a whole or some sub-population in the community?
  - If so, are those benefits short-term in nature or more long-term? Are the sustainable? Who else needs to be involved for those benefits to be achieved?
  - What recommendations might you have for this group? How might they improve their work?

Your paper should be 5-7 pages and be written as a professional report outlining and discussing your observations. As you prepare your paper, try to tie it back to the things we read about and discussed in class.
## Syllabus

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings and Activities</th>
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<tbody>
<tr>
<td>January 21</td>
<td>Course introduction. Review of Blackboard site.</td>
<td><strong>Chapter 1</strong>: America’s Civic Challenges. What is civic engagement? <strong>Chapter 2</strong>: Civil Society; <strong>Chapter 3</strong>: Building the Civic Community.</td>
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<tr>
<td></td>
<td><em>Introduction to JISC infoNET Tools:</em></td>
<td>Discussion of <em>“Building Collaborative Communities”</em> by Scott London. (Also On Bb site under “Content”)</td>
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<td><em>The Delphi Method</em></td>
<td>Video on Collaboration.</td>
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<td></td>
<td><em>Toolbox Overview for Building Needle-Moving Community Collaborations</em></td>
<td>In-class writing.</td>
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<td>January 28</td>
<td><strong>Special in-class guest.</strong> Essential concepts of collaboration. In-class</td>
<td><strong>Ch. 4</strong>: Essential concepts of collaboration; <strong>Ch. 5</strong>: A Framework for collaboration.</td>
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<td><em>Teaching Collaborative Leadership: Ideas and Lessons for the Field.</em></td>
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<td>This article describes and analyzes a new approach to teaching collaborative leadership to masters of public administration students at the Maxwell School of Syracuse University.</td>
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<td><em>Video: Collaboration Wins in the End.</em></td>
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<td>(We will view this in class).</td>
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<td>At-Home Writing (AHW): Reaction to the Video. <em>Details will be given in class. (This will be turned in on February 11th).</em></td>
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<td>February 11</td>
<td>Practices of successful collaboration.</td>
<td><strong>Ch. 6</strong>: Getting Started; <strong>Ch. 7</strong>: Setting up for success; <strong>Ch. 8</strong>: Working together. <strong>Ch. 9</strong>: Moving to action.</td>
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<tr>
<td>February 25</td>
<td>Networks of responsibilities.</td>
<td><strong>Ch. 10</strong>: Developing networks of responsibilities; <strong>Ch. 13</strong>: Neighborhood action initiative- Engaging citizens in real change.</td>
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<tr>
<td></td>
<td>Engaging citizens in real change.</td>
<td><em>Five Steps to Better School/Community Collaboration</em></td>
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<tr>
<td>March 4</td>
<td>Building partnerships.</td>
<td><strong>Ch. 14</strong>: Equal partners, shared vision</td>
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<td>Creating change.</td>
<td><em>School-Community Collaboration</em></td>
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<td></td>
<td>School-community collaboration occurs when groups or agencies come together to establish an educative community. The educative community is composed of a multitude of educating entities such as school, home, places of worship, the media, museums, libraries, community agencies, and</td>
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<tr>
<td>Date</td>
<td>Event/Activity</td>
<td>Reading Material</td>
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</table>
| March 25   | Creating change Case Study Presentations  
**Community Observation Paper Due @ 7:00 p.m., CT** | **Ch. 15:** Catalysts for civic change;  
Case Study Presentations  
*Why collaboration is vital to creating effective schools?* |
| April 15   | Working with marginalized minority groups. Case Study Presentations | **Ch. 17:** Building leadership capacity in a socially emerging community.  
*Just Ask: Strategies for Building Community Partnerships* |
| April 29   | Case Study Presentations  
Course summary  
**Take Home Final Exam Due @ 7:00 p.m., CT** | **The Power of Community Partnerships**  
Case Study Presentations |

The Case Study: Each student will make a 10 minute presentation of their own, original case study related to any topic covered in the textbook or discussed in the class related to Collaboration. The presentation must include a PowerPoint presentation with a minimum of 8 PPT slides. Here is a Case Study “Primer.” (We will also discuss in class the details of this assignment.)

How to Write a Case Study

A case study is a specific kind academic paper, which is aimed at the development of the student’s critical thinking skills. It is based on the detailed research of the problem, which is illustrated in the “case” from the real life. Students are expected to complete profound research of the problem or case and analyze its reasons and solutions. Students are seldom taught how to prepare a case study properly, so most of them apply for good writing help in the Internet. Below you can find professional case study writing guidelines, which will be useful, if you have troubles with your assignment.

Free Case Study Writing Tips:

1. Try to decide the problem of your case study. The problems may be different and of any type, the only thing is that it should be true-to-life and connected with the discipline or related with the topic discussed at college. After you have chosen the problem, go to the library or use the Internet to look for good books, encyclopedias, newspapers and magazines, which describe the problem in detail, give general opinion about it. Collecting data about the problem remember to take notes not lose important things.

2. Now try to chose a case site, that is the place where the case occurred. It can be a certain organization, like a firm, company, enterprise, a shop, a store, a school, nearly any place will be appropriate if is it is connected with the chosen problem. In order to prepare a good case study you have to collect information about the site. Find and analyze its structure, number of staff, the kind of work, the type of the problem which occurred there and study how the problem was solved.

3. To collect more true-to-life data try to interview the staff of the organization asking about the case, its reasons, impact and its solution. It will be positive, if you find out information about the regular working day of the organization to be able to analyze the whole data later. Never ask concrete “yes” or “no” questions, because you will not get a full answer. Ask broad general questions, which provoke a person to speak a lot.
4. Having collected data analyze it carefully and keep it close to yourself. Write a case study according to the structure and format required by the teacher. Prepare a good introduction describing the problem and then introduce the case explaining the purpose and the reason of your research. Then, describe the case and share the results of the interviews and your research with the reader. Describe how the problem developed and introduce its consequences. Analyze the way it was solved and in the conclusion present your own vision of this problem and brainstorm your own methods, which can solve it.

**What are the Elements of a Case Study?**

Case studies do not have set elements that need to be included; the elements of each will vary depending on the case or story chosen, the data collected, and the purpose (for example, to illustrate a best case versus a typical case). However, case studies typically describe a program or intervention put in place to address a particular problem. Therefore, we provide the following elements and example on which you might draw:

1. The Problem
   i. Identify the problem
   ii. Explain why the problem is important
   iii. How was the problem identified?
   iv. Was the process for identifying the problem effective?
2. Steps taken to address the problem
3. Results
4. Challenges and how they were met
5. Beyond Results
6. Lessons Learned

**SAMPLE CASE STUDY:**

**ISLLC Standard Four**

A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Title: Clicking with the Community

Questions:
1. What are some of the ways that an administrator gains understanding about needs within the community?
2. What are some ways that an administrator finds to encourage parental involvement in school organizations?
3. What are some ways that administrators share information about achievement scores and school initiatives to improve scores?

THE ADMINISTRATOR FACILITATES PROCESSES AND ENGAGES IN ACTIVITIES THAT:

- high visibility, active involvement, and communication with the larger community is a priority
- relationships with community leaders are identified and nurtured
- information about family and community concerns, expectations, and needs is used regularly
- there is outreach to different business, religious, political, and service agencies and organizations
- credence is given to individuals and groups whose values and opinions may conflict
- the school and community serve one another as resources
- available community resources are secured to help the school solve problems and achieve goals
- partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals
- community youth family services are integrated with school programs
- community stakeholders are treated equitably
• diversity is recognized and valued
• effective media relations are developed and maintained
• a comprehensive program of community relations is established
• public resources and funds are used appropriately and wisely
• community collaboration is modeled for staff
• opportunities for staff to develop collaborative skills are provided

Description of the case:

The school system that is the focus of the case study is one of the smallest in the state and serves approximately 635 students per year from grades PreK through 12. A small, rural school can be a great challenge because the school plays a huge role in the lives of those in the community. The community is slow to change and highly appreciates the “way things have always been”. Because it is small, there is a personal touch that is offered by the administration, as well as the teachers. The administrator finds ways to take the school to the parents, if the parents will not come to the school. Some of these include the establishment of a school website and a school newsletter that is mailed to the home. The administrator is willing to talk with the media such as the local town newspaper or television media from the larger metropolitan area, which is located about 50 miles away.

In the past, the community has actively supported school events such as PTO, Boosters Club, athletic events, and other school sponsored programs. However membership has been down in recent years in the PTO and Boosters Club. Mrs. Gogetter and the officers of the two clubs met and decided to join the two school parent organizations in the hopes of strengthening it to benefit the students of the school. Unfortunately, the newly joined club stated that there were only fifty members as of the November meeting.

In addition, the school has a school council of which one member is the administrator, Mrs. Gogetter. The majority of the council must now be parents. Elections were held at the most recent PTO/Boosters’ Meeting. At this meeting, Mrs. Gogetter shares testing information, pass/fail reports, general information about the school, and allows the parents to ask questions or express concerns. This gives parents not on the council a person to go to if they have a concern and do not feel comfortable going to the teacher or the school. The members of this council represent three different components: parents, community (or business partners), and faculty. This provides all parties involved with events going on in the Pre-K through 12 school, which can be quite diversified at times because of the age spread. Recent meeting topics also included information on the E-Math grant that provided technology to mathematics classrooms in grades 3-5. Mrs. Gogetter lets the council know when test scores and important information will be mailed to homes.

In addition to the events that are planned by the school, the community has a 21st Century Learning Center that sponsors after school programs and well as activities that are supported and attended by the administrator of the school. She has helped this program provide transportation by using school buses for field trips and taking the students home, as well. She has an open door policy and does not turn parents or community members away that have questions, comments, or want to offer their support or criticism. She listens to all sides of issues before passing judgment on what her views are. She empathizes with all involved and tries to see things from other’s perspectives. Mrs. Gogetter participates in parent conferences and SST meetings to offer advice and make suggestions. Also, Mrs. Gogetter attends most, if not all, school sponsored events including PTO, Boosters, School Council, and ballgames.

Mrs. Gogetter has also worked with the local technical school to offer many dual enrollment programs and to establish courses within the basic curriculum that students can earn technical school credit for programs offered at the technical school if the student earns an 85 or better. This is done because of a community and school concern about ensuring post secondary options for graduates of the school. She is aware that in order to earn a better living and provide a better quality of life for the students, they must have skills, whether technical skills or college training. In order to support her beliefs and demonstrate collaboration with the technical school, she provides time for teachers at the school to meet with instructors at the technical school to ensure that students complete work that meets the standards desired by the technical school.
Questions and Answers

1. What are some of the ways that an administrator gains understanding about needs within the community?

   Administrators can find a variety of ways to gain understanding about the needs of the community. In this case study the administrator utilized a question and answer session during the school council and was willing to talk with parents within this forum or on an individual basis if they preferred. The administrator attends community functions, such as after-school program events and school functions where she talks with parents and is aware of things going on in the community. She has taught for more than 15 years within the community and taught numerous parents of current students. While all administrators might not have this luxury of having this extensive knowledge of their parents, it has definitely been a benefit for Mrs. Gogetter. Knowing the community allows the administrator to understand the expectations that the community has for the school.

2. What are some ways that an administrator finds to encourage parental involvement in school organizations?

   In this case study, Mrs. Gogetter demonstrated her knowledge of the importance of parents. She does not wait for parents to come to her, but often seeks out parents at events, makes phone calls, and sends emails. She has looked for innovative ways to encourage parental support of organizations and programs within the school. She has ensured that there are ways that parents can find out what goes on at school if they are unable to attend meetings. These additional ways are through the school website and newsletters that are mailed to homes.

3. What are some ways that administrators share information about achievement scores and school initiatives to improve scores?

   There are a variety of forums that administrators use in order to share information about the school and it's students with the community. First, the administrator is visible within the school community at school functions and extracurricular events. She ensures that test scores for individual students are mailed to homes. The administrator in this case study utilized a variety of parent meetings such as school council and PTO/Boosters to discuss. She was also willing to meet with parents individually. This administrator also sits in parent conferences to discuss what is best for individual children. In addition, the administrator believes in raising the bar and providing curriculum to high school students that will benefit both the student and the community. By encouraging and expecting more from our students, the administrator is sending a message to all involved that we do expect our students to continue their education. She is also keeping records that show the increase of students enrolled in post secondary work following their high school graduation.

Evaluation of Leadership Style

   The level of performance in this case study is proficient. There are several reasons that I feel that the level of performance demonstrates proficiency. First, the level of visibility and activity in school and community functions is high. A principal at the proficient level does not wait for someone to come to him or her, but rather seeks out things that are going on in the community that can affect the school and the way that it operates. Also, a proficient principal will be active with leaders in community and civic groups, lending their support and suggestions as it is warranted. Another reason that I feel that this case study is proficient is that the leadership style demonstrated is willing to listen to all sides of an issue and realize that there may be differing views. The leadership provided also demonstrates a belief in being a lifelong learner and the partnership it has with institutions of higher learning. Time is provided for faculty to meet with members of the institutions of higher learning so that proper preparation is made for students to be successful with their post secondary options. The support shown in the 21st Century Learning Center and the after school program strengthens the student population and provides a service to many in the community who have to work and would otherwise have to find someone to care for their child. Support is given to ensure that the 21st Century Learning Center is a success.