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Parent Leadership Initiative
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Leadership is... about relationships...
self-development... everybody’s business!

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# Table of Contents

ABSTRACT .................................................................................................................... 3

PROBLEM BACKGROUND ........................................................................................... 4

PROJECT DESCRIPTION ............................................................................................ 14

PROJECT RESULTS .................................................................................................... 22

CONCLUSION AND RECOMMENDATION ................................................................. 28

REFERENCES CITED .................................................................................................. 38

APPENDIX A: SCORING OF ADVANCED LEADERSHIP ACADEMY PRESENTATIONS ........................................................................................................ 41

APPENDIX B: INVITATION TO LEADERSHIP INITIATIVE WORKSHOPS ............... 43

APPENDIX C: MODULE "MODEL THE WAY" ............................................................ 45

APPENDIX D: PERFORMANCE SCORING RUBRIC (5 page document) .......... 61

APPENDIX E: INVITATION TO ONLINE LEARNING .................................................. 62

APPENDIX F: WEBSITE NAVIGATION GUIDE ......................................................... 64

APPENDIX G: EVALUATION SURVEY ...................................................................... 79

APPENDIX H: STUDENT PROJECT IN PROGRESS .................................................. 81

APPENDIX I: INTENT TO SUBMIT A GRANT APPLICATION .................................. 85

APPENDIX J: EVALUATION BY STAKEHOLDERS ................................................... 87
Abstract

Parental involvement in urban public schools is a vital part of any strategic plan to improve student achievement and close the achievement gap, but many parents lack the leadership skills that would enable them to spearhead activities that positively affect school or neighborhood climate and support teamwork with teachers and school administration. My project was to familiarize parents with Kouzes and Posner's five practices of exemplary leadership from *The Leadership Challenge* using family films to demonstrate leadership, give the parents practice in writing SMART objectives to develop a plan of action, and coach them in implementing a project directed at solving a problem or filling a need. Five parents participated in the six workshops that were the core of my project; two developed summer programs, one intends to seek means for obtaining a Group Tutoring Instructor for the science lab at Edison Tech, and one intends to create a PTA/school newsletter; in addition a website for online instruction was created and a group of seven participants have been registered.
Problem Background

Over the years firsthand experience and anecdotal knowledge have lead me to accept the statement "parental involvement improves student achievement" as intuitively true, in this case my intuition is supported by numerous research studies. "Research supports the hypothesis that parental involvement improves student achievement. Student outcomes are thought to be positively affected by increased parental involvement (Epstein 1988; Epstein 1990; Fullan 1991; Henderson 1987; Moore 1992; Winters 1993; Ziegler 1987)". (Henry 1996, p.16)

The benefits of parental involvement are needed in every school district for all school populations. Henderson and Mapp (2002) reported that taken as a whole the fifty-one recent studies they reviewed showed a convincing relationship between family involvement and benefits for students, including improved academic achievement. This relationship is found in families of all economic, racial/ethnic, and educational backgrounds and for students of all ages. There is less research on the effects of community involvement, but benefits for schools, families, and students is also suggested, including improved achievement and behavior.
Whereas parental involvement that supports teamwork with teachers and school administration is a key factor in improving student achievement in all schools, it is a critical need in urban school districts.

"By almost any measure, urban public schools are failing to provide and adequate education to their students. Such indicators of school well-being as student achievement, promotion rates, and retention of teachers have all continued to decline relative to suburban and more affluent areas." (Gold, Simon, and Brown, 2002, p.9)

Any number of factors contribute to the reality that participation rates from within urban families is low, but the fact remains that generally in urban schools a majority of the public school children are African American or Hispanic.

"At most school activities that call for parental involvement and participation, African American and Latino parents are vastly under represented. This is also true on decision-making bodies where parents have a say in how resources are allocated, and it is most dramatically true on back-to-school nights when parents are invited their children's teachers." (Noguero, 2003, p.78)

Henderson and Mapp (2002) concluded from the 51 parental involvement studies they reviewed that the benefits for students specifically include:
• Higher grade point averages and scores on standardized tests or rating scales.
• Enrollment in more challenging academic programs.
• More classes passed and credits earned.
• Better attendance.
• Improved behavior at home and at school, and
• Better social skills and adaptation to school.

In the effort to improve our urban schools and close the achievement gap these specific beneficial effects can make a critical difference.

Earlier studies had also shown similar results, parental involvement does in fact improve student success and school effectiveness.

"Shields and McLaughlin (1987) reported that there are two facts that are "fairly well settled" in the literature regarding the link between parent involvement and student achievement. First, students, including students from low SES whose parents are involved in their schools, do better in their academic subjects than those students whose parents are less involved (Stevenson and Baker, 1987; Rood, 1988; Henderson, 1987; Jacob, 1983; Comer, 1984; Walberg, 1984; McCormick, 1989). Second, those schools where parents are well informed and highly involved are most likely to be effective schools (Brandt, 1986; Chubb, 1988; Comer, 1984; Henderson, 1988b, Jacob, 1983; Purkey and Smith, 1983; Walberg, 1984). Other studies have indicated that
students are less likely to drop out of schools when parents are involved (Henderson, 1988a; McCormick, 1989).” (Rutherford, Billig and Kettering, 1995, p.57)

A major challenge in urban districts is to motivate parents into action, encouraging them to spearhead activities that positively affect school or neighborhood climate. Often what first appears to be parental apathy should instead be addressed as their perceived lack of efficacy. A parent’s ideas for meaningful ways to positively affect schools may vary from what administration perceives as desirable, resulting in a lack of action.

"Too frequently, however parent involvement is defined as those activities that are easiest to measure. Currently, 17 states have grant or award programs that encourage schools or districts to involve parents in their children's education or recognize those that do so already. But are these programs based too conveniently on hours volunteered, money raised, conferences attended? And 15 states have policies that encourage, urge, expect, or direct employers to enable parents to attend school activities such as parent/teacher conferences. Though these activities are important, it's often easier for educators to talk to parents about what they can do for the school than it is to listen to parents about what know their kids need to be successful. Unfortunately, sometimes when parents appear not to
care, it's because they know that what they have to say won't be heard." (Christie, 2005, p.645).

On the other hand, Lanthier, Wright-Cunningham, Edmonds (2003) examined three determinants of parental involvement: parental role construction, parental self-efficacy and school invitingness and determined that parental efficacy was only weakly related to involvement but that the effects for school invitingness generalized across all groups. They conclude that efforts to foster the three factors in combination may offer great returns, but that the most consistent predictor is school invitingness. This has been another intuitive observation; schools must be welcoming to parents in order to increase parents' willingness to become involved. When parents equipped with the leadership skills initiate programs within schools those schools will benefit by becoming more welcoming to other parents with children in that school.

It can become a circular argument. Do parents spend time in schools because they are comfortable there, or are they comfortable there because they spend time in the schools? "Parent/family involvement is reported in the literature as one of the important factors in successful schools or schools that report improved student achievement. The literature further supports the concept that people who spend time in schools feel more positive about those schools." (Loucks, 1992, p.23).
As mentioned previously, urban school districts traditionally have a smaller percentage of parents actively involved in school and district activities. This is a hurdle that advocates for parental involvement must continuously address. There are many factors that create barriers.

"Parents who have not had educational opportunities are often very supportive of the schools and want an education for their children, but some feel uncomfortable with teachers and principals. Parents who have had to quit school or who had an unpleasant experience in their own schooling may fear the schools and find it difficult to become a partner with the professional." (Berger, 2000, p.103).

Johnson (2004, p.83) offers reasons from a teacher's perspective why parents don't "cooperate":

1. Their own school days were miserable for some reason.
2. They can't spell or read well.
3. They believe they will be blamed for their child's learning problems or behavior.
4. They don't speak English well and are ashamed of the grammar or accents.
5. They are poor, tired, overworked, abused, or something that saps their energy so that they simply can't cope.
6. They really are pathetic parents who don't care.

She is describing the hardest to reach parents. These "invisible" parents can probably best be reached through those that are inclined to become involved. Preparing parents with
leadership skills will release their potential, setting positive change into motion which in turn will inspire others. Equipped with a meaningful framework for leadership parents become powerfully positive influences and real life role models. There is no better way to express high expectations than by setting a good example.

"Parents who become leaders are better able to support their children's learning - both through their active presence at the school and through the skills and contacts they gain in their leadership activities. Taking a leadership role and achieving success help parents develop a greater sense of their own power to influence their children's future and to make a better life for themselves." (Henderson, Jacob, Kernan-Schloss, Raimondo 2004 p.21).

"The higher the hopes and expectations of parents with respect to the educational attainment of their child, the higher the student's own educational expectations and, ultimately, the greater the student's academic achievement." (Hong, 2005, p. 40)

The learning environment is greatly enhanced when supported by the "three legged stool" - students, parents, and teachers. Together they can accomplish exponentially more than any one group alone.

"With parents as partners, schools are more likely to build the kind of strong, trusting relationships that expand social and
political capital and that lead to positive, sustainable change. In addition, parent leaders are able to tap opportunities and resources that may not be available to the schools working alone." (Henderson, Jacob, Kernan-Schloss, Raimondo 2004 p.23).

The problem in urban districts is therefore twofold, the typical population of engaged parents is relatively small and they often lack the skills and direction to effect the necessary changes. It is the goal of my project to increase the number of "lay leaders" in the Rochester City School District through leadership training.

"The use of lay leaders – parents leading their own groups – encourages parents to be actively involved. Because educational growth and positive change are what is wanted in parent education groups, active involvement is highly desired. More change will occur if the parent formulates some of the educational suggestions and acts upon the information." (Berger, 2000, p.234).

I focused on developing the leadership skills of parents of urban school children, specifically in the Rochester City School District. I have personally witnessed the need to increase parental involvement in Rochester City Schools. Over the last fifteen years I have participated in various efforts aimed at doing so. Networking is always a key component for success. One of the important benefits of this project was the
opportunity for the parents involved to interact and develop relationships within the group. In our group sessions we developed a sense of collaboration; we discussed issues of current concern and support was offered as needed.

"Parent networks may form naturally out of parent education groups, but many parents with no interest in parent education might want to join a network group of parents. Now more than ever, parents need to cooperate with one another to handle the pressures of the social world." (Berger, 2000, p.159)

By emphasizing that leadership is based on creating relationships and focusing on self development it was my intention that the benefits of the program would be sustained through networking. By putting their goals into writing and acting on them the participants in my project would influence others and the effect of the program would grow, through involving others leadership becomes everyone's business.

"Development is, in its simplest form, the incremental accumulation of greater levels of responsibility, which frequently begins with oneself and then transcends to others." (Avolio, 2005, p.67)

One disappointment was that I was unable to engage fathers in the workshops. One male expressed interest but failed to return my phone calls or emails as the program got underway. It would have added a valuable dimension to the results.
"Research shows that children whose fathers are positively involved in their school activities complete more school and have stronger emotional and cognitive development (Byrne, 1997; Engle & Breaux, 1998; Lamb 1997; Levine, Murphy & Wilson, 1997). The reverse is true for children without father involvement. They are three times more apt to fail, have more emotional problems that need psychiatric treatment, have more behavioral problems, have lower reading scores, and are three times as apt to commit suicide (Byrne 1993; Horn, 1997; Levine, Murphy & Wilson, 1993)." (Berger, 2000, p.107).

Corbett and Wilson (2000) found that parents can be agents for change, not just in the education of their own children but of all children. They also discovered that the issues involved in parental involvement are complicated and can require adjustment of expectations. Their report offers very valuable considerations for the future relevant to expectations and target population to be discussed further in "recommendations".

Gold, Simon, and Brown (2002) constructed an "Education Organizing Indicators Framework" that can be used by leaders to establish a common language to describe their work. The eight indicators are: leadership development, community power, social capital, public accountability, equity, school-community connection, high quality curriculum and instruction, and positive school climate. This project has scratched the surface
with leadership development, but with that beginning a tremendous power to unleash far reaching benefits exists.

"...when ordinary people can enter into the education arena, their efforts can result in meaningful gains for students who have not been served well by the public schools. Ordinary people can indeed begin to transform the institution of public education to become more equitable and responsive." (Gold, Simon, and Brown, 2002, Executive summary, p.7)


Project description

Leadership is...

about relationships... self-development... everybody’s business!

My relationship with my project mentor began when I was taking "Contexts and Trends" in April 2005. I was a part of the second graduating class of the "Parent Leadership Academy", a program provided by the Rochester City School District designed to broaden the knowledge base of parents regarding their children's public school education. The "Parent Leadership Academy" (PLA) is a program of the Parent University, a Division of the Rochester City School District's Office of Parent and Community Involvement. When I met Charmaine Cohen, the coordinator of the Parent University and director of the "Parent
Leadership Academy", I knew I wanted her to be my project mentor. I recognized that we had common goals and I admired her enthusiasm, dedication, professionalism and charisma.

My decision to use Kouzes and Posner as the basis for the modules I began developing in "Instructional Module Design" during the summer of 2006 was a result of previous experience with presenting Brown Bag Leadership workshops based on the book The Leadership Challenge as part of collaboration at the U of R and RIT Libraries in 2005. For those workshops we used movie clips, I chose to use complete movies to be watched at home. In the trials of my modules it was reported that as an additional benefit that parents enjoyed watching the movies with their children. For my project I continued my work from IMD to complete a series of six classes, which included an orientation meeting prior to beginning the five instructional modules.

In February 2006 Ms. Cohen asked me to act as a coach for the "Advanced Parent Leadership Academy" and mentor a team of other PLA alumni. The assignment given the team was to address issues of student achievement in the Northeast sector of Rochester, known as "The Children's Zone". The participants in this session were also introduced to the leadership practices from Kouzes and Posner. The team I coached met eight times from February 2nd to the 16th and developed a nutrition education program. My role involved helping them to construct a well
formed "doable" plan and create a PowerPoint presenting their plan. My team received the highest score from a panel of judges at the conclusion of the exercise to win savings bonds for their children. (See Appendix A: Scoring of Advanced Leadership Academy Presentations) This successful coaching experience helped to lay the foundation for my project. In addition Linda Stagles, Director of Grants for RCSD, was one of the judges for the competition and assisted with the rubric I propose be used to evaluate the projects that will result from my Parent Leadership Initiative workshops.

On February 9-10, 2006 I attended the seminar "Parent leaders: an untapped resource in education" in San Antonio, Texas. This seminar given by the Center for Parent Leadership of the Commonwealth Institute for Parent Leadership (CIPL) at the Prichard Committee for Academic Excellence, Lexington, Kentucky has proven to be an invaluable resource. I felt it would be advantageous to learn more about CIPL as my vision of parent leadership is closely aligned with the work that they do. In return for the time and resources I invested by attending I received many useful materials, much inspiration, and valuable guidance. I was also generously allowed to take an extra set of the materials they provided for Ms. Cohen.

Ms. Cohen had originally planned to hold a second "Advanced Leadership Academy" session, but chose instead to offer the
dates for my capstone project. Five parents enrolled in my "Parent Leadership Initiative" advertised as an "advanced class" of the RCSD Parent University offered to graduates of the "Parent Leadership Academy". (See Appendix B: Invitation to Leadership Initiative Workshops). The orientation session was held on March 30, 2006.

The participants learned about the five practices and ten commitments of exemplary leadership as described in Kouzes and Posner's *The leadership challenge*:

**Model the Way**

- Find your voice by clarifying your personal values.
- Set the example by aligning actions with shared values.

**Inspire a Shared Vision**

- Envision the future by imagining exciting and ennobling possibilities.
- Enlist others in a common vision by appealing to shared aspirations.

**Challenge the Process**

- Search for opportunities by seeking innovative ways to change, grow and improve.
- Experiment and take risks by constantly generating small wins and learning from mistakes.

**Enable others to Act**

- Foster collaboration by promoting cooperative goals and building trust.
- Strengthen others by sharing power and discretion.

**Encourage the Heart**
Recognize contributions by showing appreciation for individual excellence.

Celebrate the values and victories by creating a spirit of community.

Each module employs the use of a popular or classic movie to demonstrate the practice under discussion. Studying each practice required that the students view the assigned movie, complete a worksheet and attend a group session. (See Appendix C: "Model the Way", the modules for the other four practices are the same format.) I was able to provide textbooks for each student and make copies of the movies available to facilitate students’ ability to complete assignments. If a student missed a group meeting I followed up with them either on the phone, in email or in person to fill them in on what they had missed.

The leadership practices these parents learned will aid them as they assume leadership roles in school, district and community activities. The worksheets were designed to guide the participants in writing measurable objectives to aid planning and development of projects through learning the concept of SMART objectives.


The main objective of the project was to have participating parents write goals and measurable objectives, develop a plan of
action, and implement a project directed at solving a problem or filling a need. My role was to introduce them to this set of tools for leadership, coach the participants through the process of developing programs, and help them to ready their projects for implementation.

This method of involving parents has proven successful for the Commonwealth Institute for Parent Leadership (CIPL). They use "Community Support Coordinators" (CSC) to guide the graduates (Fellows) of their programs. "The praise, from the beginning of the training sessions to the last phone conversation we had with Fellows, was almost universal for the CSCs. They played a host of roles from teacher, to helper, to cheerleader, to information provider. Many parents said they would not have made nearly the progress they did without support. Fellows identified this role as an absolutely essential element of the program." (Corbett and Wilson, 2000, p.26)

Originally I started my project with the goal of working with ten parents. I have worked closely with five and still hope to actively involve at least five more in the online class. Some of the issues parents have chosen to address are issues within the larger community, not just schools. I did not attempt to control individual choice of projects because the larger goal was to have the participants develop leadership
skills. It was necessary to allow them the freedom to pursue an initiative of their own choosing. Although the research establishes the strongest relationship between student achievement and parental involvement in the schools there is also a correlation to community involvement, therefore the project concepts with a broader context were still valid.

Immediately following the conclusion of my workshops I had the opportunity to attend "Change is in the air: Empowering Parents and Teachers for Student Success" in Rochester, New York on May 6, 2006. This was the Rochester City School District, Title I 32nd Annual Conference. At this conference I was once again reminded of the importance of networks as I reconnected with a number of parents from the "Parent Leadership Academy" who were among the 250 attendees. I was encouraged by the strength and determination of the people who are involved in trying to make a difference. I also took advantage of the opportunity to solicit participants for the online learning I was planning to establish.

With the series of classroom workshops completed I met with three parents individually throughout the summer as a "coach" to help them formalize their project ideas so they could be implemented. With assistance from Linda Stagles I designed a "Performance Scoring Rubric" to be used in evaluating participant's projects, when completed. (See Appendix_D.doc – a
separate document). I offered the rubric to the participants to be used as a "template" for writing a proposal.

At the conclusion of the "classroom" workshop series I created a website to be used as an online class hoping to involve a second group of participants. Ms. Cohen distributed my invitation to join the online class (See Appendix E: Invitation to Online Learning) to the graduates of the Parent Leadership academy through an email distribution list. I received three responses from that distribution. I also solicited parents I had met when performing a needs assessment in the fall quarter of 2005 and parents who had assisted with the trials of my modules during my IMD class. The website which is actually a MSN “group” contains the instructional materials from "The Leadership Initiative" and a group navigation guide which I wrote for the class "Technical Information Design" (See Appendix F: Navigation Guide) and other documents I believe would prove useful in writing proposals.

http://groups.msn.com/LeadershipInitiative

I was successful in signing seven parents onto the website, and have had three additional inquiries. I plan to continue to promote this endeavor. It promises to be a means for obtaining a diverse group of participants not restricted by time and location.
Project results

My project, "Parent Leadership Initiative," aligned with the goals of the Rochester City School District's Parent University coordinated by Ms. Cohen. Those goals are:

- To further develop parent leaders for advanced levels of parental involvement in the Rochester City School District.
- To build a capacity for working in collaborative teams as a means for improving student achievement.

The Parent University goals are in turn designed to support the district's standards for parental involvement found at:

The Rochester City School District was my client organization; Ms. Cohen evaluated the results of the project and guided my progress. Her vision to involve parents in developing and implementing effective programs for change is exactly what the "Parent Leadership Initiative" accomplished.

It's important to note that the parents of the Rochester City School District were my true "clients". The parents completing the five module series were equipped to assume leadership roles in the district and their hard work and vision will give birth to new programs. While developing their skills
these parents will support student learning and bring positive change to the city schools.

- Five parents completed the modular series on leadership developed from Kouzes and Posner's *The leadership challenge*.
- At the conclusion of each workshop participants were asked to complete an evaluation (see Appendix G: Evaluation Survey). Thirteen surveys were turned in.
- Three participants completed an exit survey at the completion of the workshop series.
- Four have begun development of plans to address the need that they identified in their schools or the community: two summer programs for children, one PTA newsletter, and one project to obtain a science lab tutor. (See Appendix H: Parent Plan in Progress, for example project).
- All participants learned to develop goals and measurable objectives for projects.
- Participants received a "Certificate of Participation" in Parent University's "Advanced Leadership Academy".
- An online class will be used by a second group of participants. ([http://groups.msn.com/LeadershipInitiative](http://groups.msn.com/LeadershipInitiative))

Results of the workshop surveys: Although I was not successful in obtaining a completed survey from each of the participants every time, the compilation of the surveys received clearly indicates that there was an increase in understanding, agreement on usefulness, and satisfaction with the content of the training.

<table>
<thead>
<tr>
<th></th>
<th>Minimal</th>
<th>Average</th>
<th>Above Average</th>
<th>Excellent</th>
</tr>
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<tbody>
<tr>
<td>My Current understanding is</td>
<td>23%</td>
<td>46%</td>
<td>23%</td>
<td>8%</td>
</tr>
<tr>
<td>After the presentation my understanding is</td>
<td>0</td>
<td>38%</td>
<td>54%</td>
<td>8%</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td></td>
<td></td>
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<tr>
<td>Agree</td>
<td></td>
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<tr>
<td>Disagree</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>This training will be useful in my role as a parent leader</td>
<td>31%</td>
<td>54%</td>
<td>0</td>
<td>15%</td>
</tr>
<tr>
<td>Overall I'm satisfied with the content and objective of this training</td>
<td>46%</td>
<td>46%</td>
<td>0</td>
<td>8%</td>
</tr>
</tbody>
</table>
The survey also asked participants to indicate ways in which they pledged to commit to parental involvement. Each participant chose a different method. The methods indicated were:

- Communicate with School Regularly
- Join/Attend DACT/CAFFEE/AQE, other
- Volunteer for School's Programs/Activities
- Be Available for District/Special Committees
- Join/Start my School's PTA/PTSA/PTO

It's clear that overall understanding was increased from minimal to average and from average to above average. In a follow up phone conversation with one participant she said "The classes were very beneficial and informative, I learned a lot." That parent was skeptical about the value of the program at the orientation but returned for every class and was glad she did.
This training will be useful in my role as a Parent Leader.

Overall, I'm satisfied with the content and objective of this training.

The parent who "strongly disagreed" twice that the training would be useful wrote in the comments area "I really enjoyed my lessons, they were clearly explained, my questions have been thoroughly answered. The teacher Ms. Evanna is a great person." She also was not satisfied with content on one survey but wrote "I had a great learning experience today." Although she disagreed about usefulness and was not satisfied with content she valued the experience.
Additional Comments from Surveys:
- Well put together.
- Workshop is very informative/educational.
- Good ideas!
- Very informative.

EXIT INTERVIEWS*:

Why did you choose to participate in the Advanced Parent Leadership Initiative?
- To be informed, it was educational, learned a lot and was able to bond to others in the workshop.
- Interesting topic.
- To advance knowledge with goal of starting a summer program.

What were your expectations for this Advanced Parent Leadership Initiative?
- To learn and to be taught something new.
- To learn more about leadership.
- Help with program I was doing on my own, get additional help.

Were your expectations met in the Advanced Parent Leadership Initiative? Explain.
- I read the book The Leadership Challenge it was very informative, the book was great.
- Yes, learned how to categorize measurable goals.
- Yes. Got more information and resources for my program as a whole - for example I can get help, there are other people interested.

What do you think is the most valuable thing you learned during the Advanced Parent Leadership Initiative?
- It teaches you to learn, learn, and learn more, even at my age.
- Leadership is about relationships.
- That I'm not alone, I can involve other people.

How will you put your leadership training into action within the next month?
- Try to get a project going, to get a G.T.I. (Group Tutoring Instruction) for the science lab at Edison Tech.
- Into expectations with children.
- Talk to the principal of school #22 and the liaison there and obtain their help.
What are some barriers that might prevent you from putting your training into action next month?

- Being able to know who to go to, that could help me get the project done.
- None. Working on it.
- Transportation, financial stability.

What would you recommend as a project or different structure for the next Advanced Parent Leadership Initiative?

- Nothing I can think of right now. It seems to be going well.
- Same!
- Find out what are the kid's interests and then design a program around that.

*One interview was conducted by telephone.

Although the website I created has not yet received any activity from the parents I registered I still believe that it will be useful. I plan on promoting it again as an alternative option to a classroom setting and will determine what barriers the parents that registerd have encountered.
Conclusion and Recommendation

For many years research has been indicating that parental involvement leads to better quality schools and improved student achievement. In today's world it's not always just enough to help your child with homework; more sophisticated skills and greater knowledge are needed.

"Now, more than ever, there is a compelling need for parents to be powerfully engaged as advocates of improved public education for all children. Just as expectations for teachers and students have been raised by higher academic standards, accountability and testing, so have expectations been raised for parents. This imperative is backed by 30 years of research. When parents are actively engaged, not just at home, but as advocates and decision-makers at schools and in the community, their children do better in school, and schools get better."

(Henderson, Jacob, Kernan-Schloss, Raimondo, 2004, p.7)

It is also a well known fact that our urban schools are in need of help. Providing parents with leadership training that leads to initiation and implementation of "grassroots" projects can address a number of barriers that contribute to low levels of parental involvement in urban schools. Having the skills and knowledge to address issues of concern and spearhead projects
will increase parents' level of efficacy to work in concert with the school professionals.

"When school staff, parents, and community engage in a democratic decision-making process, they develop a sense of joint ownership of local schools. Our research also shows the value of voices external to schools and school systems in creating the political will necessary for them to change. When teachers value the knowledge parents and community members bring to children's learning, they can design challenging and sensitive curriculum." (Gold, Simon, and Brown, 2002, p.8)

Projects initiated by parents in schools will enhance the level of invitingness for other parents in that school, a school needs to be welcoming to the parent who's unaccustomed to being present in the school in order for them to step forward and become involved. Parents as "lay leaders" in the schools will be more effective in reaching the "invisible" parents who may feel intimidated by or wary of the "professionals" in the school. They may in fact become an interpreter or mediator between other parents and the school administration.

"For one thing, the professional paradigm creates and maintains boundaries through the use of specialized knowledge and language. As a result, community members and parents who lack such knowledge are excluded and their contributions are under-appreciated." (Gold, Simon, and Brown, 2002, p.39)
When parents become involved in improving schools for the sake of their own children they soon take up the cause for all children. Empowered parents and parent groups can articulate their needs and will offer to be involved in solutions.

"Schools would have to listen not only to those who have earned the right to be heard, through their demonstrated satisfaction with and interest in the school, but also to those who might explain rather specifically and disappointingly why and how their children's needs are not being met. As Maryland is demonstrating, the goal is to hold parents and schools mutually accountable and to have the knowledge, skills and confidence to succeed at improving the academic achievement of all students." (Christie, 2005, p.646)

Although my work with a handful of parents in the Rochester City School District is just a drop in the bucket, I have reason to believe it will have far reaching effects. The participants in my workshops will take the skills they learned and move forward on projects of their choosing. They will impact other parents in so doing and help to strengthen the schools of the Rochester City School District. I have faith that I will have the opportunity to continue to work with groups of parents to refine the process this experience has set in motion.
"In all their efforts, the new parent leaders stay focused on what reformers call "The Main Thing" - improved achievement for all students. They are rewarded not only by the improvements they achieve, but also by the increased sense of power and relevance that comes from setting their own agenda and getting results." (Henderson, Jacob, Kernan-Schloss, Raimondo, 2004, p.18)

The parents I worked with indicated on evaluations and in conversations with me that they learned useful skills and enjoyed themselves while learning. They found the text to be informative and easy to read. I was able to loan copies borrowed from the Rochester Regional Library Council, yet three students purchased their own after the classes ended so that they continued to have them as reference sources.

The results from my project include the formulation of two summer programs for children, the introduction of a PTA/school newsletter this fall, and a search for resources to obtain a science lab tutor at Edison Tech. These parents will bring their leadership skills to meetings of PTA/PTSA/PTO, DACT (District Advisory Council to Title I), CAFEE (Community Advocates for Educational Excellence), and AQE (Association for Quality Education); they will be volunteers for school programs and activities, and be available for Rochester City School District special committees.
A major benefit of the work I did was to bring people together to build relationships and realize that they are not alone in their efforts to improve their children’s schools and their neighborhoods. There is strength in numbers and the benefits multiply as parents become more connected and better informed, partnerships can accomplish more than individuals.

"Communities also gain by having a committed cadre of well informed, engaged and effective parents. Instead of seeing parents as the enemy, public officials come to recognize parent leaders as natural allies in building support for school improvement initiatives. Parents who become involved in schools are more likely to become active in other aspects of the community, such as neighborhood advisory councils." (Henderson, Jacob, Kernan-Schloss, Raimondo, 2004, p.23)

In their analysis of the parent training done by CIPL in Kentucky Corbett and Wilson (2000) identified six considerations for the future:

1) Develop a definition of what kind of leadership actions parents could reasonably be expected to exert in schools.
2) Decide what the most likely target population of parent participants should be.
3) Identify ways to prepare school personnel for having to interact with a different type of parental role.
4) Prepare parents realistically and authoritatively for the types of reception they might encounter from school personnel.
5) Take advantage of the "strength in numbers" effect on parents' activism.
6) Adopt appropriate notions of how to determine the "success" of parents' efforts.
It is my recommendation that RCSD take special note of the first and the fifth recommendations.

The most pertinent leadership actions parents could reasonably be expected to exert in schools described by Corbett and Wilson (2000) relative to my experience in Rochester is to initiate activities that make schools more welcoming for parents, better prepare parents to work with their children academically, and promote productive communication between parents and educators that lead to new programs and practices that benefit students' academic success. In addition parents should be encouraged to leverage the contacts they make during training opportunities into additional resources for change. In the future I would guide participants to these concepts as they consider projects for development.

One way to take advantage of these concepts and take advantage of the "strength in numbers" effect on parents' activism would be to bring my leadership training to parent groups at the school building level. By concentrating the effect in one location, making it easier for the parents to get to the workshops, and strengthening the natural relationships of the group, the return would be magnified and expedited.

When I attended the conference in San Antonio and read the papers written by and about CIPL (Commonwealth Institute of Parent Leadership) I was deeply encouraged and motivated to
continue with developing my project. I felt supported in my passion and justified in my belief in the critical importance of parental involvement in our public schools. What I experienced in my project was comparable to the experiences at CIPL, although what they do is on a much larger scale.

"Knowledge, confidence, and willingness were the primary indicators of the program's success. In truth, these fell short of the Institute's original intention, which was to have the parents directly and measurably affect student achievement. In practice, it became apparent that it was most reasonable to expect parents to take actions that had logical, rather than a causal connection to student achievement, mostly because it is statistically impossible to tease out the relative effects of a single initiative on student learning. (Corbett and Wilson, 2000, Executive Summary, p.12).

In the summer of 2005, as part of my "Instructional Module Development II" class, I wrote that the terminal objective of the modules that I was developing was "a total of ten parents in the Rochester City School District would be given the 5 practices and 10 commitments of leadership of Kouzes and Posner and they would identify a need or an issue in a classroom, school or district. Each would develop a plan of action and present it in writing to the teacher, principal or superintendent. The plans would be published along with a
response from the administrator before the end of the following semester." I underestimated the amount of time it would take to develop a plan, implement it and publish the results.

When I wrote my capstone proposal I expected to help parents develop their projects to the point of funding, implementation, and evaluation. I included RCSD's form for "Intent to Submit a Grant Application" (see Appendix I) as well as designed an "Evaluation for Stakeholders" (see Appendix J). Needless to say, I was very ambitious in my goals. Nevertheless, I am pleased with the contribution that I made and optimistic that although this report culminates my "Capstone Project" the work will continue. This project is much more than the "capstone" of my Master's degree in the Professional Studies Program. It is the culmination of decades of a strong belief in the power and importance of parental involvement in providing quality public education for all children. It is my desire to achieve an exponential growth in parental involvement through this project. By inspiring others to seek solutions and take action where they see a need for improvement I will accomplish much beyond what I could do alone.

Concentrations

The five modules that are the basis of my Capstone Project were conceived and developed in the classes Criterion Referenced
Instruction and Instructional Module Design which comprised my Training concentration with the Training and Instructional Development Department. I also received the Mager Certificates in Criterion Referenced Instruction and Instructional Module Design for completing that concentration which lent credibility to the work I was doing for the Rochester City School District.

I derived many applicable skills from my HRD department concentration Training and Development. Practical applications of skills included:

- Needs Assessment: conducted a focus group and a survey for parents of students with disabilities. Parents expressed a need to participate in activities that affect the climate of the school. This finding applies to the larger population of RCSD parents as well.
- Needs Assessment: Parents indicated an interest in participating in district and school committees, but follow-up phone interviews revealed that they had little knowledge of the actual opportunities available. The leadership initiative encouraged exposure to the opportunities that are available and equipped parents with the skills to become participants.
- Needs Assessment: When soliciting parents to participate in my online class I used my contact list from the needs assessment and signed up two parents from those contacts.
- "Theories of HRD" and "Design and Delivery of Training": I learned about teaching adults and learning styles. I incorporated this knowledge into the design of the
instructional modules. For example, I offered an audiotape of the module instructions to serve the needs of auditory learners, group meetings include a presentation for visual learners and I used examples from real life experiences that were meaningful and relevant.

- "Applied Data Analysis" provided basic knowledge of statistical reporting that enabled me to interpret the data from evaluations and interviews and create the histograms included in this report.

Electives
"Customer Relationship Management" concepts were applied to the delivery of the modular instruction. These concepts include:

1. Prospecting for customers – finding the right participants for my project.

2. Constructing customer intelligence – using what they already know to facilitate their success.

3. Servicing and retaining customers – engaging the participants so that they complete the program and their projects are fruitfully implemented.

4. Technology applications – utilizing online capabilities to assist in communication with participants.

"Project Management" proved useful in writing proposals and organizing the project. I learned how to construct a report, using headers, footers, table of contents and cover pages. I learned to define scope and evaluate risks.

"Technical Information Design" gave me confidence in creating an online component for the project and designing presentations and produced the navigation guide for the online class.
I wish to acknowledge the assistance I received from:

- Rochester City School District: provided notebooks, childcare, transportation and food for the onsite workshops.
- Rochester Regional Library Council: made copies of Kouzes and Posner's text available for loan. Each student was provided a text to use for the duration of the project.
- Blockbuster and Hollywood Video stores on Monroe Avenue: assisted in providing movies.

I wish to thank to my mentor Charmaine Cohen for her support, enthusiasm and for setting a fine example. She embodies all of the practices of exemplary leadership: she models the way, inspires a shared vision, challenges the process, enables others to act, and encourages the heart, big time!

Many thanks also to my advisor Richard Morales. I am fortunate to be counted among the many students he has guided. I learned the true meaning of "constructive criticism" each time I submitted a draft, and I looked forward to his comments eagerly!

To my “students” Christina Womack, Mary Mosley, Janet Nelson-Washington and Patricia Green - thank you so much for your support and dedication.

The support and encouragement of my family has meant the most. It’s my hope that I’ve returned it by setting an example of success!

References cited


Corbett, Dick and Bruce Wilson. (2000) "I didn't know I could do that: parents learning to be leaders through the Commonwealth Institute for Parent Leadership." www.prichardcommittee.org/pubs/cipl/cipl_didnt_know.pdf


Hong, Sehee. (2005) "Direct and indirect longitudinal effects of parental involvement on student achievement: second-order latent growth modeling across ethnic groups. *Journal of Educational Psychology,* v. 97, p.32-42.


Appendix A: Scoring of Advanced Leadership Academy Presentations

February 2006
## Collaborative Team Presentation Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>Audience cannot understand presentation because there is no sequence of information</td>
<td>Audience has difficulty following presentation because student jumps around</td>
<td>Team presents information in logical sequence which audience can follow</td>
<td>Team presents information in logical, interesting sequence which audience can follow</td>
<td></td>
</tr>
<tr>
<td><strong>Subject Knowledge</strong></td>
<td>Team does not have grasp of information; team cannot answer questions about subject</td>
<td>Team is uncomfortable with information and is able to answer only rudimentary questions</td>
<td>Team is at ease giving answers to all questions, but fails to elaborate</td>
<td>Team demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration</td>
<td></td>
</tr>
<tr>
<td><strong>Graphics</strong></td>
<td>Team uses superfluous graphics or no graphics</td>
<td>Team occasionally uses graphics that rarely support text and presentation</td>
<td>Team's graphics relate to text and presentation</td>
<td>Team's graphics explain and reinforce screen text and presentation</td>
<td></td>
</tr>
<tr>
<td><strong>Readability of Slides</strong></td>
<td>Slides are not appealing at all. Very confusing to read.</td>
<td>Bullet format is not consistent or clear. Too much information on many slides</td>
<td>Bullet format is not consistent on a few slides. Too much information on two or more slides</td>
<td>Bullets are consistent and clear. Information is clear and concise on each slide</td>
<td></td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>Presentation has four or more spelling errors and/or grammatical errors</td>
<td>Presentation has three misspellings and/or grammatical errors</td>
<td>Presentation has no more than two misspellings and/or grammatical errors</td>
<td>Presentation has no misspellings or grammatical errors</td>
<td></td>
</tr>
<tr>
<td><strong>Eye Contact</strong></td>
<td>Presenters read all of report with no eye contact</td>
<td>Presenters occasionally uses eye contact, but still reads most of report</td>
<td>Presenters maintain eye contact most of the time but frequently returns to notes</td>
<td>Presenters maintain eye contact with audience, seldom returning to notes</td>
<td></td>
</tr>
<tr>
<td><strong>Elocution</strong></td>
<td>Presenters mumbles, incorrectly pronounces terms, and speaks too quietly for audience in back row to hear</td>
<td>Presenters' voices are low. Presenters incorrectly pronounces terms. Audience have difficulty hearing the presentation</td>
<td>Presenters' voice are clear. Presenters pronounces most words correctly. Most of the audience can hear the presentation</td>
<td>Presenters use a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation</td>
<td></td>
</tr>
<tr>
<td><strong>Bonus Points</strong></td>
<td>10</td>
<td>20</td>
<td>30</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td><strong>Applicability of Proposal</strong></td>
<td>Proposal is not realistically doable. Will not effectively meet a need in the Children's zone.</td>
<td>Proposal is somewhat reasonable, but needs more revisions.</td>
<td>Proposal has great potential with some modification to meet a need in the Children's Zone. Parent Involvement Emphasized.</td>
<td>Proposal is exceptional. It clearly meets an identified need in the Children's Zone. Has a strong parent involvement piece. Doable and Feasible.</td>
<td></td>
</tr>
</tbody>
</table>
Appendix B: Invitation to Leadership Initiative Workshops

March 30 – May 4, 2006
Calling All Parent Leadership Academy Graduates!
You are invited to participate in a
Parent Leadership Initiative
(Prerequisite – must be a graduate of Parent Leadership Academy)

Attend Orientation March 30, 2006
Group Meetings* will be held on
April 6th, April 13th, April 27th and May 4th
*Online meetings may be offered as an option if there is an interested group.
6:00 - 7:30pm

Why should you participate?

- Learn leadership practices while watching movies with your family.
- Define your goals as a leader.
- Network with other leaders.
- Develop a specific plan to effect positive change in our schools.

Initiative Topics**

- **Model the Way** – find your voice and set the example.
- **Inspire a Shared Vision** – envision the future and enlist others.
- **Challenge the Process** – search for opportunities, experiment and take risks.
- **Enable Others to Act** – foster collaboration and strengthen others.
- **Encourage the Heart** – recognize contributions, celebrate the values and victories.

**Based on *The Leadership Challenge* by Kouzes and Posner.

Advance Registration Required call 324-9960

Held at: Parent University Workshop Hall
30 Hart Street – RM 126

Childcare and Transportation Assistance Available (children ages 3-12). Refreshments provided.
Department of Parent and Community Involvement, Parent University
APPENDIX C: Module "Model the Way"
Model the Way
Model the Way  
(Part 1:1 General Instructions)

View the movie "To Kill a Mockingbird" and answer questions as a guide for examining the practice Model the Way from Kouzes and Posner's The Leadership Challenge.

Use the example of Atticus Finch's leadership behavior to find your own leadership voice.

Think about important leadership practices and use those examples to clarify your personal values.

Set an example; bring your actions into line with your leadership goal. (Your mother would say, "practice what you preach").

Write measurable objectives and complete a leadership development worksheet for the practice modeling the way. You will state what you are going to do, how you're going to do it, and how you will know that it is done. Complete a commitment memo, you will be accountable to a partner, and they to you.

GOAL: Take action as described in the leadership development worksheet within time limits set in commitment memo.

Instructions:
• Review the guide questions for "To Kill a mockingbird".
• After watching the movie, answer the questions to the best of your ability.
• If it helps watch parts of the movie again.
• When you've answered the questions as completely as possible refer to the accompanying sample answers.
• Apply what you learned, move from viewing the movie to developing your own leadership goals.
• Fill out a "Leadership Development Worksheet"(LDW), complete with a goal and measurable objectives.
• Attend a group meeting to review the key points of "Model the way"
• Receive feedback on your MTW goal and objectives at the group meeting.
• Exchange a commitment memo with a partner from the workshop.
## (Part 1:2 Movie Locations)

**To kill a mockingbird** DVD

<table>
<thead>
<tr>
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<th>Call Number</th>
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<td>FICTION DVD</td>
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<tr>
<td><strong>Rochester Public Library Central</strong></td>
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<td>FICTION DVD</td>
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<tr>
<td><strong>Rochester Public Library Central</strong></td>
<td>VID</td>
<td>FICTION DVD</td>
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<tr>
<td><strong>Chili Public Library</strong></td>
<td>VIDEO</td>
<td>DVD TOK</td>
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<td>A/V</td>
<td>DVD #170 T</td>
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<td>DVD-TO</td>
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<td>NEW</td>
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<td><strong>Pittsford Library - Janes</strong></td>
<td>A/V</td>
<td>DVD TO</td>
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<td>A/V</td>
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<td>VIDEO</td>
<td>DVD-440</td>
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<tr>
<td><strong>Penfield Public Library</strong></td>
<td>NEW</td>
<td>DVD FICT TO</td>
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<tr>
<td><strong>Pittsford Community Library</strong></td>
<td>NEW</td>
<td>DVD TO</td>
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<tr>
<td><strong>Webster Public Library</strong></td>
<td>VIDEO</td>
<td>DVD SHELF TOK</td>
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### VHS

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<tr>
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<tr>
<td><strong>Fairport Public Library</strong></td>
<td>A/V</td>
<td>VIDEO/MOVIE</td>
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<td>A/V</td>
<td>VIDEO FICT KIL</td>
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<tr>
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<td>VIDEO TO</td>
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</tr>
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<td>A/V</td>
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<tr>
<td><strong>Rush Public Library</strong></td>
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(PART 2:1 GUIDE QUESTIONS)
The practice is MODEL THE WAY: We're using the movie "To kill a mockingbird" as an example for how it's done.

The behaviors we are examining are: find your voice by clarifying your personal values; set the example by aligning actions with shared values.

What were the personal values of Atticus Finch?

How did he express those values to others?

How did he set a good example?

What decisions and choices did he make that were consistent with his values and beliefs?

DO NOT TURN THE PAGE UNTIL YOU HAVE ANSWERED THE QUESTIONS FOR YOURSELF! 😊
MODEL THE WAY: To kill a mockingbird.
Find your voice by clarifying your personal values; set the example by aligning actions with shared values

What were the personal values of Atticus Finch?

- Nonviolent
- Devoted to his children
- Kind and respectful
- Determined to see justice done
- Honest and caring
- Consistent in conveying values to all people
- Walk in another's shoes, understand their point of view

How did he express those values to others?

- He accepted bartering as payment for his services
- He recognized Mr. Cunningham's discomfort with bartering and spared him by telling Scout not to come get him.
- Decided to defend Tom Robinson in spite of townspeople opposition.
- Did not back away from finding out the truth.
- He was able to explain concepts such as compromise, reach and agreement by mutual consent
- Forbid his children to fight.

How did he set a good example?

- Maintained his integrity protecting Tom at the jail.
- Demonstrated his principles to his children through words and deeds.
- Did not react with violence when Mr. Eule spat at him.
- Stayed true to his short term and long term goals
- "Walked the talk"

What decisions and choices did he make that were consistent with his values and beliefs?

- Defended Tom Robinson although it was an unpopular thing to do.
- Shot the mad dog to protect his family, using his skill as a marksman only in an appropriate manner
- Listened to Scout's troubles at school and compromised with her for a satisfactory solution.
- Told the Robinson family himself when Tom had been killed.
- Protected Boo Radley with silence.
(PART 3:1 Your Leadership)

NOW... now think about the movie as an example of practicing "modeling the way" and use the ideas you had about what made Atticus a good leader to develop your own leadership goals.

After examining the behaviors of leadership as evidenced in "To kill a mockingbird" write a description of yourself as an ideal leader performing an aspect of "modeling the way".

Begin with a general idea:
- I will be conscious of my actions to be certain that they demonstrate my values.
- I will be consistent in conveying my beliefs to others by setting a good example.
- I will listen to others to ensure that my actions are based on shared values.

Then become specific:
- I believe that it's important for children to take field trips. I will participate in and organize field trips for my child's class.
- I believe that children should be encouraged to explore career possibilities. I will organize and participate in a career day at my child's school.
- To make certain that other parents are interested in hosting a district event at our school I will have an item added to the PTA meeting agenda and solicit support.

Now write about your values:

As an ideal leader modeling the way I will
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________

Page 51 of 89
Evaluate the obstacles or blocks to performing at your ideal:
Decide what is preventing you from accomplishing your dream. Circle examples that apply to you and write your own ideas.

- Undeveloped or underdeveloped skills
- Need for training
- Development opportunity is unavailable
- Funding is missing
- Absence of supportive climate
- Negative experiences in the past
- Fear of "rocking the boat"?
- "Failure" avoidance
- Time management
- Scheduling

Choose strategies and name actions you can take to remove the blocks:
What experiences do you need to achieve image?

- Read a "how to" book
- Join a club
- Go to a conference or workshop
- Volunteer at an event someone else has planned
- Plan an event
- Attend school board meetings

Who can serve as an example to help you achieve your ideal image?

- Read an autobiography
- Seek out peers
- Network with parents at other schools
- Observe formal meetings
- Read about successful programs in other districts

What education and training do you need; research you can do?

- Attend a workshop
- Sign up for a class
- Use a tutorial
- Make phone calls
- Ask questions
- Go to the library
(PART 3:2 MEASUREMENTS OF PROGRESS)

Use the LEADERSHIP DEVELOPMENT WORKSHEET (PARTS 4 AND 5) to write primary and secondary action steps to "Model the Way", incorporate your thinking about yourself as an ideal leader.

Objectives must be:

- **Specific:** free from jargon, define all terms, everyone involved can understand it.
- **Measurable:** you will know that you have achieved your objective because there is evidence, a record of your success.
- **Achievable:** it's measurable, theoretically possible, necessary resources are available, you've assessed the limitations.
- **Realistic:** if it's not realistic it's not achievable; consider human resources, time, money, and opportunity.
- **Timely:** set deadlines. Without a realistic deadline an objective is not measurable or achievable.

**EXAMPLE:** I will organize a career fair for high school juniors and seniors to be held at my neighborhood school. I will invite alumni of the Rochester City School District from twenty different occupations to participate. They will provide information about their careers at booths at the school on a Saturday in May of 2007 from 11am-3pm.

A SMART objective will help you know when you have achieved what you set out to do.

**ADDITIONAL RESOURCES:**


SMART objectives pdf webpage

**NEXT:**
Look over the blank Leadership Development Worksheet (LDW) (Part 4). Familiarize yourself with the three parts of it: Goal, objectives and actions. Use the blank copy to write a draft, then read the sample LDW that follows to "check your work". Use (Part 5) to write a final copy of your goals and objectives.
NAME: ____________________________

Today's Date: ________________

Leadership Development Period from _____________ to _____________

Leadership Practice Focus: Model the Way

Leadership Behavior Focus: ______________________________________
(From Part 2:1"behaviors we are examining)

IDEAL IMAGE/goal

____________________________________
____________________________________
____________________________________
____________________________________
____________________________________

Remember, objectives must be:
Specific; everyone involved can understand it.
Measurable; there is a record of your success.
Achievable; is it measurable, theoretically possible, and are resources available.
Realistic; consider human resources, time, money, opportunity.
Timely; set deadlines.

Measurements of Progress:
(See Part 3:2 for help)
____________________________________
____________________________________
____________________________________

How will I know I've done what I said I would do?
____________________________________
____________________________________
____________________________________
____________________________________

Page 54 of 89
Circle one primary strategy:  

(What I need to do first.)

- Gain Experience
- Find an Example
- Education or Research

Action Steps: Using your primary strategy, what actions do you need to take to achieve your ideal image - your measurable goals?

• Gain Experience
• Find an Example
• Education or Research

Circle a secondary strategy:  

(What I will do next.)

ideal

Action steps: Using your secondary strategy, actions do you need to take to achieve your image - your measurable goals?

• Gain Experience
• Find an Example
• Education or Research
(PART 4:2 SAMPLE)

MY LEADERSHIP DEVELOPMENT WORKSHEET

NAME: __________________________

Today's Date: ________________

Leadership Development Period from _____________ to _____________

Leadership Practice Focus: Model the way

Leadership Behavior Focus: Act in a way consistent with beliefs

IDEAL IMAGE/goal

I will be a driving force behind obtaining fieldtrip opportunities for my child's class because I believe that elementary students should be exposed to a wide variety of educational experiences.

Remember, objectives must be:

Speciﬁc; everyone involved can understand it.

Measurable; there is a record of your success.

Achievable; is it measurable, theoretically possible, and are resources available.

Realistic; consider human resources, time, money, opportunity.

Timely; set deadlines.

Measurements of Progress:

(See Part 3:2)

_____ I will arrange 2 field trips per semester.

_____ At least one field trip will be paid for by the city school district. The others will be managed by walking or taking the city bus to area attractions or places of interest.

How will I know I've done what I said I would do?

____________________________________

____________________________________

____________________________________

____________________________________
Circle one primary strategy:

Action Steps: Using your primary strategy, what actions do you need to take to achieve your ideal image - *your* measurable goals?

- Gain Experience
  - Research availability of district funds for ________________ Fieldtrips.

- Find an Example
  - Obtain district budget ________________
  - Make phone calls to district offices ________________

- Education or Research

Circle a secondary strategy:

Action steps: Using your secondary strategy, what actions do you need to take to achieve your ideal image - *your* measurable goals?

- Experience
  - Volunteer on fieldtrip already planned

- Example
  - Assume responsibility to plan small fieldtrip

- Education
(PART 5:1 FINAL COPY)
MY LEADERSHIP DEVELOPMENT WORKSHEET

NAME:  
Today's Date: __________

Leadership Development Period from _____________ to _____________

Leadership Practice Focus: Model the Way

Leadership Behavior Focus: ____________________________
(see part 2:1 "behaviors we are examining")

IDEAL IMAGE/goal

Remember, objectives must be:
Specific; everyone involved can understand it.
Measurable; there is a record of your success.
Achievable; is it measurable, theoretically possible, and are resources available.
Realistic; consider human resources, time, money, opportunity.
Timely; set deadlines.

Measurements of Progress:
(See Part 3:2 for help)

How will I know I've done what I said I would do?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Page 58 of 89
Circle one primary strategy:

(What I need to do first.)

- Gain Experience
- Find an Example
- Education or Research

Action Steps: Using your primary strategy, what actions do you need to take to achieve your ideal image - your measurable goals?

•Gain Experience ____________________________________________
•Find an Example ____________________________________________
•Education or Research ________________________________________

Circle a secondary strategy:

(What I will do next.)

- Gain Experience
- Find an Example
- Education or Research

Action steps: Using your secondary strategy, what actions do you need to take to achieve your ideal image - your measurable goals?

•Gain Experience ____________________________________________
•Find an Example ____________________________________________
•Education or Research ________________________________________

Page 59 of 89
(PART 5:2 COMMITMENT MEMO) To be filled out at group meeting.

Date:

To:

From:

Re: My Leadership Development Actions

To continue improving my capabilities as a leader, I commit to take the following actions over the next seven days:

To get the process started tomorrow morning I will take the first step:

Signed:

Phone number:

Email:
Appendix D: Performance Scoring Rubric

Was originally a separate word document because of landscape orientation.
PERFORMANCE SCORING RUBRIC

Assessment Principles & Concepts:

I. The primary purpose of assessment is to improve performance, not audit it.

II. Good assessment requires being clear about mission and goals, the standards to which you aspire, and the criteria by which you would measure success.

III. Therefore, it is about MEASURING WHAT MATTERS. (If you assess what you value, others will value what you assess.)

IV. A tool for getting useful feedback on what matters most is the RUBRIC.

Leadership is about relationships... self-development... everybody’s business!

SCORING:

5 = WELL DEVELOPED
4 = CLEAR
3 = PRESENT
2 = INCOMPLETE
1 = NOT PRESENT
<table>
<thead>
<tr>
<th>MEASURE</th>
<th>STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose:</td>
<td>TOTAL SECTION SCORE: ____ / 5</td>
</tr>
<tr>
<td>SECTION 1:</td>
<td>IDENTIFIES A SPECIFIC TARGET POPULATION THAT WILL BENEFIT FROM THE PROGRAM IMPLEMENTATION, PROVIDES A CLEAR SENSE OF DIRECTION, RELEASES POTENTIAL.</td>
</tr>
<tr>
<td>GOAL</td>
<td>1  2  3  4  5</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>MEASURE</th>
<th>STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaboration:</td>
<td>TOTAL SECTION SCORE: ____ / 25</td>
</tr>
<tr>
<td>SECTION 2:</td>
<td>INCLUDES SIGNIFICANT NETWORKS WITHIN THE NEIGHBORHOOD.</td>
</tr>
<tr>
<td>PARTNERSHIPS</td>
<td>1  2  3  4  5</td>
</tr>
</tbody>
</table>

| SECTION 3:  | INGREDIENTS NEEDED TO CONDUCT THE ACTIVITIES AND ACCOMPLISH THE OUTCOMES: PARTICIPANTS, STAFF, VOLUNTEERS, MATERIALS, EQUIPMENT, BUDGET.             |
| INPUTS      | 1  2  3  4  5                                                                                                                               |

| SECTION 4:  | HOW, OR THE METHODS BY WHICH THE OUTCOMES WILL BE ACCOMPLISHED:                                                                            |
| ACTIVITIES  | 1  2  3  4  5                                                                                                                               |

<p>| SECTION 5:  | THE BENEFITS, CHANGES OR IMPROVEMENTS THAT WILL RESULT FROM PROJECT.                                                                       |
| OUTCOMES    | 1  2  3  4  5                                                                                                                               |</p>
<table>
<thead>
<tr>
<th>MEASURE</th>
<th>STANDARDS</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation:</td>
<td>TOTAL SECTION SCORE:</td>
<td>/25</td>
</tr>
<tr>
<td>SECTION 6: INDICATORS</td>
<td>THE DATA TO COLLECT OR TRACK TO MEASURE THE OUTCOME.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1  2  3  4  5</td>
<td></td>
</tr>
<tr>
<td>SECTION 7: METHODS/TOOLS</td>
<td>HOW THE INDICATOR DATA WILL BE COLLECTED.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1  2  3  4  5</td>
<td></td>
</tr>
<tr>
<td>SECTION 8: OBJECTIVES</td>
<td>PROJECTED LEVEL OF SUCCESS OR RESULT YOU HOPE TO ACHIEVE.</td>
<td></td>
</tr>
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<td></td>
<td>1  2  3  4  5</td>
<td></td>
</tr>
<tr>
<td>SECTION 9: TIMELINE</td>
<td>WHEN YOU WILL MEASURE TARGETED RESULTS.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1  2  3  4  5</td>
<td></td>
</tr>
<tr>
<td>SECTION 10: WHO</td>
<td>PERSON OR ENTITY RESPONSIBLE FOR EVALUATING.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1  2  3  4  5</td>
<td></td>
</tr>
<tr>
<td>PRACTICES:</td>
<td>TOTAL SECTION SCORE: ___ /25</td>
<td></td>
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<tr>
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<td>-----------------------------</td>
<td></td>
</tr>
<tr>
<td>MEASURE</td>
<td>STANDARDS</td>
<td></td>
</tr>
<tr>
<td>SECTION 11: MODEL</td>
<td><strong>FOUND VOICE BY CLARIFYING PERSONAL VALUES.</strong> <strong>ALIGNED ACTIONS WITH SHARED VALUES.</strong></td>
<td></td>
</tr>
<tr>
<td>SECTION 12: VISION</td>
<td><strong>IMAGINED EXCITING AND ENNOBLING POSSIBILITIES.</strong> <strong>APPEALED TO SHARED ASPIRATIONS.</strong></td>
<td></td>
</tr>
<tr>
<td>SECTION 13: CHALLENGE</td>
<td><strong>Sought innovative ways to grow and improve.</strong> <strong>Generated small wins and learning from mistakes.</strong></td>
<td></td>
</tr>
<tr>
<td>SECTION 14: ENABLE</td>
<td><strong>Promoted cooperative goals and built trust.</strong> <strong>Shared power and discretion.</strong></td>
<td></td>
</tr>
<tr>
<td>SECTION 15: ENCOURAGE</td>
<td><strong>Showed appreciation for individual excellence.</strong> <strong>Created a spirit of community.</strong></td>
<td></td>
</tr>
<tr>
<td>MEASURE</td>
<td>STANDARDS</td>
<td>SCORE</td>
</tr>
<tr>
<td>---------</td>
<td>---------------------------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>OBJECTIVES</td>
<td>TOTAL SECTION SCORE: ___ /25</td>
<td></td>
</tr>
<tr>
<td>SECTION 16: <strong>S</strong>PECIFIC</td>
<td>WELL DEFINED, EASY TO UNDERSTAND.</td>
<td></td>
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<tr>
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<td>①  ②  ③  ④  ⑤</td>
<td></td>
</tr>
<tr>
<td>SECTION 17: <strong>M</strong>EASURABLE</td>
<td>RECORDED EVIDENCE OF SUCCESS.</td>
<td></td>
</tr>
<tr>
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<td>①  ②  ③  ④  ⑤</td>
<td></td>
</tr>
<tr>
<td>SECTION 18: <strong>A</strong>CHIEVABLE</td>
<td>ASSESSED THE LIMITATIONS.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>①  ②  ③  ④  ⑤</td>
<td></td>
</tr>
<tr>
<td>SECTION 19: <strong>R</strong>EALISTIC</td>
<td>CONSIDERED HUMAN RESOURCES, TIME, MONEY, AND OPPORTUNITY.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>①  ②  ③  ④  ⑤</td>
<td></td>
</tr>
<tr>
<td>SECTION 20: <strong>T</strong>IMELY</td>
<td>SET DEADLINES.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>①  ②  ③  ④  ⑤</td>
<td></td>
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</table>
Appendix E: Invitation to Online Learning
Announcing Parent University
Online Learning
for Leadership Academy Graduates

Why should you participate?

- Watch movies with your family.
- Define your goals as a leader.
- Network with other leaders.
- Develop a specific plan of action

Initiative Topics**

- **Model the Way** – find your voice and set the example.
- **Inspire a Shared Vision** – envision the future and enlist others.
- **Challenge the Process** – search for opportunities, experiment and take risks.
- **Enable Others to Act** – foster collaboration and strengthen others.
- **Encourage the Heart** – recognize contributions, celebrate the values and victories.

**Based on *The Leadership Challenge* by Kouzes and Posner.

Study in your own home!

CONTACT EVANNA DISALVO AT EDISALVO@BLUEFROG.COM
for instructions to get started!
Appendix F: Website Navigation Guide
Welcome! The primary focus of this forum is to study the five practices of exemplary leadership as described in the book The Leadership Challenge by Kouzes and Posner.

For those of you who attended the group sessions at Hart Street in the Spring it's a place for you to keep in touch and interact with other "students".

If you could not attend those sessions now you can use the materials on your own and participate in an "online" group discussion to obtain feedback.

Group E-Mail Address

LeadershipInitiative@groups.msn.com
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTRODUCTION</td>
<td>67</td>
</tr>
<tr>
<td>FINDING THE WEBSITE</td>
<td>67</td>
</tr>
<tr>
<td>WHAT'S NEW</td>
<td>68</td>
</tr>
<tr>
<td>New Messages</td>
<td>68</td>
</tr>
<tr>
<td>Member Information</td>
<td>69</td>
</tr>
<tr>
<td>Email</td>
<td>69</td>
</tr>
<tr>
<td>CALENDAR</td>
<td>71</td>
</tr>
<tr>
<td>DOCUMENTS</td>
<td>72</td>
</tr>
<tr>
<td>Modules</td>
<td>72</td>
</tr>
<tr>
<td>Presentations</td>
<td>72</td>
</tr>
<tr>
<td>MESSAGE BOARD</td>
<td>73</td>
</tr>
<tr>
<td>Reply to existing discussion</td>
<td>73</td>
</tr>
<tr>
<td>Starting New Discussion</td>
<td>75</td>
</tr>
<tr>
<td>MESSAGE BOX</td>
<td>75</td>
</tr>
<tr>
<td>GROUP MEETING</td>
<td>76</td>
</tr>
<tr>
<td>PICTURES</td>
<td>77</td>
</tr>
<tr>
<td>LINKS</td>
<td>78</td>
</tr>
</tbody>
</table>
INTRODUCTION

This group has been created as an “online class” for parents of children in urban school districts to study practices of leadership. The purpose of this guided study is to encourage parental involvement and enable participants to write a project proposal aimed at positively affecting student achievement. By learning the “five practices of exemplary leadership” parents will gain skills that will help them to bring about positive change in schools.

The class is structured in five modules. Each module consists of viewing a movie as an example of the practice, writing goals and objectives for personal leadership, and completing a commitment memo for taking action. We will engage in discussions both through the message board and online group meetings to provide support and feedback as learning takes place.

FINDING THE WEBSITE

If you are reading this while you are online, hold down the Ctrl key and click HERE

If you are looking at a printed page type the URL into your computer’s address bar.

Address [http://groups.msn.com/LeadershipInitiative/home](http://groups.msn.com/LeadershipInitiative/home)

If you’re using Windows XP and Internet Explorer this is what the first page looks like.

If you are using a different operating system the toolbar at the top will look different.

If you use a different browser, the page may look different, but the content will be the same.
WHAT'S NEW

The "What's New" page is the one you see when the website opens. To return to this page from anywhere else in the site, click on "What's New" in the navigation panel.

Notice the "welcome message". It will change, but not very often. This would be the place however, where any URGENT messages would be posted because it is so immediately visible.

Welcome! The primary focus of this forum is to study the five practices of exemplary leadership as described in the book The Leadership Challenge by Kouzes and Posner.

For those of you who attended the group sessions at Hart Street in the Spring it's a place for you to keep in touch and interact with other "students".

If you could not attend those sessions now you can use the materials on your own and participate in an "online" group discussion to obtain feedback.

When at the website hold down the Ctrl key and click on The Leadership Challenge to read about the text at Amazon.com.

Pictures recently added display on the right hand side of the page.

New Messages
When participants add new discussions or continue existing threads the first 35 words of the comment appears here. If you've chosen not to receive messages in your email this allows you to see what's new at a glance. Click on the link to see the entire message.

Click here > My "favorite" practice is...
Use this discussion to say a little about which practice you identify with the most. For me it is definitely "Challenge the Process". I like to be innovative and i...
Evanna 04-04-06

Click here > Sign in please!
Use this space to say a little bit about yourself. I am very excited to be able to be learning with you. You'll hear me say often that leadership is about relationships, that is what...
Evanna 04-03-06

You can view messages without “joining”, but you cannot reply or start a new discussion without signing in. You must “join” to sign in.
New Members
When people join their names appear on the "What's New" page with the date they joined and whether they receive group messages via email. If you wish to direct a question to a specific individual you can gauge whether to wait for them to see it, or send them an individual direct email.

<table>
<thead>
<tr>
<th>New Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>02/23/06</td>
</tr>
<tr>
<td>Trina</td>
</tr>
<tr>
<td>02/18/06</td>
</tr>
<tr>
<td>Evanna</td>
</tr>
</tbody>
</table>

Member Information
If you click on the members name you will see their “member information” which may include a personal email address. Each member controls the information available with “Tools”, there's a link to tools in the navigation panel on the left of every page and a tools menu in the box located above the new photos on the right of the “What’s New” page.

Email
After you have joined the group email address displays on the “What’s New” page. You can use this address to send a message that will be received by the entire group. You need to type the address into the address bar in your own email account. This is not a link that opens up for sending email directly from the page.

Group E-Mail Address
LeadershipInitiative@groups.msn.com
JOINING THE GROUP

Click on Join Now in the navigation panel.

The page that opens will guide you through the sign in process. You must sign in to contribute to the discussions, but you can read posts without signing in.

Do you have an e-mail address?
If you have an e-mail address, you can use it to sign in to Microsoft Passport Network and Windows Live ID sites. If you don't have an e-mail address, you can get a free MSN Hotmail e-mail address.
NOTE:

If you want to learn more about what you're getting into...

What is .NET Passport anyway? Take a few minutes to learn more about .NET Passport.

When you return to the MSN Group Leadership Initiative you will need to

“Sign in with your .NET Passport” or click the button at the top center of the page. You must be signed in to do anything more than view the message board.

CALENDAR

The calendar cannot be viewed unless you are signed in. Online "Group Meeting" dates and times will be listed here. Occasional "in person" group meetings or 1-1 appointments will be scheduled and listed on the calendar. If you know of a community event, or a program that would be of interest to other participants, please feel free to add them to the calendar.
DOCUMENTS

The documents cannot be viewed unless you are signed in. They are organized in two folders, Modules and Presentations. Additional folders will be added as needed*; for example one for each student to turn in assignments or one for additional reading assignments. This area must be kept well organized, but members of the group may suggest folders to add.

**Modules**
The modules are the documents you need to guide you through the program. Each one consists of guide questions for viewing the movie that demonstrates the practice, worksheets for developing personal leadership goals and objectives, and a commitment memo to aid accountability.

- **1_MW_Module.doc** – Model the way – To Kill a Mockingbird
- **2_ISV_Module.doc** – Inspire a shared vision – Pay it Forward
- **3_CP_Module.doc** – Challenge the process – Coach Carter
- **4_EO_Module.doc** – Enable others to act – Twelve Angry Men
- **5_EH_Module.doc** – Encourage the heart – Mr. Holland's Opus

Blockbuster membership cards are available for borrowing movies, each module contains a list of which area libraries own the titles, and one copy is available for loan from the site manager.

**Presentations**
The presentations are PowerPoint summaries of each practice. They are provided to reinforce the concepts of the text, and provide a model of desired performance. To view them you must have PowerPoint software on your computer. You need to download them to view; they will not “open” from the website.

- **a_Overview.ppt** – Introduction to the 5 practices, description of expectations and rewards.
- **b_MODEL.ppt** – Model the way; find your voice and set the example.
- **c_VISION.ppt** – Inspire a shared vision; envision the future and enlist others.
- **d_CHALLENGE.ppt** – Challenge the process; search for opportunities and experiment.
- **e_ENABLE.ppt** – Enable others to act; foster collaboration and strengthen others.
- **f_ENCOURAGE.ppt** – Encourage the heart; recognize contributions and celebrate values.

*There is a copy of the electronic version of this guide in the documents folder as well.*
MESSAGE BOARD

Reply to existing discussion

“Message Board” Appears in the navigation panel on every page.

Clicking there brings you to the discussion list.

Click on the topic of your choice to read the messages.
To add a comment to the discussion, click on “Reply”.

If you click “Reply” without being signed in, you will be asked to “connect to groups”. Use your msn or hotmail email address, or “Get a .NET Passport”. You can read postings in the discussions without being signed in but cannot reply or start a new discussion.

Once you are signed in a message box will appear, type your message and click “send”. If you want to make your message look unique there are options for changing the font style, size and color in the message box.
Starting New Discussion

Fill in the subject field. This will be the “title” of the discussion thread.

*It’s possible to attach a file.*

Set any font style, size or color choices you desire for your message.

Type your message. There’s no "spellchecker", review your message carefully before sending.

Click “Send Message”
GROUP MEETING

Group meeting is essentially a chat room. This feature will be used by designating a day and time for participants to be online for the purpose of engaging in a “real time” discussion. Group meeting times will be posted on the message board, sent in an email, and listed on the calendar.

To use this feature msn chat software must download to your computer. You will not be able to participate in group meetings from a computer that is a public computer, such as one at the library.

We are now downloading MSN Chat software.

If a Security Warning box like this appears, please click its Yes button to complete the download.

NOTE: If you click No, you will not be able to chat.

The download is in progress

It takes approximately 2 minutes.
(using a 28.8k modem)

Click the "I See the Smiley Face" link when you see the smiley face to the right. This will be your indication that the software has been successfully downloaded and you are ready to begin using MSN Chat. If you have already downloaded the software, the smiley face will appear very quickly.

Common installation problems/Questions

Welcome Evanna (manager)
PICTURES

Uploading your picture is an optional feature, but allowing fellow students to “see” you personalizes the online experience.

You have the choice of downloading MSN software to take full advantage of this feature if you have multiple photos to share, or you can simply add one photo.
LINKS

This section is to be used to provide URLs (website addresses) for places to find additional related materials. As we explore the topic of leadership together, we will develop a list of related websites.

Below is a review from the back cover of the textbook we will be using - The Leadership Challenge by Kouzes and Posner. You can explore parts of the text using the Amazon.com link before deciding to purchase the text. Copies from the Rochester Regional Library Council are available for loan.

If you have questions send them to:

Group email address  LeadershipInitiative@groups.msn.com
Manager's email address  edisalvo@bluefrog.com
Message Board  Hold Ctrl key and Click here if you're online! or type URL in address bar  http://groups.msn.com/LeadershipInitiative/messages.msnw
Appendix G: Evaluation Survey
Parent Leadership Initiative – Department of Parent & Community Involvement

Parent University
Evaluation Survey

Advanced Parent Leadership Initiative – Model the Way
Thank you for attending our session. Your comments are important to us.

Part I.

| My understanding of the “model the way”… |
|-------------------|------------------|-----------------|-------------------|
| Minimal           | Average          | Above Average   | Excellent         |

Please complete the survey below.
Please complete Part II after the presentation (s)

Part II.

After the presentation, my understanding of “model the way” has increased to…

| Minimal           | Average          | Above Average   | Excellent         |

Please complete Part III at the end of today’s orientation

Part III.

3. This training will be useful in my role as a Parent Leader.
   Strongly Agree       Agree       Disagree       Strongly Disagree

4. Overall, I’m satisfied with the content and objective of this training.
   Strongly Agree       Agree       Disagree       Strongly Disagree

5. I, ____________________, pledge to commit to the following parent involvement activities/organization(s):
   ___ Join/Start my School’s PTA/PTSA/PTO      ___ Communicate with School Regularly
   ___ Volunteer for School’s Programs/Activities  ___ Establish “Learning at Home Environment”
   ___ Join/Attend DACT/CAFFEE/AQE, other ___ Be Available for District/Special Committees
   ___ Explore Continued Education for Self

Your Contact Number________________ School________________
6. _________________________________________________________________________
   _________________________________________________________________________
   _________________________________________________________________________

Page 80 of 89
Appendix H: Student project in progress
Project Explore

Goal: Targeting low income families in the area of School #22 at 27 Zimbrich, Rochester 14621 to provide educational and recreational activities during the summer months to keep the kids off the street. Will arrange visits to the library, recreational centers and parks for up to ten neighborhood children. Each activity will require assistance from an additional person recruited from the school community.

Partnerships:
- Group 14621
- City Recreational centers at Avenue D and North Street
- Baden Street Recreational Center
- Rochester Public Library, Lincoln Branch
- Rochester City Fire Department, North Clinton Avenue

Inputs:
Participants – children of three families in the school neighborhood.
Staff – self and a volunteer from the neighborhood.
Materials – posters, flyers, picnic supplies, rubber gloves
Equipment – basketball, kickball, jump ropes
Budget – (Note: We went to the library and researched prices for equipment but this information has not yet been included.)

Activities: "How, or methods used to accomplish outcomes."

- Twice a week visit either Baden Street, Avenue D or North Street Recreational centers to go swimming.
- Twice during the summer organize a picnic in one of the city parks or recreational centers.
- Each child will be required to complete a questionnaire and participate in an open discussion before the activity fun.
- HIV/Safe sex education for the adults.
- Dental care for the children.
- Select the worse five blocks near school #22 as target area.
- Pass out flyers that inform neighbors about the cleanup along with information about recycling.
- Solicit one to two volunteers to "adopt a block", in effect keeping it clean.
• Use a petition to gather at least twenty names of individuals interested in improving the quality of life in the neighborhood.
• Have a neighborhood ice cream social at #22 school playground to establish contractual agreements with the people who signed the petition.
• Acknowledge contributions to the program on all flyers and publicity.

Outcomes: i.e. "Benefits, changes or improvements that will result from project."

GOALS AND OBJECTIVES FROM LEADERSHIP WORKSHOPS:

**Model the Way** - set the example by aligning action with shared values.
Goal: To teach children about society problems, the "to do's" or "don'ts": respect, fairness, friendship, responsibility, violence, forgiveness, citizenship, etc.

Objectives:
• Twice a week visit either Baden Street, Avenue D or North Street Recreational centers to go swimming.
• Twice during the summer organize a picnic in one of the city parks or recreational centers.
• Each child will be required to complete a questionnaire and participate in an open discussion before the activity fun.

**Inspire a Shared Vision** - search for opportunities by seeking innovative ways to change, grow, and improve.
Goal: Organize an event to bring information on health issues to the families of the children.

Objectives:
• HIV/Safe sex education for the adults.
• Dental care for the children.

**Challenge the Process** - Experiment and take risks by constantly generating small wins and learning from mistakes.
"Community service"
Goal: Organize a neighborhood cleanup and enlist helpers from community to sustain the upkeep of the neighborhood.

Objectives:
- Select the worse five blocks near school #22 as target area.
- Pass out flyers that inform neighbors about the cleanup along with information about recycling.
- Solicit one to two volunteers to "adopt a block", in effect keeping it clean.

Enable Others to Act - Strengthen others by sharing power and discretion. "pulling in community volunteers" Petition or contract.

Goal: Obtain two alternate adults for leadership positions to replicate the project and one nonprofit organization as a sponsor for the program.

Objectives:
- Use a petition to gather at least twenty names of individuals interested in improving the quality of life in the neighborhood.
- Have a neighborhood ice cream social at #22 school playground to establish contractual agreements with the people who signed the petition.

Encourage the Heart - Recognize contributions by showing appreciation for individual excellence.

Goal: To recognize interested participants, make them feel valued and appreciated so that they will inspire at least one other neighbor to share in the vision.

Objectives:
- Acknowledge contributions to the program on all flyers and publicity.
Appendix I: Intent to submit a Grant Application
INTENT TO SUBMIT A GRANT APPLICATION

This form is to be completed by school or CO department staff that intend to submit grant applications for future funding. Please complete as much of the form as you can and fax, mail, or email to the Grant Department. Fax: 263-3292; Email: linda.thines@rcsdk12.org. Call the Office at 262-8385 if you have any questions.

Person Applying for Grant: _______ Position/Title: _______

Name of School/Department Applying: _______

Grant Monitor for proposed grant: _______ Phone: _______

Grant Manager for proposed grant: _______ Phone: _______

Funding Source: Federal Government [ ] State Government [ ] Private Foundation [ ]

Name of Funding Source: _______

Example: U.S. Department of Education – Office of Elementary and Secondary Education

Is this a competitive grant? [ ] Yes [ ] No If no, explain: _______

Proposed grant title: _______ Submission Deadline: _______

Please list the names of any community organizations that will partner with the RCSD on this project: _______

Total Amount Requested: $ _______

Match required by the District? [ ] No [ ] Yes If yes, how much? $ _______

Project Period: From _______ to _______

RCSD schools that will be involved. (Also list any PreK-12 non-public schools participating) _______

Indicate what the funds will be used for: Check all that apply:

[ ] Staff Salaries  [ ] Professional Development  [ ] Consultants/contract  [ ] Supplies

[ ] Travel  [ ] Equipment  [ ] Instructional Time/Tutoring

Approval of Principal has been obtained: [ ] Yes [ ] No [ ] Not Applicable

Please write a short description of the grant project: _______

PLEASE OBTAIN SIGNATURE OF DIRECTOR/PRINCIPAL OR DIVISION CHIEF

Approval of Managing/Curriculum Director or Principal: ______________________ Date: _______

Approval of Chief/Division Chief: ______________________ Date: _______

Approval by Grant Office: ______________________ Date: _______

✓ Upon completing form, please "Save As"
✓ Provide an appropriate name for the document
✓ Submit final copy via E-mail, courier, or fax to:
✓ Department of Grant Development and Procurement
Appendix J: Evaluation by Stakeholders
1) Were the objectives of the project clear to you?

   1 Not evident
   2 Slightly vague
   3 Somewhat vague
   4 Mostly clear
   5 Clear

2) Please rank the quality of the project design:

   1 poor
   2 adequate
   3 good
   4 excellent
   5 outstanding

3) Please rank the level of community involvement:

   1 not noticeable
   2 minimal
   3 good
   4 excellent
   5 outstanding

4) Please indicate the level of parental participation:

   1 not noticeable
   2 minimal
   3 good
   4 excellent
   5 outstanding
5) The organization of the project was:

1 poor
2 adequate
3 good
4 excellent
5 outstanding

6) The execution of the project was:

1 poor
2 adequate
3 good
4 excellent
5 outstanding

7) The affect the project had upon student achievement was:

1 not noticeable
2 minimal
3 good
4 excellent
5 outstanding