

MPEA Project: Standard 4

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.**

Directions:

The school or district you will analyze will be the district in which you are presently working. All of the data and notes that you eventually select should support your written commentaries. It will be important, *as you collect these documents* that you evaluate them to verify that they provide you with specific information that will help you write about these relations and impacts on the topic. You may find it helpful to utilize the Department of Elementary and Secondary Education's website, M-SIP data, District Report Card, and central office information.

While this is designed for an individual project, it may work well as a group project, with each member contributing aspects of their own school/district.

Writing Style:

Your written responses will be evaluated based on their responsiveness to the questions and evidence of the relevant ISLLC standards. It should also be representative of graduate level work.

Adequate Rationales:

Some questions will require you to explain *why* you made particular decisions and/or selected certain courses of action. Merely stating that policy guidelines required you to act in the way that you did will not be an adequate response.

Principal Authors:

Dr. Michael "Mick" Arnold
Coordinator for Educational Administration
Southwest Baptist University

Dr. Jim Kern
Department of Education
Columbia College

Dr.'s Arnold and Kern both teach educational administration courses and have used case studies, vignettes and problem-based learning modules in their classrooms. Each has written for the Missouri Professors of Educational Administration web site for instructional material and currently serve on the executive board for MPEA.

Outline for Building a Comprehensive Standard 4 Problem-Based Learning Activity

I. Topic of Project

What is the project (tax increase, new building project, elimination of a building, change in educational format – junior high to middle school concept, implementation of an at-risk building in your district or county collaboration, etc.)

II. Project Rationale

What is the rationale?

Why is this project important to your community/school/district?

III. Community Power Structure

Who makes up the power sources of the community?

How did they achieve their power?

How do they wield their power?

IV. School Administrative/Instructional Hierarchy

What is the organizational structure of the school or district?

How does this structure influence your decision-making and your activities as a school leader?

V. District's Profile and Demography

Below are listed some of the most significant demographic features of the school or district. Please respond to the following questions for each feature.

How does this feature affect teaching and learning with your selected project?

In what way could this feature be a barrier?

How does this feature help shape your decision-making and your activities as a school leader in accordance with your selected project?

(Depending on the topic, some of the following may not need to be considered.)

- A. Assessed Valuation – Previous five years
- B. Current Tax Levy and Bond Capacity
- C. Percentage of Income from Local, County, State, and Federal Sources
- D. Costs to Operate the Building(s)
- E. Number of Certificated Staff
- F. Number of Non-certificated Staff
- G. Areas of Certification
- H. Annual Expenditure for Certificated and Non-Certificated Staff
- I. Age and Experience of Staff
- J. Salary Schedule
- K. Other

VI. Community's Demography

Below are listed some of the most significant demographic features of the community in which your school or district exists. Please respond to the following questions for each feature.

How does this feature affect teaching and learning with your selected project?

In what way could this feature be a barrier?

How does this feature help shape your decision-making and your activities as a school leader in accordance with your selected project?

- A. Community Customs/Traditions
- B. Historical Background
- C. Human and Financial Resources
- D. Age and Gender Distribution
- E. Average Educational Attainment
- F. Occupational Groupings
- G. Housing/Neighborhood Patterns
- H. Racial/Ethnic Composition
- I. Transportation/Communication Services
- J. Other

VII. Social Tensions

Below are listed some of the most significant social tensions of the community in which your school or district exists. Please respond the following questions for each feature.

How does this feature affect teaching and learning with your selected project?

In what way could this feature be a barrier?

How does this feature help shape your decision-making and your activities as a school leader in accordance with your selected project?

- A. Economic Rivalry
- B. Cultural Differences
- C. Social Class Competition
- D. Gender Bias
- E. Racial Discrimination
- F. Religious Conflict
- G. Other

VIII. Action Plan

- A. Time Line

What would be your timeline for organizing strategies/meetings?

Using Sections V, VI, and VII, who(m) would you meet with and why?

What responsibilities would you assign, to whom, and why would you assign this responsibility to this individual?

B. Financial Costs

*What would be the financial costs to the district?
What would be the costs to the individual taxpayer?*

C. Internal School Forces

List three comments/questions that would be posed by organizations or individuals within your district who support your selected project.

List three comments/questions that would be posed by organizations or individuals within your district who oppose your selected project.

Construct and justify your responses.

D. External School Forces

List three comments/questions that would be posed by organizations or individuals within your community who support your selected project.

List three comments/questions that would be posed by organizations or individuals within your community who oppose your selected project.

Construct and justify your responses.

IX. Presentation

*Design a presentation using appropriate technology.
The presentation should be suitable for a meeting with internal and external publics.
The presentation should be based on the data from Sections V, VI, and VII and in response to the questions cited in Section VIII, C and D.*

X. REFLECTION

The reflective piece should respond to the following issues:

How did we effectively communicate the process with families and communities in the district both internally and externally?

To what extent was the value of internal and external community resources used to support this educational program?

How was diversity valued in this school community both internally and externally?

To what extent did internal and external families collaborate as partners for the best interest of teaching and learning?

To what extent does the school function as a partner within the larger community?

Scoring Guide:

Expectations	Little or No	Progressing	Proficient	Exemplary
Fosters the involvement of the community in the educational programs of the school.				
Fosters the involvement of the school in the life of the community.				
Fosters the involvement of families in the educational programs of the school.				
Fosters the collaboration and communication among members of the school and school community.				
Demonstrates diversity is valued.				

MEETS STANDARD _____

DOES NOT MEET STANDARD _____

COMMENTS: _____