IL 541
School and Community Partnerships in a Diverse World
Summer 2015

VALUES • EDUCATION • SERVICE

Course Section: IL 541 M2, AO, PO, KO
Meeting Time and Place: Chattanooga State Community College
                          Humanities Building, Room TBA
                          Cedar Bluff, Knoxville, TN
                          Harrogate, TN – BE Building
Course Credit Hours: 3 Credit Hours

Clinical Experience in this Course: See Section IX, Key Assignments #1 & #2

FACULTY CONTACT INFORMATION

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School of Education Webpage: Lmunet.edu/education (see Program Documents)

I. COURSE DESCRIPTION: This class examines the role of the school administrator and instructional leader in responding to and influencing the larger political, social, economic, legal, and cultural context in the classroom, school, and local community. It will also address diverse candidate and student needs to ensure the success of all candidates and their students.

II. COURSE OBJECTIVES: Candidates in this course will be able to apply ISTE-A.3c, and TILS Standards A, B, and C to professional practice to provide ethical and effective instructional leadership.

Candidates will use classroom and field based, clinical experiences to demonstrate the following knowledge and practices that provide a culture for teaching and learning:
• An ethical and effective instructional leader collaborates with stakeholders to create and sustain an inclusive, respectful and safe environment conducive to learning and growth for all (TILS B);
• Collaborates with stakeholders to establish and communicate a clear, compelling vision for a culture conducive to teaching and learning (TILS B-1);
• Leverages educator strengths to engage all students in meaningful, relevant learning opportunities (TILS B-2);
• Fosters a safe, respectful, and orderly environment for all (TILS B-3);
• Takes measures to actively involve families in the education of their children (TILS B-4);
• Models and communicates expectations for individual and shared ownership of student, educator, and school success (TILS B-5);
• Recognizes and celebrates improved educator and student performance related to school vision and goals (TILS B-6);
• Collaborates with education stakeholders to promote positive outcomes for all students (TILS A);
• Collaborates with stakeholders to communicate a clear, compelling vision for professional learning and growth (TILS C-1);
• Systematically monitors and adjusts progress toward established goals and facilitates procedures and practices leading to continuous improvement (TILS A-5); and,
• Promote and model effective communication and collaboration among stakeholders using digital age tools (ISTE-A, 3c.).

III. TEXTS/MATERIALS FOR THE COURSE:

Required Textbooks:

(available through LMU bookstore)


Suggested Reading:


IV. COURSE REQUIREMENTS, ASSESSMENT (LEARNING OUTCOMES) AND EVALUATION METHODS:

Learning Outcomes: This graduate course addresses the three themes essential to the conceptual framework of the Lincoln Memorial University’s Carter & Moyers School of Education: Values, Education, and Service. Using values congruent with dispositions
of the profession, candidates will actively apply coursework in the school and/or community environment. Throughout this course candidates will engage in activities to extend their professional and pedagogical knowledge, along with applying, evaluating, and reflecting on course content that contributes to continuous improvement of education practice. Another component is researching current standard-based instructional strategies that appropriately address diverse learning styles. This course emphasizes the goal of encouraging our graduates to engage in service to diverse student bodies, schools and communities by exhibiting and modeling professional behavior in the field that models integrity, fairness, and ethical decision-making which is in the best interests of all students and stakeholders. The ultimate aim in emphasizing these three themes is to produce educational leaders who reflect Lincoln Memorial University’s motto, Preparing Professional Educators of Distinction to Make a Positive Impact on This Generation and the Next.

Requirements (see Course Outline and Requirements section):
1. Reading and discussion of required materials;
2. Observation and clinical activities;
3. Other readings or in-class activities that the instructor may assign;
4. Group Projects - Groups will research assigned topics and present to the class; and,
5. Key Assignments: Complete the two key assignments which will count 50% of course grade (25% each) and one will be a clinical experience assignment. Key Assignments are submitted via Live Text and will be assessed electronically by the instructor using a rubric. In addition to the Key Assignments, the instructor will require other coursework which will count for the remaining 50% of course grade.

Clinical Experience: Each student will be required to complete the clinical practice assignments. These assignments will be designed to support educators as they become more reflective practitioners, apply course work to practice, conduct action research, develop new skills, and explore effective practices and trends at all levels of education. Candidates will use their own classrooms and schools as educational laboratories for continuous learning.

Evaluation Method: Assignments will be evaluated based on program standards using various assessment tools, including AAC&U adapted rubrics. The University official Graduate Education grading system will be utilized.

Attendance: Students should attend and be on time to each class. If a student is unable to attend a class or will be late, he/she should contact the instructor prior (if at all possible) to the absence or being late explaining the reason. Students absent or late (missing a significant part of the class) and who have followed the absence/tardy requirements may be provided an alternative project to receive credit for the class missed. Those who do not follow the absence/tardy requirements will not receive credit for that class which may cause a reduction in the student’s overall final grade. Additional certification such as medical notes, etc., may also be required for attendance issues. **It is the responsibility of the student to discuss with the instructor any alternative assignments and/or certification requirements if absent.**

V. METHODS OF INSTRUCTION: The instructor will serve as a facilitator using appropriate instructional methods such as lecture, class discussion, reflection, collaborative assignments, group presentations, problem solving, field-based activities, and collaboration with mentor and school based administrator.
VI. INFORMATION LITERACY/TECHNOLOGICAL RESOURCES:

Technology: Incoming students must be computer literate, able to use software for e-mail, word processing, web browsing, and information retrieval. Students must have access to the Internet for communicating with instructors and accessing learning resources. **Computer access must be available on a personal computer.**

Turn-it-in: Turn-it-In, the computer program designed for checking literature duplication, is available for use. Submitting course work to Turn-it-In is at the instructor’s discretion. Instructions will be available early in the semester on the Graduate Education Office webpage.

Live Text: Each student will be required to establish or continue an account with the Live Text program. Live Text is a web-based application offering a comprehensive suite of development, management, and assessment tools. This suite of tools provides colleges and universities with the capability to assess student work online using assessment instruments that have been developed and implemented by the individual college faculty and/or departments. Specific instructions are posted on SkyDrive.

Library Resources  (Revised 2/2/2012)
The Carnegie-Vincent Library provides access to many outstanding resources for students in Teacher Education field, including tutorials, databases, and experienced reference librarians. Visit the library’s website (library.lmunet.edu) for full details. There are many professional databases including: **ERIC**, the Educational Resource Information Center, the premier database for education related journal articles and documents containing over one million citations and links to more than 100,000 documents in full-text; **ProQuest Education Journals** database which contains access to 760 leading journals of which over 600 are in full-text; **ProQuest Dissertation & Theses Full Text: The Humanities and Social Sciences Collection**: A comprehensive collection of scholarly research in the Humanities and Social Sciences, this database covers more than one million dissertations and theses; **Mental Measurements Yearbook** which contains descriptive information and critical reviews of commercially-available standardized English-language educational, personality, aptitude, neuropsychological, achievement and intelligence tests. Additionally, the library provides access to over 100 other databases and can obtain books and articles from libraries worldwide through Interlibrary Loan.

VII. UNIVERSITY POLICIES:

**STUDENTS WITH DISABILITIES POLICY:** As a rule, all students must read and comply with standards of the LMU Student Handbook and LMU catalogue. Any student seeking assistance in accordance with the Americans Disabilities Act (1990 as amended) should contact the Director of Counseling and ADA, Jason Kishpaugh, with regard to required documentation and in order to make appropriate arrangements. Contact information: jason.kishpaugh@lmunet.edu and/or 423.869.6401 (800-325-0900 ext. 6401). The office is located on the second floor of Duke, office 201.

**DISCRIMINATION, SCHOLASTIC DISHONESTY, CHEATING, AND PLAGIARISM POLICIES** can be found in the student handbook:
COURSE EVALUATIONS: In addition to meeting degree requirements specified in the graduate and undergraduate catalogs, all students are required to complete University-administered course evaluations.

LMU’S INCLEMENT WEATHER POLICY can be found at the following link to LMU’s website: http://www.lmunet.edu/curstudents/weather.shtml.

VIII. MISSION STATEMENTS:

LINCOLN MEMORIAL UNIVERSITY MISSION STATEMENT can be found at the following link to LMU’s website: http://www.lmunet.edu/about/mission.shtml.

DEPARTMENT OF GRADUATE EDUCATION MISSION STATEMENT
The mission of the Lincoln Memorial University Department of Graduate Studies, as a student-sensitive entity, is to prepare professionals with knowledge, skills, competencies, and dispositions to meet the changing needs of society through relevant student-centered experiences.

CURRICULUM AND INSTRUCTION MISSION STATEMENT
The mission of the Curriculum and Instruction program is to prepare professional teachers as leaders with the knowledge, skills, competencies, and dispositions essential to meet the needs of an ever-changing and increasingly global society through quality instructional and collaborative experiences.

INSTRUCTIONAL LEADERSHIP MISSION STATEMENT
The mission of the Instructional Leadership program is to prepare educational leaders with the knowledge, skills, proficiencies, and dispositions essential to meeting the changing educational needs of society.

IX. COURSE OUTLINE/ASSIGNMENTS:

REQUIRED COURSE ASSIGNMENTS AND KEY ASSIGNMENTS:

Recent school reform efforts have raised the urgency to recognize the professional dimension of parental and community involvement to improve teaching and learning in schools. Theodore J. Kowalski’s text, Public Relations in Schools, (2011, p. 158) included findings from a macroanalysis of 85 studies by Henderson and Berla (1994) which “concluded that parent involvement has produced a myriad of educational benefits, demonstrated by the following examples:

- Students whose parents were involved with schools usually had higher grades, higher test scores, greater self-esteem, higher levels of motivation, and better attendance records.
- Parents who were involved had higher levels of sensitivity to the social, emotional, and educational development of their children; they had a more accurate understanding of teacher roles and were more committed to supporting teachers and the school.
- Educators in schools having high levels of parent involvement had higher morale,
more respect from parents, and a better understanding of parental problems and cultural differences.

- Schools that had high levels of parent involvement had greater community support, better reputations, and higher quality programs that did schools that had low levels of parents involvement.”

The two key assignments below were designed to use reflective practice and inquiry to improve student achievement and advance communication between stakeholders and the school.

**Key Assignments:** These two key assignments will be submitted to LiveText and will be used in CMAS reports for program outcome assessments.

**Key Assignment #1 – Partnering with Multicultural Parents using Parent & Teacher Conferencing (Individual Project)**

This course explores the interrelationship between the school, home, and community as it relates to the many diverse populations in the school environment. This assignment provides candidates the opportunity to gain an understanding of the diversity among students and to examine the divergent academic support needs of diverse learners, their families, and communities. The purpose of this assignment is to prepare school leaders to train and develop faculty to work effectively with the various publics in the community who are served by the school, so they may collaborate to provide an adequate and equitable education for all students. Prospective instructional leaders must understand the need to focus on the diverse social and cultural aspects of a community in regard to how this affects student learning. Instructional school leaders must develop strategies for learning about, and communicating with, the various cultures represented in the school population.

Go to the [Working Together: School, family and Community Partnerships. At Toolkit for New Mexico Communities at:](http://www.cesdp.nmhu.edu/toolkit/videos/index.asp#improving-communication)

View the video: “A Vision of K-12 Students Today – Digital Communication”

View the video: “Key Points in a High School Parent-Teacher Conference”

1. After viewing the video, “A Vision of K-12 Students Today – Digital Communication”, discuss insights into cultural biases regarding how students learn best, and how technology might help bridge the cultural gap.

2. After viewing, “Key Points in a High School Parent-Teacher Conference”, identify multiple positive aspects of the parent-teacher conference from the perspective of the parent, student, and teacher that demonstrates understanding of the complexity of elements important to members of another culture.

3. Compare and contrast this conference with a typical parent-teacher conference at your school, with emphasis on creating a supportive manner that recognizes the feelings of another cultural group.
4. Articulate how the teacher demonstrated understanding of cultural differences in verbal and non-verbal communication, including understanding of use of physical contact/proximity while communicating with a parent from a different culture.

5. How will you, as an instructional leader, initiate and develop support needed for faculty members to interact more effectively with students, parents, and community members who are culturally different?

Assessment: AAC&U Intercultural Knowledge and Competence Rubric

Required Course Assignment #2 – Sharing School Pride Creative Communication (group project)

Purpose of Assignment: Developing and sharing positive vision of your school to all stakeholders and to negate negative concepts. (Group Project)

1. Develop a short communication to school or system stakeholders to express pride or positive perception of your school or school system. Suggestions:
   a. It can be one-page handout/brochure on your school’s stationery that contains five “I can say with pride about our school (or system)” statements. You may vary the title as needed to be creative and effective.
   b. It could be a billboard
   c. It could be a short PowerPoint slide (one)
   d. It could be for an electronic board in front of school
   e. It must contain at least five “positives”, be creative, and be shared with multiple stakeholder groups.

2. Be creative and use new approaches that will “catch the eye” of stakeholders.

3. Recognize that this can counteract negative concepts about your school (or system).

4. Describe create and unique ideas to disseminate product to connect with internal and external stakeholders.

5. Submit to LiveText

Assessment: AAC&U Creative Thinking Rubric

Assignment #3: Read articles in Educational Leadership, “Communications Skills for Leaders as assigned by professor. Present article summaries in class and other applied assignments as directed by professor.

THE INSTRUCTOR RESERVES THE RIGHT TO REVISE, ALTER AND/OR AMEND THIS SYLLABUS, AS NECESSARY. STUDENTS WILL BE NOTIFIED IN WRITING AND/OR BY EMAIL OF ANY SUCH REVISIONS, ALTERATIONS AND/OR AMENDMENTS.
Tennessee Instructional Leadership Standards (Revised 2013)

Tennessee seeks to transform what it means to be an effective instructional leader at all phases of a leader’s career. This aim is accomplished by setting high standards for effective leadership based upon research and best practice, supporting leaders to reach those standards, and empowering districts to build a network of exceptional instructional leaders who get results. Operating from the belief that ethical behavior permeates the mindset and actions of every effective leader, the revised Tennessee Instructional Leadership Standards (TILS) embed the phrase, “ethical and effective instructional leader,” into the opening stem of each leadership standard. The purposeful placement of this phrase articulates the intrinsic nature of ethical behavior in all facets of school leadership. Attributes such as honesty, respect, sound judgment, commitment, fairness, compassion, work ethic, and a genuine belief that all children can learn and grow, contribute to the foundation of ethical behavior connected to leadership. Effectiveness pertains to “educators’ capacity to meet performance expectations, implement evidence-based practices, create and sustain conditions for effective learning, and increase student learning” (Learning Forward, 2011, p. 20). Based upon best practice and current research, and sharpened by the wisdom of experienced educators, the Tennessee Instructional Leadership Standards (TILS) identify core performance indicators of ethical and effective instructional leaders.

**Standard A: Instructional Leadership for Continuous Improvement**

An ethical and effective instructional leader facilitates professional practice that continually improves student learning.

**Indicators:**
1. Collaborates with stakeholders to establish and communicate a clear, compelling vision for continuous improvement.
2. Builds capacity of educators to provide all students a rigorous curriculum, aligned with national standards.
3. Collaborates with educators to analyze and use multiple forms of data throughout the year to establish specific goals and strategies targeting student achievement and growth.
4. Leads educators to develop and execute interventions to address all students’ learning needs, grounded in multiple sources of data (academic, social, and/or emotional).
5. Systematically monitors and adjusts progress toward established goals and facilitates procedures and practices leading to continuous improvement.

**Standard B: Culture for Teaching and Learning**

An ethical and effective instructional leader collaborates with stakeholders to create and sustain an inclusive, respectful and safe environment conducive to learning and growth for all.
**Indicators:**
1. Collaborates with stakeholders to establish and communicate a clear, compelling vision for a culture conducive to teaching and learning.
2. Leverages educator strengths to engage all students in meaningful, relevant learning opportunities.
3. Fosters a safe, respectful, and orderly environment for all.
4. Takes measures to actively involve families in the education of their children.
5. Models and communicates expectations for individual and shared ownership of student, educator, and school success.
6. Recognizes and celebrates improved educator and student performance related to school vision and goals.

**Standard C: Professional Learning and Growth**
An ethical and effective instructional leader develops capacity of all educators by designing, facilitating, and participating in collaborative learning informed by multiple sources of data.

**Indicators:**
1. Collaborates with stakeholders to communicate a clear, compelling vision for professional learning and growth.
2. Implements and monitors a rigorous evaluation system using an approved Tennessee evaluation model.
3. Uses educator evaluation data to inform, assess, and adjust professional learning goals and plans.
4. Engages faculty and self in data-informed, differentiated professional learning opportunities for educators, aligned with the *Tennessee Standards for Professional Learning*.
5. Collaborates with others to induct, support, retain and/or promote effective educators based on evidence of student and educator outcomes.
6. Identifies and supports potential teacher-leaders and provides growth opportunities in alignment with the *Tennessee Teacher Leadership Standards*.

**Standard D: Resource Management**
An ethical and effective instructional leader facilitates the development of a highly effective learning community through processes that enlist diverse stakeholders and resources.

**Indicators:**
1. Strategically utilizes community resources and partners to support the school’s mission, vision, and goals.
2. Includes a diverse set of educators and stakeholders in school improvement decisions.
3. Establishes, communicates, and enforces a set of standard operating procedures and routines aligned with district, state, and federal policy.
4. Performs all budgetary and responsibilities with accuracy, transparency, and in the best interest of students and staff.

**NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS**

1. Teachers are committed to students and their learning and believe all students can learn, adjusting practice based on student observation and need.

2. Teachers know the subject(s) they teach and how to teach the subject(s) to students. Accomplished teachers have a rich understanding of the subject(s) they teach and appreciate how knowledge in their subject(s) is created, organized, linked to other disciplines and applied to real-
world settings.

3. Teachers are responsible for managing and monitoring student learning. Accomplished teachers create, implement and maintain disciplined learning environments that are learner appropriate and allow the schools’ goals for students to be met.

4. Teachers think systematically about their practice and learn from experience. Striving to strengthen their teaching, accomplished teachers critically examine their practice, seek to expand their repertoire, deepen their knowledge, sharpen their judgment and adapt their teaching to new findings, ideas and theories.

5. Teachers are members of learning communities. Accomplished teachers contribute to the effectiveness of the school by working collaboratively with other professionals on instructional policy, curriculum development and staff development. They find ways to work collaboratively and creatively with parents, engaging them productively in the work of the school.

INSTITUTIONAL STANDARDS (PROFICIENCIES)

1. The candidate demonstrates the dispositions and knowledge of the profession by upholding the VALUES of Abraham Lincoln’s life: a dedication to individual liberty; responsibility, and improvement; a respect for citizenship; recognition of the intrinsic value of high moral and ethical standards; and a belief in a personal God.

2. The candidate demonstrates an appreciation for the value of EDUCATION as a means to improve the quality of life for an individual and articulates an understanding of the importance of lifelong learning for themselves and others.
3. The candidate demonstrates an understanding of the purpose and value of **SERVICE** to others, especially in the educational arena. In addition, the candidate articulates the meaning of “servant leadership” as a component of service to individuals, home, and local and global communities.

4. The candidate demonstrates an understanding and application of the major concepts, theories, and processes of inquiry, which strengthen current knowledge bases, develops new ideas, and implements best practices from his/her field.

5. The candidate demonstrates the ability to make educational decisions based on the wisdom of practice, understanding of past, present, and emergent learning, developmental, neuroscience, personality, social, organizational, and leadership theories.

6. The candidate demonstrates the ability to reflect and make informed educational decisions based on the knowledge, skills, and dispositions outlined in professional, state, and institutional standards through coursework, field experiences, and clinical practice.

7. The candidate demonstrates the dispositions needed to foster relationships with students, colleagues, school leaders, parents, community leaders, and professional associations in the larger community to support teaching and learning.

8. The candidate demonstrates the ability to reflect and make educational decisions supported by current research, wisdom of practice, and educational policies.

9. The candidate is able to make assessments, reflects and can articulate how coursework, field experiences, and clinical practices have improved their knowledge, skills, and professional dispositions to help all students from all populations to learn.

10. The candidate demonstrates an understanding of classroom management, individual and group motivation and behavior, and instructional methods and technology to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

11. The candidate demonstrates competencies in conducting research and uses research findings to foster active inquiry, collaboration, and supportive interaction in the school and educational environments, including computer based and online instruction and learning.

12. The candidate demonstrates and implements effective verbal and nonverbal communication skills and uses technology to foster constructivist learning, active inquiry, collaboration, and supportive interaction with and among all students.

13. The candidate demonstrates an understanding of how to appropriately use emerging technologies as a tool for communication, research, planning and implementing instruction, and maintaining an assessment system.

14. The candidate demonstrates an understanding of assessment systems that aggregate and disaggregate data collected from multiple formal, informal, formative and summative assessments to evaluate learning and instructional practices in order to make informed decisions for instruction and program improvements.

15. The candidate clearly articulates proficiencies for understanding differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical areas. The candidate demonstrates this understanding
in instructional planning, the classroom environment, and interactions with students and other community stakeholders.

16. The candidate demonstrates an understanding of the legal aspects of education, including the rights and responsibilities of students, faculty, staff, and schools, to make informed decisions to assure fairness, privacy, social justice, well-being, and safety of all stakeholders. The candidate reflects on his/her professional decision making to insure wisdom of practice and education policies.

17. The candidate actively seeks out opportunities for professional development, personal growth and is supportive of continuous lifelong learning.

International Society For Technology Education (ISTE A) Standards For Administrators

1. Visionary Leadership - Educational Administrators inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization.
   a. Inspire and facilitate among all stakeholders a shared vision of purposeful change that maximizes use of digital-age resources to meet and exceed learning goals, support effective instructional practice, and maximize performance of district and school leaders
   b. Engage in an ongoing process to develop, implement, and communicate technology-infused strategic plans aligned with a shared vision
   c. Advocate on local, state and national levels for policies, programs, and funding to support implementation of a technology-infused vision and strategic plan

2. Digital Age Learning Culture - Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students.
   a. Ensure instructional innovation focused on continuous improvement of digital-age learning
   b. Model and promote the frequent and effective use of technology for learning
   c. Provide learner-centered environments equipped with technology and learning resources to meet the individual, diverse needs of all learners
   d. Ensure effective practice in the study of technology and its infusion across the curriculum
e. Promote and participate in local, national, and global learning communities that stimulate innovation, creativity, and digital age collaboration

3. Excellence in Professional Practice - Educational Administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources.

a. Allocate time, resources, and access to ensure ongoing professional growth in technology fluency and integration
b. Facilitate and participate in learning communities that stimulate, nurture and support administrators, faculty, and staff in the study and use of technology
c. Promote and model effective communication and collaboration among stakeholders using digital age tools
d. Stay abreast of educational research and emerging trends regarding effective use of technology and encourage evaluation of new technologies for their potential to improve student learning

4. Systemic Improvement - Educational Administrators provide digital age leadership and management to continuously improve the organization through the effective use of information and technology resources.

a. Lead purposeful change to maximize the achievement of learning goals through the appropriate use of technology and media-rich resources
b. Collaborate to establish metrics, collect and analyze data, interpret results, and share findings to improve staff performance and student learning
c. Recruit and retain highly competent personnel who use technology creatively and proficiently to advance academic and operational goals
d. Establish and leverage strategic partnerships to support systemic improvement
e. Establish and maintain a robust infrastructure for technology including integrated, interoperable technology systems to support management, operations, teaching, and learning

5. Digital Citizenship - Educational Administrators model and facilitate understanding of social, ethical and legal issues and responsibilities related to an evolving digital culture.

a. Ensure equitable access to appropriate digital tools and resources to meet the needs of all learners
b. Promote, model and establish policies for safe, legal, and ethical use of digital information and technology
c. Promote and model responsible social interactions related to the use of technology and information

d. Model and facilitate the development of a shared cultural understanding and involvement in global issues through the use of contemporary communication and collaboration tools

INTERVIEW WITH PRINCIPAL REFLECTION INSTRUCTIONS
Make an appointment with a school principal to discuss school and community relations. Use the following template for reporting that interview.

Candidate Name: 
Principal’s Name: 
School’s Name: 
Time of Meeting: 
Questions to Ask:
- How long have you been at this school?
- How long have you been in education?
• Were you a teacher before you became an administrator? If so, for how long?
• How do you manage the internal communication in your school, especially among your faculty and staff?
• What are the most difficult aspects of that communication?
• What is the most effective aspect of that communication?
• Do you have a plan for resolving staff conflicts?
• How do you manage the external communication in your school? With parents? With outside community?
• Does your school have a webpage? Is it periodically updated? Is there someone assigned to that task?
• Do you have any online communication with your parents?
• Do you have some kind of online posting of homework?
• Do you have any community service projects that your school is involved in right now?
• Do you have a functional crisis management plan?