Division: Administrative & Organizational Studies  
Program Area: Educational Leadership and Policy Studies  
Course: EDA 7660  
Course Title: Administrative Leadership in School-Community Relations and Public Relations  
Section: 001  
Semester: Winter 2017  
Credits: 3  
Location: 370 College of Education Building  
Days/Times: Mondays, 5:00 p.m. – 7:30 p.m.  
Instructor: Dr. C. Susanne Krispien  
E-mail: ap4951@wayne.edu  
Office Hours: By Appointment

EDA 7660 – Relationships between the school and the community; special reference to social change, community needs and the total school program; demographic and public relations techniques for school improvement, program development in special area, and millage campaigns in the context of the structure, function, and organization of the total educational system in a multicultural and pluralistic society.

Welcome
Welcome to EDA 7660, a required course for the Master’s in Educational Leadership and the Ed Specialist programs. I am glad you have enrolled and look forward to getting to know you this semester. This course will be held primarily in-person, but we will hold three class sessions online through Blackboard.

Communication Policy
All course communications will be sent through Blackboard Announcements or through your Wayne State email address. You are responsible for everything posted on our class Blackboard page. I expect that you will check email and Blackboard daily.

On-going feedback is very important to me. Most of the participants in this course are full time, working adults who are attending graduate school part-time. As such, these students will experience heavy demands from both their employers and their professors. Some students may be full-time graduate students with heavy demands on their time from three or four different professors (never mind assistantships, part-time jobs, families, etc.). I’ve personally experienced both sets of circumstances. Mindful of these steep demands, my goal has been to make the course both rigorous and realistic. Throughout the course, I am very open to your comments and feedback about designing and enacting a challenging course for ambitious adults facing competing demands on their time.
Outcomes and Objectives
The specific objectives of EDA 7660 are to develop the knowledge and capabilities needed to:

- Analyze relationships among the school community, families, and community interests, with a particular focus on assessing the ways that these relationships have supported or inhibited school improvement both historically and currently.
- Engage the school community, families, and community interests in shaping and supporting school improvement activities.

Course Assignments and Grading
The course will include a four-part performance assessment focused on analyzing and improving relationships among the school community, families, and community interests. Students will use their own school contexts as cases for examining the issues in this course. APA format required.

- **Discussion Facilitator**: During the first class session, I will pass around a sign-up sheet for each in-person course session (meetings # 2, 3, 5, 6, 7, 9, 10, 12). For each week, about four students will be responsible for coming up with five discussion questions for the class and one activity (whole class, small group, or individual) that will extend your classmates’ thinking about the themes for that week and cover the important issues. Students should coordinate with the other facilitators for that week to determine roles and responsibilities. The goal is to ensure that the themes of that week are “presented” to their peers in constructive way.

- **Assessment 01: Analyzing Diverse Perspectives Paper**: In a 5-page paper, students will explore how privilege, capital, access, and family resources contribute to family-school partnership. Students will analyze one family’s experiences with their schools in order to uncover the barriers and opportunities to true engagement for that family. The paper should include evidence that you visited a family in their home and talked with them about their experiences in the school.

- **Assessment 02: Community Asset Walk Blog**: Students will assess the socioeconomic, recreational, and communal resources of their school community, identifying at least one sub-segment of the student population. To do so, students will collect community artifacts, conduct online research, converse with community members, and design and implement a community walk and asset map. Students will present their findings on Blackboard blogs and respond to their colleagues’ contributions.

- **Assessment 03: Evaluating and Improving Family-School Partnerships**: In a 5 to 7-page paper, students will use theoretical principles, historical analyses, and evidence to assess the quality and inclusiveness of their school’s family-community partnership approach. To do so, students will observe and assess a school meeting or event aimed to engage families or community members and use it as an illustrative example of the quality of the school’s partnership approach. Students will then design a broad-based plan for establishing and coordinating positive, improvement-focused relationships among the school community. The plan should include a clear overall goal and 3-5 key strategies for reaching that goal, including details on who will implement the strategies, how they will be paid for, how you will get buy-in, what your expected outcomes will be, and how you will measure progress. Strategies could include ideas for communicating with district officials and media outlets; resolving conflict; improving enrollment; and strengthening positive relationships among school community members.
All final work is to be submitted as a hardcopy; drafts, feedback to drafts, blog, and feedback to blog via Blackboard. Unless arrangements are made in advance, late work will receive no credit. With that in mind, please put the following due dates on your calendar immediately, for final assessments, as well as for drafts and feedback. Submission of drafts and feedback is not optional – these will be calculated as part of your assessment grades.

Assessment 01
- Assessment 01 Draft: Monday, Feb/06/2017 by 5p.m.
- Assessment 01 Give Feedback: Tuesday, Feb 07/17 by midnight
- Assessment 01 Final: Monday, Feb/13/17 by 5p.m.

Assessment 02
- Assessment 02 Blog: Monday, Mar/06/17 by 5p.m.
- Assessment 02 Give Feedback: Tuesday, Mar/07/17 by midnight

Assessment 03
- Assessment 03 Draft: Monday, Apr/17/17 by 5p.m.
- Assessment 03 Give Feedback: Tuesday, Apr/18/17 by midnight
- Assessment 03 Final: Monday, Apr/24/17 by 5p.m.

The weighting of grades for the course is as follows:
- Participation: Regular class attendance, contributions to class discussions (including discussion questions for assigned reading) and participation in draft workshops on Blackboard.
  - 20%, 20 points possible
- Assessment 01: Analyzing Diverse Perspectives Paper
  - 25%, 25 points possible
- Assessment 02: Community Asset Walk Blog
  - 25%, 25 points possible
- Assessment 03: Evaluating and Improving School-Community Relations
  - 30%, 30 points possible

Also, please note the following grading-related issues:
- Excellent attendance is assumed. More than one absence will result in loss of points from your participation grade. The same holds for chronic lateness. For planned absences, contact me as soon as possible in advance of the class session (via e-mail). For unplanned absences, if at all possible, contact me that day to let me know that you will not be in class (via e-mail).
- Unless arrangements are made in advance, late work will receive no credit.
- Last day to drop and recoup your tuition, last day to drop with no grade reported (no refund), last day to withdraw: see WSU academic calendar
Grades for assignments and final grades will be determined by converting percentage of points earned into letter grades, as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage of Points</th>
<th>Criteria</th>
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<tbody>
<tr>
<td>A</td>
<td>100-93</td>
<td>Outstanding work nearly free of critique, demonstrating independent high quality performance.</td>
</tr>
<tr>
<td>A-</td>
<td>92-90</td>
<td>Very good work indicating consistent and careful thought and attention to the challenges of the assignments.</td>
</tr>
<tr>
<td>B+</td>
<td>89-87</td>
<td>Good quality work absent systematic inadequacies.</td>
</tr>
<tr>
<td>B</td>
<td>86-80</td>
<td>Work of graduate standard but omissions exist or careful analysis is not consistently evident.</td>
</tr>
<tr>
<td>C+</td>
<td>79-77</td>
<td>Marginal quality work.</td>
</tr>
<tr>
<td>C</td>
<td>76-70</td>
<td>Sub-standard work marked by systematic inadequacies in content, structure, and/or writing mechanics.</td>
</tr>
<tr>
<td>F</td>
<td>Below 70</td>
<td>Unacceptable quality of work with significant, systematic inadequacies in content, structure, and writing mechanics.</td>
</tr>
</tbody>
</table>

**Required Texts and Resources**

There is one required text for this course, indicated on the syllabus as **BBS**:


This text is available at the Wayne State bookstore or online. Usually, it is available on Amazon for as little as $0.99 used (amazon.com).

All other readings will be provided as PDFs via Blackboard.

**Course Overview**

EDA 7660 is structured in three primary parts, each of which addresses specific dimensions of leadership for effective school-community engagement:

- Part I is focused on developing understandings of how diverse school constituents perceive and engage in school-community relations.
- Part II is focused on what we mean by community, what authentic family partnerships look like, and why school leaders should be engaged in building community and family partnerships.
- Part III is focused on understanding effective approaches to structuring and leveraging school/constituent relationships.
Part/Session | Date       | Description                                                             
-------------|------------|------------------------------------------------------------------------ 
**Part I**   |            | **Social and Structural Obstacles to Partnership**                     
Session 01   | Jan/09/2017| Historical and Contemporary Mismatch                                  
Session 02   | Jan/23/2017| Identity and Privilege: Self, Colleagues, and Families                 
Session 03   | Jan/30/2017| Sharing Power                                                          
Session 04   | Feb/06/2017| *Online Class Session – Do Not Meet in Person*                          
**Part II**  |            | **Developing Authentic Partnerships**                                  
Session 05   | Feb/13/2017| Why Family-School Partnerships?                                        
Session 06   | Feb/20/2017| Situating Partnerships in Context                                      
Session 07   | Feb/27/2017| Community Assets: People, Places, History                              
Session 08   | Mar/06/2017| *Online Class Session – Do Not Meet in Person*                          
**Part III** |            | **Partnerships for School Improvement**                                
Session 09   | Mar/20/2017| Linking Partnerships to Learning                                       
Session 10   | Mar/27/2017| Supporting Teachers as Partners                                        
Session 11   | Apr/03/2017| Getting side tracked: Communication                                   
Session 12   | Apr/10/2017| Public Relations for Principals                                       
Session 13   | Apr/17/2017| *Online Class Session – Do Not Meet in Person*                          
Session 14   | Apr/24/2017| Evaluations, Feedback, and Wrap Up                                     

**Detailed Course Schedule**

The very foundation of education and education reform lies in the relationship between schools and their many constituent groups. This includes constituent groups within the school community, itself: students, teachers, support staff, and school leaders. It also includes constituent groups in the proximal environments of schools: parents, district offices and officials, community interests, and more.

On the one hand, one key responsibility for leadership teams is to develop an educational response to the needs, interests, and desires of these constituent groups. On the other hand, another key responsibility is to draw on educational knowledge and expertise to inform and shape the needs, interests, and desires of these constituent groups.

All of this becomes particularly tricky in contemporary policy environments that are holding schools accountable for the academic achievement of all students at the same time that they are opening up possibilities for students and parents to choose among schools. If students and parents endorsed values embedded in state accountability schemes, that would be one thing. But not all do. Moreover, there is little consensus among students and parents (or teachers and school leaders, for that matter) regarding how best to organize *educationally* in response to policy pressure for improvement.

These are fundamental matters to be discerned school-by-school, community-by-community, with school leadership teams running the point. This course is designed to support you in your leadership efforts to do that work effectively and ethically, with special attention to supporting students who have been historically marginalized by the American school system.
Part I: Social and Structural Obstacles to Partnership

Session 01  Jan/09/2017  Historical and Contemporary Mismatch
Readings:
1. Syllabus: EDA 7660

We have three goals for our first session:
(1) To situate EDA 7660 within the core course sequence.
(2) To situate EDA 7660 within American educational history.
(3) To situate EDA 7660 within the current Metro Detroit education landscape.

To prepare for #1, please read the syllabus in detail. As you read, please reflect on the following questions: What is your initial, gut reaction to the course as framed in the syllabus? How do the issues of school-community relations as framed and pursued in this class square with understandings and interests that you bring to this class? Given your experiences in K-12 public education, does the course design resonate… or not…?

To prepare for #2, please read “Mismatch,” which will provide some context for how schools have historically met student needs and how particular students have been marginalized in the American school system. As you read, consider:

- How does the mismatch between school structures and student needs complicate school-community relations?
- How might strong school-community ties help to overcome challenges that may seem insurmountable?

Next, skim the “Making School Choice Work” piece and consider the following questions:

- What characteristics of the current urban school environment put pressure on schools to engage with their communities?
- What characteristics of the current urban school environment make it difficult for families to actively engage in their schools?

Session 02  Jan/23/2017  Identity and Privilege: Self, Colleagues, and Families
Readings:
4. BBS Chapters 4 and 6
Session 03  Jan/30/2017  Sharing Power

Readings:
6. BBS Chapters 7 and 8

Session 04  Feb/06/2017  Online Class Session – Do Not Meet in Person

*Please submit your draft Analyzing Diverse Perspectives Paper by 5pm on this date, and use the class time to read your colleagues’ papers and provide feedback to at least two of them.*

Recommended Readings:

**Part II: Developing Authentic Partnerships**

Session 05  Feb/13/2017  Why Family-School Partnerships?

**DUE TODAY: Final Analyzing Diverse Perspectives Paper**

Readings:
10. BBS Chapter 1

Session 06  Feb/20/2017  Situating Partnerships in Context

Readings:
12. BBS Chapter 2
Session 07 __ Feb/27/2017 __ Community Assets: People, Places, History

Readings:
15. BBS Chapter 3

Session 08 __ Mar/06/2017 __ Online Class Session – Do Not Meet in Person

DUE TODAY: Community asset blogs on Blackboard by 5p.m.
Use the class time to give feedback to at least two colleagues by midnight on November 1, 2016.

Part III: Partnerships for School Improvement

Session 09 __ Mar/20/2017 __ Linking Partnerships to Learning

Readings:
17. BBS Chapter 5

Session 10 __ Mar/27/2017 __ Supporting Teachers as Partners

Readings:

Session 11 __ Apr/03/2017 __ Communication

We will have a look at communication (theory, how-to, pitfalls, group interactions)

Session 12 __ Apr/10/2017 __ Public Relations for Principals

Session 11 will focus on practical ideas for how school administrators can promote their policy ideas, their schools, and their education stories.

Readings:
Please submit your draft final papers by 5pm on this date, and use the class time to read your colleagues’ papers and provide feedback to at least two of them.

*Recommended readings as you write your final paper:*


DUE TODAY: Evaluating and Improving School-Community Partnerships Paper
MDE Standards

For the Educational Leadership Constituents Council (ELCC) Standards as adapted by the Michigan Department of Education, EDA 7660 addresses standards that are focused on relationships among the school community, parents, and community interests:

- 1.2: Candidates understand and can collect and use data with continually identifying school goals, assess organizational effectiveness, and implement plans to achieve school goals.
- 3.3: Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.
- 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school’s educational environment.
- 4.2: Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.
- 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.
- 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.
- 4.5: Candidates understand and can promote the effective use of technology in collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.
- 5.1: Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student’s academic and social success.
- 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.
- 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.
- 5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision-making in the school.
- 5.5: Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.
- 6.1: Candidates understand and can advocate for school students, families, and caregivers.

University Policies

Academic Dishonesty/Plagiarism
The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. (See Student Code of Conduct http://dosowayne.edu/assets/student-code-of-conduct-brochure.pdf). Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. Specific examples of
academic dishonesty, including what constitutes plagiarism, can be found in the University’s Undergraduate Bulletin (http://bulletins.wayne.edu/ubk-output/index.html) and Graduate Catalog (http://www.bulletins.wayne.edu/gbk-output/index.html) under the heading “Student Ethics.” These university policies are also included as a link on Blackboard within each course in which students are enrolled. It is every student’s responsibility to read these documents to be aware which actions are defined as plagiarism and academic dishonesty. Sanctions could include failure in the course involved, probation and expulsion, so students are advised to think carefully and thoroughly, ask for help from instructors if it is needed, and make smart decisions about their academic work.

**Enrollment/ Withdrawal Policy**

Beginning in Fall 2011, students must add classes no later than the end of the first week of classes. This includes online classes. Students may continue to drop classes (with full tuition cancellation) through the first two weeks of the term.

Students who withdraw from a course after the end of the 4th week of class will receive a grade of WP, WF, or WN.

- WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested.
- WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested.
- WN will be awarded if no materials have been submitted, and so there is no basis for a grade.

Students must submit their withdrawal request on-line. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved. Beginning in Fall 2011, the last day to withdraw will be at the end of the 10th full week of classes. The withdrawal date for courses longer or shorter than the full 15-week terms will be adjusted proportionately.

**Attention Students with Disabilities**

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-202-4216 (video phone). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.
**Religious Observance Policy**

Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.
In a 5-page paper (double-spaced), students will explore how privilege, capital, access, and family resources contribute to or impede family-school partnership. Students will analyze one family’s experiences with their schools in order to uncover the barriers and opportunities to true engagement for that family. The paper should include evidence that you visited a family in their home and talked with them about their experiences in the school.

<table>
<thead>
<tr>
<th>Build an argument that explains the challenges to strong school-family partnerships (6 Points Possible)</th>
<th>Inadequate</th>
<th>Needs Improvement</th>
<th>Adequate</th>
<th>Very Good</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not attempt to address the question of what barriers there are to school-family partnerships.</td>
<td>Attempts to make an argument about the barriers to school-family partnerships, but is not compelling or coherent, with no original ideas.</td>
<td>Makes a coherent argument about the barriers to school-family partnerships, but does not extend what was learned in class or provide much original thinking.</td>
<td>Makes a well-written argument about the barriers to strong school-family partnerships, incorporating some original thinking but mainly relying on course readings.</td>
<td>Makes a compelling, well-written argument that extends what was learned in class to explain the barriers to strong school-family partnerships.</td>
<td></td>
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</tbody>
</table>

| Incorporate course readings into your argument (6 Points Possible) | Makes little attempt to incorporate the readings into an argument. | Attempts to incorporate the readings, but does not connect them to an argument or does not use the evidence accurately. | Accurately (although not always with precision) applies evidence from a few of the course readings into the argument. | Accurately applies and analyzes evidence from at least one reading from each session to build argument. | Accurately applies and analyzes evidence from multiple readings from each session to build argument. |

<p>| Conduct a family visit (6 Points Possible) | No attempt to conduct a family visit or describe a family in the school. | Vague description of a family in the school, with little information on it. | Description of a family in the school, including some but not all of the following information: demographic characteristics, type of home, student(s) and reason why this family was chosen for a family visit. | Description of a family in your school, including demographic characteristics, type of home, student(s) and reason why this family was chosen for a family visit. | Thorough and engaging description of a family in your school, including demographic characteristics, type of home, student(s) and reason why this family was chosen for a family visit. |</p>
<table>
<thead>
<tr>
<th>Inadequate</th>
<th>Needs Improvement</th>
<th>Adequate</th>
<th>Very Good</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze one family’s</td>
<td>No attempt to describe or analyze chosen</td>
<td>Analysis of chosen family’s perspective on school-family partnerships,</td>
<td>Thorough analysis of chosen family’s perspective on school-family</td>
<td>Thorough analysis of chosen family’s perspective on school-family</td>
</tr>
<tr>
<td>perspective on school</td>
<td>family’s perspective on school-family</td>
<td>including some but not all of the following: perceived barriers,</td>
<td>partnerships, including perceived barriers, knowledge of the school,</td>
<td>partnerships, including perceived barriers, knowledge of the school,</td>
</tr>
<tr>
<td>school-family partnerships</td>
<td>partnerships.</td>
<td>knowledge of the school, assets, and goals.</td>
<td>assets, and goals.</td>
<td>assets, and goals.</td>
</tr>
<tr>
<td>(7 Points Possible)</td>
<td></td>
<td></td>
<td>Mentions course readings to further elaborate on family’s perspective.</td>
<td>Compellingly incorporates course readings to further elaborate on family’s</td>
</tr>
</tbody>
</table>

**TOTAL:**

25 Points Possible
Using the Blackboard Blog Assessment 02 Link, describe, depict, and analyze the characteristics and assets of your school community, including the neighborhood, students, and school itself. To do so, please conduct a community asset walk and collect community artifacts, conduct research, converse with community members, and identify assets of the community that you could build on to support strong partnerships.

<table>
<thead>
<tr>
<th>Community Asset Walk Evidence (6 Points Possible)</th>
<th>Inadequate</th>
<th>Needs Improvement</th>
<th>Good</th>
<th>Very Good</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>No attempt to describe or analyze the public capital, cultural resources, or community relationships in your school community.</td>
<td>Vague descriptions of the public capital, cultural resources, or community relationships in your school community, with no evidence to support findings.</td>
<td>Descriptions of the public capital, cultural resources, or community relationships in your school community, including limited evidence from articles, photos, or quotations from community members.</td>
<td>Thorough descriptions of the public capital, cultural resources, and community relationships in your school community, including evidence from articles, photos, or quotations from community members.</td>
<td>Thorough descriptions and analysis of the quality of public capital, cultural resources, and community relationships in your school community, including substantial evidence from articles, photos, and quotations from community members.</td>
<td></td>
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</tbody>
</table>

| Analysis of Student Population (6 Points Possible) | No attempt to describe or analyze student population. | Vague descriptions of your school’s student population, including demographics, change over time, academic performance, or population trends. | Vague descriptions of your school’s student population, including demographics, change over time, academic performance, and population trends. | Thorough descriptions of your school’s student population, including demographics, change over time, academic performance, and population trends. | Thorough visuals, data, and analysis of your school’s student population, including demographics, change over time, academic performance, and population trends. |

<p>| Deep Dive into One Community Asset (6 Points Possible) | No attempt to describe or analyze a key asset of the community. | Some attempt to describe an asset of the community more in-depth, but not much new was learned. | Vague analysis of a key asset of the community (a student subgroup, an important initiative, an already existing community or business partnership, | Deep analysis of a key asset of the community (a student subgroup, an important initiative, an already existing community or business partnership, | Deep analysis of a key asset of the community (a student subgroup, an important initiative, an already existing community or business partnership, |</p>
<table>
<thead>
<tr>
<th>Analysis of School History and Characteristics (7 Points Possible)</th>
<th>Inadequate</th>
<th>Needs Improvement</th>
<th>Good</th>
<th>Very Good</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>No attempt to describe or analyze the school history or characteristics.</td>
<td>etc.)</td>
<td>etc.</td>
<td>etc.) and how you think it could be built upon in strengthening school-community partnerships.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vague descriptions of your school’s history and characteristics.</td>
<td>etc.)</td>
<td>etc.</td>
<td>etc.) and how you think it could be built upon in strengthening school-community partnerships.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Descriptions of your school’s history and characteristics, including evidence from teachers or leaders.</td>
<td>etc.)</td>
<td>etc.</td>
<td>etc.) and how you think it could be built upon in strengthening school-community partnerships.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thorough descriptions of your school’s history and characteristics, including evidence from and about teachers, leaders, parents, and community members.</td>
<td>Thorough data and analysis of your school’s history and characteristics, including evidence from and about teachers, leaders, parents, and community members.</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Course: EDA 7660 Administrative Leadership in School Community Relations
Key Program Assessment – Evaluating and Improving School-Community Partnerships Paper
DRAFT DUE: 5pm on Apr/17/17 on Blackboard Blog Link
FEEDBACK TO COLLEAGUES DUE: Midnight on Apr/18/17 as Blackboard Blog Comments
FINAL DUE: 5pm on Monday, Apr/24/17 in hardcopy

Outcomes/Objectives
Upon course completion, candidates will be better prepared to assess and improve relationships between K-12 educators and diverse families and communities; consider community needs in developing school programs; be mindful of demographic contexts, and effectively design and implement public relations techniques for inclusive engagement, school improvement, and conflict resolution. Overall emphasis is placed on preparing candidates to enact educational leadership that strengthens equitable educational partnerships in a multicultural and pluralistic society.

The specific objectives of EDA 7660 are to develop the knowledge and capabilities needed to:

• Analyze relationships among the school community, parents, and community interests, with a particular focus on assessing the ways that these relationships have supported or inhibited school improvement both historically and currently.
• Engage the school community, parents, and community interests in shaping and supporting school improvement activities.

Key Program Assessment
Evaluating and Improving School-Community Partnerships Paper: Students will evaluate their school’s current school-community relations and design a broad-based plan for establishing and coordinating positive, improvement-focused relationships among the school community, parents, and community interests. Strategies should include ideas for communicating with district officials and media outlets; resolving conflict; improving enrollment; and strengthening positive relationships among school community members. This assignment will serve as evidence for fulfilling program requirements of building partnerships and developing a school improvement strategy. Student performance on this required assignment will be tracked so that the program can reflect on its efficacy in producing educational leaders who have the necessary knowledge and skills to build effective community and family partnerships and develop strategies for improving those partnerships.

Standards Addressed through this Assessment

• 1.2: Candidates understand and can collect and use data with continually identifying school goals, assess organizational effectiveness, and implement plans to achieve school goals.
• 4.2: Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.
• 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.
• 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.
• 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.
• 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.
5.5: Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.

6.1: Candidates understand and can advocate for school students, families, and caregivers.

**Assignment, Rubric, and Scoring Guide**

In a 5 to 7-page paper, students will use theoretical principles, historical analyses, and evidence to assess the quality and inclusiveness of their school’s family-community partnership approach. To do so, students will observe and assess a school meeting or event aimed to engage families or community members and use it as an illustrative example of the quality of the school’s partnership approach. Students will then design a broad-based plan for establishing and coordinating positive, improvement-focused relationships among the school community. The plan should include a clear overall goal and 3-5 key strategies for reaching that goal, including details on who will implement the strategies, how they will be paid for, how you will get buy-in, what your expected outcomes will be, and how you will measure progress. Strategies could include ideas for communicating with district officials and media outlets; resolving conflict; improving enrollment; and strengthening positive relationships among school community members.

<table>
<thead>
<tr>
<th>MDE Standard Element(s) Addressed</th>
<th>Exemplary: 10 Points</th>
<th>Above Average: 8 points</th>
<th>Proficient: 6 Points</th>
<th>Marginal: 4 Points</th>
<th>Inadequate: 2 Points</th>
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<tbody>
<tr>
<td>Evaluate the quality of your school's current school-community relations. (Std. 4.3, 4.4)</td>
<td>Clearly identifies several strengths and weakness of current school-community relations, building on class readings and using observation of a school-community meeting as evidence.</td>
<td>Identifies some strengths and/or weaknesses of current school-community relations, with some reference to readings and school meeting observation.</td>
<td>Identifies a few strengths or weaknesses of current school-community relations, with some references to readings or school meeting observation.</td>
<td>Identifies one major strength or weakness of current school-community relations, with a vague connection to readings.</td>
<td>Makes little attempt to identify quality of school-community relations, no connection to readings of school meeting observation.</td>
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<tr>
<td>Design a plan for establishing and coordinating strong school-community relations. (Std. 1.2, 4.2, 6.1)</td>
<td>Develops a compelling, well-written plan for establishing and coordinating strong school-community relations that includes a detailed explanation of 4-5 key strategies for reaching the goal of the plan.</td>
<td>Develops a well-written plan for establishing and coordinating strong school-community relations that includes an explanation of at least 3 strategies for reaching the goal of the plan.</td>
<td>Develops a coherent plan for establishing school-community relations that includes an explanation of at least 3 strategies for reaching the goal of the plan.</td>
<td>Attempts to articulate a plan for school-community relations, but is not compelling or coherent, with only 1 or 2 strategies related to the plan.</td>
<td>Makes little attempt to articulate a coherent plan with strategies to support it.</td>
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<tr>
<td>Incorporate evidence that this plan will be effective for all students and families. (Std. 5.2, 5.3, 5.5)</td>
<td>Supports the school-community engagement plan with accurate analysis of evidence from several class readings, research, experience, and community assets.</td>
<td>Supports the school-community engagement plan with accurate analysis of evidence from some class readings and experience.</td>
<td>Supports the school-community engagement plan with accurate analysis of evidence from a couple of class readings.</td>
<td>Attempts to support the plan with limited evidence, but does not do so accurately.</td>
<td>Plan does not seem to be supported by any evidence and at times seems to fly in the face of evidence from class readings.</td>
</tr>
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</table>

**TOTAL: 30 Points Possible**