

UNO Educational Leadership - *Ensuring School Community Input for School's Master Plan.*

This assessment takes place in Level 2 in EDAD 6845 School Community Relations. Candidates respond to student needs as articulated by parent and community input. This assessment emphasizes themes of communication, technology and diversity.

This assessment is specifically aligned with standards 4.1, 4.2, 3.2, 6.1, 6.2, and 6.3. As such, candidates are required to select, from a menu of school community input options, a project in which they are to acquire and refine the skills essential to collaborating with families and other community members, responding to community interests and needs, mobilizing community resources, understanding the larger educational context, and finally, responding to and influencing the larger educational context.

Directions to Candidate

Rebuilding and strengthening the public school system in New Orleans is one of the most important elements in the future of the City. Few topics are more important than where and how students are educated in New Orleans. To address this critical need, the State of Louisiana will sponsor a series of community engagement meetings over the next nine months to give students, parents, and educators a chance to participate in creating a School Facilities Master Plan. EDAD 6845 – Schools and Community Relations students will work with a team of education planning professionals led by Concordia LLC (www.concordia.com) in forming this master plan.

Concordia has produced facilities plans for numerous schools and school districts nationally, including a recent project with the Santa Monica-Malibu school district in California. Concordia has also been actively involved in the City's community participation process, acting as the lead coordinator for the Unified New Orleans Plan (www.unifiedneworleansplan.org). UNOP recommendations will be considered in the Schools Facilities Master Plan process.

The development of this plan will provide a unique opportunity for Schools and Community Relations students to lend their voice, engage with the school community, and play a crucial role in rebuilding our City. Student will have opportunities to contribute primarily through focus groups, research, and reflective writing.

Group Projects- 30 Points

Students will work in collaborative teams with the goal of providing comprehensive recommendations that should inform stakeholders' decisions on the future of the selected school. These working groups are interdependent in that the regular sharing of information should enhance each group's primary assignment. Students will have the option of choosing between 7 group projects: historical analysis, curricular concerns, parent focus groups, teacher focus groups, and student focus groups. Students will also have the opportunity to deliver general research materials to each group particularly in the areas of best practices in parent/community involvement and demographic trends. Each member of the group will receive the same grade. Individual grades will be given based on the grade received on the field experience, reflection paper and overall participation. A more detailed description is to follow:

Group Assignment Options

GROUP	GOAL	DUTIES	Standards	Points
#1 Historical Analysis	Plan and facilitate a 1 hour workshop on the history of a school and its surrounding community in efforts to provide a context of racial politics in New Orleans. The intended audience of the workshop should be Concordia consultants, school district leaders, and parents.	10 page historiography of a New Orleans high school. This white-paper should focus on the development of race relations at the school and surrounding community. Students will also present their finding to an audience of district leaders, reform consultants, and parents.	Unit ACDT; LA 4,6; ISLLC 4, 6; ELCC 4, 6	30
#2 Curricular Concerns	Plan and facilitate a 1 hour workshop on the curricular trends that should impact architectural decision of building new schools.	Develop a 10 page research paper on the curricular needs of inner city, black, poor consumer base. Cater the needs to the local community surrounding the school. Student will have an opportunity to present their findings to an audience of district leaders, reform consultants, and parents.	Unit ACDT; LA 4,6; ISLLC 4, 6; ELCC 4, 6	30
#3 Parent Groups	The group will help plan two focus groups with parents to gather input on the future development (restoration, demolition, sale) of the selected school.	Develop a coherent plan to recruit and organize parents, as well as facilitate focus groups to collect data which will serve as inputs to reform consultants. Transcribe and analyze data collected during focus groups	Unit ACDT; LA 4,6; ISLLC 4, 6; ELCC 4, 6	30
#4 Teacher Groups	The group will help plan two focus groups with teachers to gather input on the future development (restoration, demolition, sale) of the selected school.	Develop a coherent plan to recruit and organize teachers, as well as facilitate focus groups to collect data which will serve as inputs to reform consultants. Transcribe and analyze data collected during focus groups	Unit ACDT; LA 4,6; ISLLC 4, 6; ELCC 4, 6	30
#5 Student Groups	The group will help plan two focus groups with students to gather input on the future development (restoration, demolition, sale) of the selected school.	Develop a coherent plan to recruit and organize students, as well as facilitate focus groups to collect data which will serve as inputs to reform consultants. Transcribe and analyze data collected during focus groups	Unit ACDT; LA 4,6; ISLLC 4, 6; ELCC 4, 6	30
#6 Demographic Trends	Plan and facilitate a 1 hour workshop on the demographic trends of the neighborhood of the selected school. The intended audience of the workshop should be Concordia consultants, school district leaders, and parents.	10 page research document on the demographic trends of the neighborhood. Students will also present their findings to an audience of district leaders, reform consultants, and parents.	Unit ACDT; LA 4,6; ISLLC 4, 6; ELCC 4, 6	30

#7 General Research	Plan and facilitate a 1 hour workshop on best practices of garnering parental and community involvement regarding the school master planning. The intended audience of the workshop should be Concordia consultants, school district leaders, and parents.	10 page research document on the best practices in community/parental involvement as it pertains to master planning. Students will also present their findings to an audience of district leaders, reform consultants, and parents.	Unit ACDT; LA 4,6; ISLLC 4, 6; ELCC 4, 6	30
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