

EDLD 6800: District Governance and Community Relations Learning Outcomes

This course is designed to examine central office district leadership roles and processes as they relate to organizational culture, systems, leadership styles, collective bargaining and strategic planning. Specific learning outcomes include:

- 1) Program completers understand and demonstrate the capacity to collaboratively design, communicate and evaluate a district mission and vision that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community (NELP District-Level Standard Component 1.1).
- 2) Program completers understand and demonstrate the capacity to lead district strategic planning and continuous improvement processes that engage diverse stakeholders in data collection, diagnosis, design, implementation, and evaluation (NELP District-Level Standard Component 1.2).
- 3) Program completers understand and demonstrate the capacity to represent and support district schools in engaging diverse families in strengthening student learning in and out of school (NELP District-Level Standard Component 5.1).
- 4) Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts and cultivate relationships with members of the business, civic, and policy community in support of their advocacy for district, school, student, and community needs (NELP District-Level Standard Component 5.3).
- 5) Program completers understand and demonstrate the capacity to represent the district, advocate for district needs and cultivate a respectful and responsive relationship with the district's board of education focused on achieving the shared mission and vision of the district (NELP District-Level Standard Component 7.1).
- 6) Program completers understand and demonstrate the capacity to design implement, cultivate, and evaluate effective and collaborative systems for district governance that engage multiple and diverse stakeholder groups, including school and district personnel, families, community stakeholders, and board members (NELP District-Level Standard Component 7.2).

Below are additional details for each learning outcome/standard component, which can be used as ideas within a PLA portfolio, as taken from the NELP document: <https://www.npbea.org/wp-content/uploads/2018/11/NELP-DISTRICT-Standards.pdf>

NELP Standard Component 1.1

Program completers understand and demonstrate the capacity to collaboratively design, communicate, and evaluate a district mission and vision that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.

Content Knowledge

Program provides evidence of candidate knowledge of:

- Research on the role and importance of district mission and vision
- Processes for collaboratively developing a mission and vision
- Processes for developing an actionable mission and vision attentive to such considerations as data use, technology, values, equity, diversity, digital citizenship, and community
- The characteristics of well-written mission and vision statements

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Evaluate existing mission and vision processes and statements
- Collaboratively design an actionable district mission and vision attentive to such considerations as data use, technology, values, equity, diversity, digital citizenship, and community
- Develop a comprehensive plan for communicating the mission and vision to multiple constituencies

NELP Standard Component 1.2

Program completers understand and demonstrate the capacity to lead district strategic planning and continuous improvement processes that engage diverse stakeholders in data collection, diagnosis, design, implementation, and evaluation.

Content Knowledge

Program provides evidence of candidate knowledge of:

- Research on district improvement
- Formal processes of system-wide, iterative, evidence-informed improvement
- Research-based strategic planning processes
- Data collection, diagnosis, and use
- Implementation theory and research

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Evaluate existing improvement processes
 - Develop a district-wide improvement process that includes data collection, diagnosis, design, implementation, and evaluation
 - Articulate a process for strategic planning
 - Develop an implementation plan to support the improvement process
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NELP Standard Component 5.1 Program completers understand and demonstrate the capacity to represent and support district schools in engaging diverse families in strengthening student learning in and out of school.

Content Knowledge

Program provides evidence of candidate knowledge of:

- Research on the role of families in supporting student learning in and out of school
- Strategies for supporting schools in cultivating relationships with and engaging families in strengthening student learning in and out of school

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Represent the district and its schools
 - Support the efforts of district schools in engaging diverse families in strengthening student learning in and out of school
 - Make decisions about when and how to engage families
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NELP Standard Component 5.3 Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts and cultivate relationships with members of the business, civic, and policy community in support of their advocacy for district, school, student, and community needs.

Content Knowledge

Program provides evidence of candidate knowledge of:

- Research on the importance and implications of social, cultural, economic, legal, and political contexts
- Strategies for effective oral, written, and digital communication with members of the business, civic, and policy community
- Strategies for cultivating relationships with members of the business, civic, and policy community
- Public relations
- Educational advocacy

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Conduct a needs assessment of the district, school, students, and community
- Develop a plan for accessing resources that addresses district needs
- Cultivate collaborative relationships with district constituencies
- Develop oral, written, and digital communications targeted on the larger organizational, community, and political contexts
- Advocate for district and community needs

NELP Standard Component 7.1 Program completers understand and demonstrate the capacity to represent the district, advocate for district needs, and cultivate a respectful and responsive relationship with the district's board of education focused on achieving the shared mission and vision of the district.

Content Knowledge

Program provides evidence of candidate knowledge of:

- Research and best practice focused on school board governance and relations
- Management theory
- Communication strategies
- Negotiation strategies

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Represent the district and its mission, strengths, and needs to the board of education
 - Cultivate a positive, respectful, and responsive relationship with the board
 - Advocate for board actions that will support the mission and vision of the district and meet district needs
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NELP Standard Component 7.2 Program completers understand and demonstrate the capacity to design, implement, cultivate, and evaluate effective and collaborative systems for district governance that engage multiple and diverse stakeholder groups, including school and district personnel, families, community stakeholders, and board members.

Content Knowledge

Program provides evidence of candidate knowledge of:

- Research and best practice concerning effective systems for district governance
- Processes for engaging multiple and diverse community stakeholders
- Developing and sustaining effective board relations

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Evaluate district governance and stakeholder engagement systems
 - Design governance systems that engage multiple and diverse stakeholder groups
 - Implement strategies (i.e., communication) that support stakeholder engagement in district governance
 - Cultivate and coordinate an effective and collaborative system for district governance
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