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: 002  
Semester: Fall, 2015  
Credits: 4  
Location: 55 College of Education Building  
Days/Times: Mondays, 5:00 p.m. – 8:40 p.m.  
Instructor: Dr. Sarah W. Lenhoff  
E-mail: sarah.lenhoff@wayne.edu  
Phone: 313-434-7216  
Office Hours: Mondays, 2:30 p.m. – 4:30 p.m. and Wednesdays, 9:00 a.m. – 11:00 a.m.

*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.*

**Context**
The technical core of educational leaders focuses on the work of collaborative, systemic improvement. This is a central challenge for school leadership teams in policy environments that are holding schools, teachers, and leaders increasingly accountable for improving student achievement.

Central to the practice of continuous school improvement for leadership teams is to engage the school community, parents, and community interests in the reform conversation. Key aims include developing broad consensus around visions and goals for instructional outcomes, instructional practices, and their support systems; drawing on diverse professional, family, and community resources in supporting school improvement plans; and ensuring that the needs of all vested parties are addressed.

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

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1 **Note:** This syllabus was adapted from a syllabus constructed by Dr. Don J. Peurach at the
• 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.

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.

Course Overview and Performance Assessment
EDA 7660 is structured in four primary parts, each of which addresses specific dimensions of leadership for effective school-community engagement:
• Part I is focused on understanding the dynamics of our school communities, what we mean by community, and why school leaders should be engaged in building community partnerships.
• Part II is focused on developing understandings of how diverse school constituents perceive and engage in school-community relations.
• Part III is focused on understanding effective approaches to structuring and leveraging school/constituent relationships.
• Part IV is focused on the school leader’s role in planning for positive school-community engagement.

The course will include a four-part performance assessment focused on analyzing and improving relationships among the school community, parents, and community interests. The performance assessment will parallel a leadership case focused on a school under pressure to improve student achievement due to weak performance on state accountability assessments. The case will be a composite constructed from a set of Michigan schools with a complex history of functional and dysfunctional relationships.

• Assessment 1: **Analyzing our School Communities**: Students will assess the socioeconomic, recreational, and communal resources of their school community, identifying at least one sub-segment of the student population. This three- to five-page memo will analyze the student population, community resources and concerns, and school characteristics that impact the school community. 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.

• Assessment 2: **Analyzing Diverse Perspectives on School Community**: Students will use theoretical principles, historical analyses, and evidence to analyze one family’s funds of knowledge, sociocultural assets, and educational goals regarding their K-12 school students. To do so, students will conduct a family visit.

• Assessment 3: **Analyzing Strengths in School-Community Relationships**: 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 aimed to engage families.

• Assessment 4: **Improving School-Community Partnership**: Students will design a broad-based strategy 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. The end product will be a section of a school improvement plan aimed at improving school-community relations.

### Course Schedule

The weekly schedule for the course is as follows:

<table>
<thead>
<tr>
<th>Part/Session</th>
<th>Date</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>09/14/2015</td>
<td>• Community Partnerships for School Improvement</td>
</tr>
<tr>
<td>Part/Session</td>
<td>Date</td>
<td>Description</td>
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<td>--------------</td>
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<tr>
<td><strong>Part I</strong></td>
<td></td>
<td><strong>Understanding Our School Communities</strong></td>
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<tr>
<td>Session 02</td>
<td>09/21/2015</td>
<td>• Why and How We Understand Community Needs</td>
</tr>
<tr>
<td>Session 03</td>
<td>09/28/2015</td>
<td>• Environmental Pressures on Community</td>
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<tr>
<td>Session 04</td>
<td>10/05/2015</td>
<td>• Work Session: Analyzing our School Communities</td>
</tr>
<tr>
<td><strong>Part II</strong></td>
<td></td>
<td><strong>Diverse Perspectives on School-Community Relations</strong></td>
</tr>
<tr>
<td>Session 05</td>
<td>10/12/2015</td>
<td>• Complexities in Parental Involvement</td>
</tr>
<tr>
<td>Session 06</td>
<td>10/19/2015</td>
<td>• Historical Perspectives on Student Needs</td>
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<tr>
<td>Session 07</td>
<td>10/26/2015</td>
<td>• Making Schools Work for Students</td>
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<td>Session 08</td>
<td>11/02/2015</td>
<td>• Work Session: Analyzing Diverse Perspectives on School Community</td>
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<tr>
<td><strong>Part III</strong></td>
<td></td>
<td><strong>Evaluating School-Community Engagement</strong></td>
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<tr>
<td>Session 09</td>
<td>11/09/2015</td>
<td>• Impact on Student Outcomes and Practice</td>
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<td>Session 10</td>
<td>11/16/2015</td>
<td>• Successful Leadership Strategies</td>
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<td>Session 11</td>
<td>11/23/2015</td>
<td>• Trust and Community</td>
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<tr>
<td>Session 12</td>
<td>11/30/2015</td>
<td>• Work Session: Analyzing Strengths in School-Community Relations</td>
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<tr>
<td><strong>Part IV</strong></td>
<td></td>
<td><strong>Planning Partnerships for School Improvement</strong></td>
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<tr>
<td>Session 13</td>
<td>12/07/2015</td>
<td>• Envisioning the Principal’s Role</td>
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<tr>
<td>Session 14</td>
<td>12/14/2015</td>
<td>• Wrap Up and Work Session: Improving School-Community Partnership</td>
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**Required Texts and Resources**
All readings for the course will be provided on Blackboard in links or in PDF form.

**Course Work**
The work of EDA 7660 focuses on the following:

- **Reading and discussion:** Readings are assigned for most class sessions. A significant portion of each session will focus on discussing (and extending) the readings. Class discussion will reference the readings closely, so, please, have copies available in hard copy or on your computer.

- **Reflection and extension:** Class work will be complemented via ad hoc reflection and extension exercises that create opportunities for synthesis and practice.

- **Performance:** Students will complete four performance assessments as described above. These will be grounded in applications of what we learn in class to your real world school contexts.

**Correspondence, Office Hours, and Feedback**
All course communications will be sent through Blackboard or through your Wayne State email address. You are responsible for everything posted on our class Blackboard page. I expect that you will check Blackboard daily.
I will have scheduled office hours on Mondays before class and on Wednesday mornings. I am available to meet either face-to-face, via phone, or via Skype/FaceTime.

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.

**Grading**
The weighting of grades for the course is as follows:

- Participation: Regular class attendance, contributions to class discussions, and feedback to your peers.
  - 5%, 5 points possible
- Presentation on a reading: Every student will be required to present on one reading throughout the semester.
  - 5%, 5 points possible
- Assessment 01: Analyzing Our School Communities
  - 20%, 20 points possible
- Assessment 02: Analyzing Diverse Perspectives on School Community
  - 20%, 20 points possible
- Assessment 03: Analyzing Strengths in School-Community Relations
  - 20%, 20 points possible
- Assessment 04: Improving School-Community Partnership
  - 30%, 30 points possible

Also, please note the following grading-related issues:

- My expectation is that students will engage in reading, class discussion, and supplemental exercises at a level befitting of a graduate student at a research university.
- **Unless arrangements are made in advance, late work will receive no credit.**
- Last day to drop with no grade reported (no refund): Monday, 09/28/2015.
- Last day to withdraw: Sunday 09/15/2015.

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>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-93</td>
<td>Outstanding work nearly free of critique; completes all the challenges of the assignments.</td>
</tr>
<tr>
<td>A-</td>
<td>92-90</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>89-87</td>
<td>Good quality work absent systematic inadequacies.</td>
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</tbody>
</table>
Submitting Work and Due Dates
All work is to be submitted via email as MS Word attachments to sarah.lenhoff@wayne.edu. 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:

- Assessment 01: Monday, 10/12/2015 by 5:00 p.m.
- Assessment 02: Monday, 11/09/2015 by 5:00 p.m.
- Assessment 03: Monday, 12/07/2015 by 5:00 p.m.
- Assessment 04: Monday, 12/21/2015 by 5:00 p.m.

A very important word about due dates: Draft analyses are to be submitted prior to the above due dates. While the due dates for final copies are fixed (see above), the due dates for draft work will be announced during class. Again, the submission of draft work creates opportunities for formative feedback and class discussions on issues of content and writing. Students are strongly encouraged to take advantage of opportunities to submit draft work.

Attendance
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 or cell). 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 or cell).

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://doso.wayne.edu/assets/student-code-of-conduct-brochure.pdf](http://doso.wayne.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](http://bulletins.wayne.edu/ubk-output/index.html)) and Graduate Catalog ([http://www.bulletins.wayne.edu/gbk-output/index.html](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.

Introduction

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.

Session 01 (09/14/2015): Overview: Community Partnerships for School Improvement

With that as backdrop, we have three goals for our first session:

1. To situate EDA 7660 within the core course sequence.
2. To situate EDA 7660 within the current policy context.
3. To situate EDA 7660 in an authentic school context.

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 the article from the Detroit Free Press and the MDE’s School Improvement Framework 2.0, which will provide some context for why school improvement efforts are central to our work in this course. As you read, think about the following questions:

- As a member of a school improvement team, how would you feel about this type of public reporting of student performance? What might it motivate you to do (or not do) in response?
- How might you begin exploring how the many constituents in the school feel and think about (a) the school's performance as reported and (b) the more basic matter of reporting school performance in this way?

As for #3, I will distribute a case study during our first session: one in which the leadership team of an underperforming school is tasked with devising means of more fruitfully engaging families, parent groups, community organizations, and other constituents in the work of school
improvement. Throughout the class, then, we will put ourselves in the role of this leadership team, and we will take on that task.

Readings:
• Syllabus: EDA 7660
• Detroit Free Press (08/13/2014), State data find that nearly half of Michigan schools need improvement.
• School Improvement Framework 2.0. Review all, with emphasis on Strand IV.
• Case narrative. (To be handed out in class.)

Part I: Understanding Our School Communities

Part I is focused on understanding the dynamics of our school communities, what we mean by community, and why school leaders should be engaged in building community partnerships.

Session 2 (09/21/2015): Why and How We Understand Community Needs

We will continue our conversation about why leaders must seek to understand community needs and lead for community engagement. We will also examine one perspective on the diversity of needs through Labaree’s analysis of the conflicting goals of public education. As you read, consider the following questions:

• What do we mean when we say “school community?”
• Why are school leaders obligated to pursue community engagement and partnerships?
• As a leader in a public school, how might engaging your school’s constituent groups helps serve the goals of public schools? What evidence do we have that this matters?

Readings:

Session 3 (09/28/2015): Environmental Pressures on Community

Among the constituent groups served by schools, many argue that students, parents, and families should be privileged among them. After all, they not only provide the primary "inputs" to school (i.e., students). They are also, arguably, the primary "customers" or "clients" of schools. Yet, historically, the conventional governance of public schools has given students, parents, and families a voice in their local public school, but it has limited their choice among public schools.
The only choice available was to move. Some describe the result as a public school monopoly on educational services for students.

Things are changing. Over the past 20+ years, proponents of "choice" have been successful in advancing policies that open up alternatives, chief among them being "schools of choice" policies among public schools and charter schools as alternatives to public schools. In contrast to a monopoly, some describe the result as market for educational services, with the option to choose among schools giving students, parents, and families a new and powerful voice.

The readings for this session are aimed at building foundational understandings of voice and choice. Consider beginning with Hirschman, who provides a framework for thinking about options for asserting influence among members of organizations. The selection from Chubb and Moe is an early, seminal piece that began to frame choice options in education. The selection from Pogodzinski and Addonizio (fellow Wayne State professors) looks at how choice may inadvertently impact community investment in schools.

As you read, consider:

- In what ways might Hirschman's notions of "exit, voice, and loyalty" help school leaders think about choice options available to parents (or, for that matter, teachers)?
- As argued by Chubb and Moe, what is the problem of public schools, and how might choice function as a market-like solution?
- What do Pogodzinski and Addonizio reveal how communities view their schools?

Readings:


Session 4 (10/05/2015): Work Session: Analyzing our School Communities

For Session 4, our work at home and in class will focus on framing understandings among the school improvement team of who our school community is, what pressures it is experiencing, and what it needs to engage in the school improvement process. Students will assess the socioeconomic, recreational, and communal resources of their school community, identifying at least one sub-segment of the student population. Students should bring community artifacts, conduct online research, and converse with community members before coming to class. The case narrative from the first class session should serve as a helpful guide for a draft of the first assessment.

**Part II: Diverse Perspectives on School-Community Relations**
Part II is focused on developing understandings of how diverse school constituents perceive and engage in school-community relations.

Session 5 (10/12/2015): Complexities in Parental Involvement

*Assessment 01 is due at 5pm today.*

Our readings have provided theory and evidence, both historical and contemporary, suggesting important relationships between schools and their constituents. However, among the many constituents of schools, some have struggled to find voice and to exercise influence. That has been the case historically. It remains the case today.

For Session 5, we more closely examine structures, norms, and dynamics that complicate parental voice and choice in and among schools. Consider beginning with the selection from Fine, which examines power and politics in and around parental involvement. The selection from Lareau & Horvat provides perspective on Black, low-income, and middle class parents as they advocate for their children and, in doing so, encounter differences in cultural norms. The piece from Auerbach begins to illustrate how school leaders may engage families in urban schools.

As you read, consider:

- What structures, norms, and dynamics complicate parental voice and choice in and among schools?
- How might the preceding bear on how (or even whether) parents decide to engage their students' schools?
- What might the preceding imply for school leaders pressed to build strong ties between schools and their communities?
- What does all of the preceding suggest about explicit and implicit "theories of action" underlying policies advocating for parental voice and choice?

Readings:


Session 6 (10/19/2015): Historical Perspectives on Student Needs

Session 6 will focus on how schools have historically met student needs and how particular students have been marginalized in the American school system. To gain perspective, consider beginning with the selection from Deschene, Tyack, & Cuban, which provides context for how "mismatched" children have experienced schooling. Continue with the selection from Carter, which provides a litany of groups that still struggle to find voice and influence in public schooling.
As you read, consider:

- How does the mismatch between school structures and student needs complicate school-community relations?
- What do these readings teach us about the importance of understanding student needs?
- How can strong school-community ties help to overcome challenges that may seem insurmountable?

Readings:

**Session 7 (10/26/2015): Making Schools Work for Students**

This week’s readings look at two cases – one historical and one contemporary – that showcase vastly different attention to community needs. As you read, consider how the historical perspective of the segregated school in the Walker piece contrasts with the ways in which student needs are met in contemporary Detroit schools.

Readings:

**Session 8 (11/02/2015): Work Session: Analyzing Family Perspective on School Community**

For Session 8, our work at home and in class will focus on understanding the families in our schools and their perspectives on parent engagement. Students should bring a draft of Assessment 2 and notes from a family visit, in order to work with their colleagues on an important part of their school improvement plan.

**Part III: Evaluating School-Community Engagement**

Part III is focused on understanding effective approaches to structuring and leveraging school/constituent relationships.

**Session 09 (11/09/2015): Impact on Student Outcomes and Practice**

*Assessment 2 is due at 5pm today.*

The next sessions will begin to provide practical guidance for building strong school-community relations in your school. We will examine evidence from several different case studies of school...
leaders that have tapped into these resources in school improvement efforts. We will begin to see how leaders across the country are confronting the challenges we have discussed in order to realize the potential of their parents, communities, and students.

As you read, consider:

- What do the school leaders in these studies prioritize in building school-community relationships?
- How do they grapple with the challenges we have discussed throughout the course?
- What are the benefits and drawbacks to their approaches?

Readings:

Session 10 (11/16/2015): Successful Leadership Strategies

We continue to explore successful strategies for engaging school communities. As you read, consider:

- What does each piece see as the key problem of school/community relationships?
- What is the core strategy for strengthening school/community relationships?
- What features or characteristics of these programs could possibly be carried forward into school-based efforts to develop and implement programs to strengthen school/community relationships? On what problems might schools focus, using what strategies?

Readings:

Session 11 (11/23/2015): Trust and Community

Much of EDA 7660 has focused on bringing students to grips with the challenges and complexities of building stronger relationships between schools and their constituents. When taking on such work, it is best to begin with eyes wide open.
Important to recognize is that reformers have, themselves, been coming to grips with the same challenges and complexities in their efforts to support schools in strengthening relationships with their constituents. And, indeed, some have made formidable progress.

To gain perspective on their efforts, consider beginning with the selection from Block, who provides a framework for thinking about what it means to strengthen community relationships (and for thinking about things to which leaders charged with doing so might attend). The selection from Bryk and Schneider provides deeper insight anchored firmly in education, with an emphasis on how trust can be a core ingredient in school improvement.

As you read, consider:

- How do these selections define “community,” and how does that definition play a role in your vision for building relationships with community?
- What relationship exists between trust and engaging in strong community and parental involvement?
- How do these theoretical pieces help you think about practical ideas for building strong community relationships and greater trust among them?

Readings:


For session 12, our work at home and in class will focus on evaluating their current approach to school-community relationships, given what we now know about what works to engage families and communities in the school improvement process. Students should plan to bring the drafts of the Assessment 3 to class.

**Part IV: Planning Partnerships for School Improvement**

Part IV is focused on the school leader’s role in planning for positive school-community engagement.

Session 13 (12/07/2015): Envisioning the Principal’s Role

*Assessment 3 is due at 5pm today.*

The populist and plural nature of U.S. public education creates tremendous challenges for school leaders pressed to build relationships between schools and their many constituencies. Indeed, among the deepest, most enduring problems of leadership practice in the U.S. is that the efforts
of leaders to engage constituents in the environments of schools has drawn their time and attention away from efforts to improve instructional practice and outcomes.

The selections for Session 13 help to situate students’ leadership roles in that historical context, while providing ideas about how to expand beyond it. The selection from Cuban frames three categories of functional responsibilities among school leaders, along with needs and pressures that influence how leaders distribute their time and attention among these responsibilities. The (challenging) selection from Elmore provides a complementary account, one anchored in seminal organizational analyses of schools by John Meyer and Brian Rowan. Note that, for the Elmore selection, you are only asked to read through p. 11 (though, time and interest permitting, consider reading the entire piece).

As you read, consider:

• What does Cuban describe as the three categories of functional responsibility among school leaders?
• How, historically, have leaders distributed their time and attention?
• What does Elmore mean by "loose coupling"? What does it mean to manage the structures around instruction while buffering instruction from inspection and intervention?
• How might the preceding complicate the efforts of leaders to connect (a) efforts to strengthen relationships with constituents with (b) efforts to improve the day-to-day work of teaching and learning?

Readings:

Session 14 (12/14/2015): Wrap Up and Work Session: Improving School-Community Partnership

Session 14 will be a work session and a wrap up of the course. Students will bring drafts of their final assessment – a comprehensive plan for improving school-community partnerships in their schools, in the form of a section of a school improvement plan. We will also do course evaluations and reflect on what was learned and what could be improved in the course.

*Assessment 4 is due at 5pm on December 21, 2015.*