Key Program/Licensure Assessment #6B: Community Relations Project
Principal Licensure: EDUC 755

Overview
Other School Professional Preparation Program
Educator Preparation Unit
Muskingum University

1. **Description of the Assessment and Its Use in the Program**

Key Licensure Assessment # 6B: **Community Relations Project** is designed to assess a candidate’s knowledge and skills in engaging, collaborating, and communicating with community stakeholders, such as parents, business and private industry, and tax payers who no longer have school-age children in the home. It is also designed to assess a candidate’s knowledge of the needs and interests of the various segments of a community and how to develop a public relations plan that is multi-dimensional and addresses the concerns of as many segments of a community’s population as possible.

Key Licensure Assessment #6B is carried out in EDUC 755: Communication and Collaboration, and is then assessed by the course instructor.

To be admitted into the Internship at Gateway #2, a candidate must complete Key Licensure Assessments #3, #5, #6A, and #6B (Supervision and Change Intervention Plan, Instructional Improvement Plan, Financial Appropriations Plan, and **Community Relations Project**) with at least 80% of the elements of the ELCC standard elements across the four assessments rated at **meets element** and no element rated **unacceptable**.

2. **Description of How the Assessment Specifically Aligns with the Educational Leadership Constituent Council (ELCC) Standards (2011)**

The following elements of the ELCC standards are evaluated through this key licensure assessment.

<table>
<thead>
<tr>
<th>ELCC Standard Element Number</th>
<th>Standard Element Statement</th>
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<tbody>
<tr>
<td>4.1</td>
<td>candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school’s/district’s educational environment</td>
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<tr>
<td>4.2</td>
<td>candidates understand and can mobilize community resources by promoting understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community/district</td>
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<tr>
<td>4.3</td>
<td>candidates understand and respond to community interests and needs by building and sustaining positive school / district relationships with families and caregivers</td>
</tr>
<tr>
<td>4.4</td>
<td>candidates understand and can respond to community interests and needs by building and sustaining productive school/district relationships with community partners</td>
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3. **The Assessment Instrument**

**Guidelines for Community Relations Project**

**Purpose of the Project:** to assess your knowledge and skills in engaging, collaborating, and communicating with community stakeholders, and your knowledge of the needs and interests of the various segments of a community and how to develop a public relations plan that is multi-dimensional and addresses the concerns of as many segments of a community’s population as possible.

**Premise of the Community Relations Project:**

As a building principal, you are charged with the task of assisting the superintendent of your school district in the development of a presentation entitled “The State-of-the-District” - a presentation to be delivered to selected parents and other stakeholders of the community. The presentation is to represent the district’s initial attempt to engage citizens and gain insight about the direction in which to proceed toward winning eventual support for the following year’s levy campaign.

Furthermore:

- district test scores are sub-standard
- the average salary of teachers is higher than the salaries of the voting population in the district
- local developers have been granted generous tax abatements
- there are pockets of opposition to schools, in general, among local citizens
- the district has a population that is diverse in race, nationality, and age demographics - though mostly rural, a significant percentage of the population belongs to non-White racial groups and senior citizens comprise a significant percentage of the district’s voting population
- a key levy that is needed for long-term capital and technology improvements has failed on two previous attempts
Directions:

(1) Read all of the materials provided by the course instructor for the Community Relations Project.

(2) Prepare an invitation for selected members of the community to attend the “State-of-the-District” address. The invitation needs to be well-constructed, aesthetically appealing, and reflect the district’s effort to engage local stakeholders and to seek citizen input into the future direction of the district.

(3) Develop a PowerPoint highlighting the pertinent talking points of the “State-of-the-District” address.

(4) Prior to preparing your PowerPoint, research at least two outside sources to support the pertinent points on which the “State-of-the-District” address is to focus.

(5) Interview at least one administrator to gain additional perspectives on the steps, input, and resources needed for the development of such an address.

(6) Provide a detailed outline that expands each of the talking points raised in the PowerPoint. Within this detailed outline, cite the two or more outside sources used to support the pertinent talking points and include the documentation of your interview(s) with one or more administrators.

(7) Complete the PowerPoint and detailed outline to reflect evidence that you understand and can:

- collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district’s educational environment (ELCC Standard Element 4.1)
- mobilize community resources by promoting understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the district (ELCC Standard Element 4.2)
- respond to community interests and needs by building and sustaining positive school and district relationships with families and caregivers (ELCC Standard Element 4.3)
- respond to community interests and needs by building and sustaining productive school and district relationships with community partners (ELCC Standard Element 4.4)
- advocate for students, families, and caregivers (ELCC Standard Element 6.1)
- act to influence local, district, state, and national decisions affecting student learning in school and district environments (ELCC Standard Element 6.2)
(8) Make sure to follow the specific expectations for the **Community Relations Project** as articulated in the Key Licensure Assessment #6B Scoring Guide provided by the course instructor.

(9) An electronic version of the **Community Relations Project** is to be emailed to the course instructor prior to the final class meeting of the course **AND** a hard copy of the document is to be submitted to the course instructor at the time of the final class meeting.