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 an online class.

Communication Policy
As you get settled into our online portion of the class, please understand that regular and effective communication between you and me is essential to your success as an online learner. I am looking forward to learning online with you.

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.

Email is the quickest way to reach me, but I may be reached through any of the methods listed in this syllabus (email, skype). I check email daily (referring to workdays, not holidays or weekends) beginning Mondays (noon) through Fridays (9 p.m.) and I agree to respond to your inquiries within 36 hours (workdays!) during this time. Usually, I will check my emails on weekends and holidays too, but please do not rely on this.

**Course Materials & Technology Requirements**
All content materials (announcements, course syllabus, reading assignments, instructions via videos or PowerPoint presentations, etc.) will be provided in Blackboard. You can access this site through the WSU Blackboard System at www.blackboard.wayne.edu. You must have regular access to a computer (not a mobile device) and regular access to the internet.

**Learner Expectations**
This is a fast-paced course that requires engagement. Make sure to review the due dates for the assignments to orient yourself to the flow of learning. You are expected to log into the course site on the first day of each learning unit to access the new learning unit, orient yourself to the due dates for the week, and plan your time. Online courses can be deceiving. Often new online learners expect them to be easier than face-to-face classes and are surprised to learn how challenging they can be. If you find yourself needing assistance, it is your responsibility to reach out for extra help. I am here to help you as needed, but I need you to maintain open communications with me throughout the class. Ensure that (besides setting time aside for the readings) you have approximately 4 hours per unit to spend on this learning community and take time to identify where and when you will do your learning.

**Community Ground Rules**
1. Consider yourself a member of a community. A community is a group of individuals, working together to support a common goal or interest. We are working together to support the successful achievement of our learning outcomes.
2. Log-in and participate regularly to group conversations and activities.
3. Treat the diverse contributions made by other community members with respect!
4. Have patience and a sense of humor with technology.
5. Be a learner. Keep an open mind when introduced to new ideas that may challenge your perceptions.
6. Ask for help when you need it, and assist others when possible.
7. **Understand that communications shared through text have higher likelihood of being misinterpreted than spoken words.** Therefore, when you type a thought or comment, read it carefully before submitting it. If you question the way it is worded, read it aloud. If you still question the way it’s phrased, re-write it.
8. Contribute regularly to group dialogue, including discussion board postings, replies, and other group activities. The contributions of each individual play a role in the collective strength and diversity of our community.
9. If, at any time, you feel that any of these ground rules has been violated by a member of our community, you are encouraged to bring your concern directly to me. Clearly identify which group rule has been violated and included specific evidence of the violation in your email or phone call. Your concerns will be addressed promptly and in an individualized manner.

Source: Community Ground Rules

**Learning from Each Other**
In this course, you will not be a passive learner. In order for this course to be successful, you will need to interact with each other and me. My role is to facilitate interactions in the course, but your participation is required. As a “knowledge-generator”, you will be responsible for constructing and managing your own learning. This will make you an active partner in generating knowledge. Therefore, as you are learning, so are your peers. We all must be committed to this new learning environment and need to establish purposeful connections. The success of this course depends on the quality of our interactions.

**Online Netiquette**
- Check Blackboard and your WSU email daily.
- Never share your ID and password with anyone.
- Respect others and keep an appropriate tone, even when their opinions differ from your own.
- Capitalize only to highlight an important point or to distinguish a title or heading. An entire word or sentence in caps is often considered shouting and is strongly discouraged.
- Avoid negativity and inappropriate materials. If you wouldn’t say it in person, don’t say it online.
- Double check your grammar and spelling mistakes. The way we write is the way we portray ourselves.
- Avoid slang, abbreviations, and the use of emoticons.
- Respect others’ time and privacy, and avoid sending unnecessary emails.
- Stick to the point, and focus on making a clear and relevant contribution.

**Feedback Rules:**
Please be: professional, objective, descriptive (not interpretive), specific, concrete and depersonalized, respectful, constructive; refrain from any kind of “grading”, “assessing”, or “evaluating” (in either direction) of your peers’ work.

**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.

1. Discussion Facilitator
   The discussion facilitator regarding a particular reading will be the person who chooses that reading. Each reading is assigned to one particular unit (see detailed course schedule). Unit 1 consists of “communication” and readings 2 & 3. As I “signed up” for all of the readings of unit 1, I will be the responsible discussion facilitator for all of unit 1. If you sign up for, e.g., reading 17, you will be one of the discussion facilitators responsible for unit 5 - as unit 5 consists of reading 17 and 18, two persons will be the discussion facilitators, one for each of the readings. The discussion facilitator will provide their input on blackboard, discussion board, forum “unit 1” for unit 1 etc. Your responsibility as a discussion facilitator will be to ensure that your colleagues are provided with one to two questions/activities/.. that help to focus on the core of the reading you picked and extend your classmates’ thinking about the themes for that week. You might ask a question, provide critical feedback to your reading, .. bottom line: feel free to be as creative as you like to help point out the main message your chosen reading makes (or tries to make).

   Those of you who are not a discussion facilitator for a particular reading will be expected to get involved in the discussion/activity/feedback/.. connected to that particular reading.

   The initial input of the discussion facilitator is due on the first day of the unit; comments, further discussions, further input, reactions .. by the rest of the group are due by the last day of the unit. The discussion facilitator is welcome to have a look at the (re)actions they initiated and respond with a final wrap up during the following unit (unit 7: this final wrap up would be due by June 26, midnight).

   To sign up for a reading (one reading per person, one person per reading; e.g., 4a is one reading, 6b is one reading, etc.), and become the discussion facilitator regarding that particular reading, please go to Blackboard, Discussion Board, forum “readings”, thread “reading pick”, pick your reading (the reading list is provided in the description part of that forum), make sure that none of your colleagues has already picked it (by reading the prior replies to that thread) and post your pick as a reply to that thread. In case your top choice has already been taken, please pick a different one.

   So, pick by adding your name and the number of the reading (plus title/author) you chose in that discussion thread.

2. 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.
3. **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.

4. **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 an email (attachment); drafts, feedback to drafts, blog, discussions, 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.

Communication: due May 15th & 17th by midnight
Assessment 01:
- Assessment 01 Draft: May/ 22 by midnight
- Assessment 01 Give Feedback: May/ 30 by midnight
- Assessment 01 Final: June/ 02 by midnight
Assessment 02:
- Assessment 02 Blog: June/ 07 by midnight
- Assessment 02 Give Feedback: June/ 10 by midnight
Assessment 03:
- Assessment 03 Draft: June/ 19 by midnight
- Assessment 03 Give Feedback: June/ 21 by midnight
- Assessment 03 Final: June/ 23 by midnight

The weighting of grades for the course is as follows:
- **Participation**: being an effective discussion facilitator, contributions to class discussions (incl. discussion questions etc. for assigned reading), completion of the two assignments regarding “communication” 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:

- 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: please 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>
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<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>
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<tr>
<td>B+</td>
<td>89-87</td>
<td>Good quality work absent systematic inadequacies.</td>
</tr>
<tr>
<td>B</td>
<td>86-84</td>
<td>Work of graduate standard but omissions exist or careful analysis is not consistently evident.</td>
</tr>
<tr>
<td>B-</td>
<td>83-80</td>
<td>Marginal quality work.</td>
</tr>
<tr>
<td>C+</td>
<td>79-77</td>
<td>Sub-standard work marked by systematic inadequacies in content, structure, and/or writing mechanics.</td>
</tr>
<tr>
<td>C</td>
<td>76-74</td>
<td>Unacceptable quality of work with significant, systematic inadequacies in content, structure, and 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>
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**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.

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Description</th>
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<tbody>
<tr>
<td>Unit 1</td>
<td>May 08 –</td>
<td>Basic of our life: Communication, two assessments due May 15, midnight (details: please see files “communication) on Blackboard</td>
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<td></td>
<td>May 14</td>
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<td></td>
<td></td>
<td><strong>Part I: Social and Structural Obstacles to Partnership</strong></td>
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<tr>
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<td>Historical and Contemporary Mismatch</td>
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<tr>
<td>Unit 2</td>
<td>May 15 –</td>
<td>Identity and Privilege: Self, Colleagues, and Families</td>
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<td></td>
<td>May 21</td>
<td>Sharing Power</td>
</tr>
<tr>
<td>Unit 3</td>
<td>May 22 –</td>
<td>Assessment 01</td>
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<td>May 28</td>
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<tr>
<td></td>
<td></td>
<td><strong>Part II: Developing Authentic Partnerships</strong></td>
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<tr>
<td></td>
<td></td>
<td>Why Family-School Partnerships?</td>
</tr>
<tr>
<td>Unit 4</td>
<td>May 30 (!)</td>
<td>Situating Partnerships in Context</td>
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<tr>
<td></td>
<td>June 05 (!)</td>
<td>Community Assets: People, Places, History</td>
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<tr>
<td>Unit 5</td>
<td>June 05 –</td>
<td>Assessment 02</td>
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<tr>
<td></td>
<td>June 11</td>
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<td><strong>Part III: Partnerships for School Improvement</strong></td>
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<td></td>
<td>Linking Partnerships to Learning</td>
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<tr>
<td>Unit 6</td>
<td>June 12 –</td>
<td>Supporting Teachers as Partners</td>
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<td></td>
<td>June 18</td>
<td>Public Relations for Principals</td>
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<td>Unit 7</td>
<td>June 19 –</td>
<td>Assessment 03</td>
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<td></td>
<td>June 23 (!)</td>
<td>Evaluations, Feedback, and Wrap Up</td>
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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.

UNIT 1 – May 08 – May 14

Readings:
1. Syllabus: EDA 7660

Communication
Readings:
“online Meeting unit 1 Communication” both power point presentation and PDF file, posted on Blackboard, content

There are two assignments regarding “Communication” included in the file(s) on blackboard. Both are due by May 15th (your original post), respectively 17th (comments), midnight (details: see files).

Part I: Social and Structural Obstacles to Partnership

Historical and Contemporary Mismatch
Readings:
UNIT 2 – May 15 – May 21

Identity and Privilege: Self, Colleagues, and Families
Readings:
4. a) BBS Chapter 4
   b) BBS Chapter 6

Sharing Power
Readings:
6. a) BBS Chapter 7
   b) BBS Chapter 8

UNIT 3 – May 22 – May 30 (!)

Please submit your draft Analyzing Diverse Perspectives Paper by midnight on Monday, May 22nd, on Blackboard, blogs, assessment 01. Further, read your colleagues’ papers and provide feedback to at least two of them, due by midnight on Tuesday, May 30th. The final paper is due on midnight, Friday, June 2nd (email/ attachment).

Recommended Readings:

Part II: Developing Authentic Partnerships
Why Family-School Partnerships?
Readings:
10. BBS Chapter 1
UNIT 4 – May 30 (!) – June 05 (!)

Please remember, the final Analyzing Diverse Perspectives Paper is due on midnight, Friday, June 2nd (email/ attachment).

Situating Partnerships in Context
Readings:
12. BBS Chapter 2

Community Assets: People, Places, History
Readings:
15. BBS Chapter 3

UNIT 5 – June 05 – June 11

Due: Community asset blogs (assessment 02) on Blackboard, blogs, assessment 02, June 07, midnight.
Give feedback to at least two colleagues by midnight on June 10.

Part III: Partnerships for School Improvement
Linking Partnerships to Learning
Readings:
17. BBS Chapter 5
UNIT 6 – June 12 – June 18

Supporting Teachers as Partners
Readings:

Public Relations for Principals
We will focus on practical ideas for how school administrators can promote their policy ideas, their schools, and their education stories.
Readings:

UNIT 7 – June 19 - June 23 (!)

Please submit your draft Evaluating and Improving School-Community Partnerships Paper (assessment 03) by midnight, June 19, on Blackboard, blogs, assessment 03. Provide feedback to at least two of your colleagues’ papers by midnight, June 21. Your final paper is due on June 23, midnight (email/attachment).

*Recommended readings as you write your final paper:*

Evaluations, Feedback, and Wrap Up
**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.

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**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) 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. To review the university’s academic integrity policy, please go to: http://doso.wayne.edu/academic-integrity.html.

**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.

For further information, please see http://reg.wayne.edu/pdf-policies/students.pdf.

**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.

Attachment

Rubrics: Assessment 01, Assessment 02, Assessment 03:
### EDA 7660
### Assessment 01: Analyzing Diverse Perspectives Paper

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. |

| 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 the 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. |

<table>
<thead>
<tr>
<th>Analyze one family’s</th>
<th>No attempt to describe</th>
<th>Vague descriptions of</th>
<th>Analysis of chosen</th>
<th>Thorough analysis of</th>
<th>Thorough analysis of</th>
</tr>
</thead>
</table>

15
<table>
<thead>
<tr>
<th><strong>Inadequate</strong></th>
<th><strong>Needs Improvement</strong></th>
<th><strong>Adequate</strong></th>
<th><strong>Very Good</strong></th>
<th><strong>Exemplary</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>perspective on school-family partnerships (7 Points Possible)</td>
<td>or analyze chosen family’s perspective on school-family partnerships.</td>
<td>the chosen family’s perspective on school-family partnerships.</td>
<td>family’s perspective on school-family partnerships, including some but not all of the following: perceived barriers, knowledge of the school, assets, and goals.</td>
<td>chosen family’s perspective on school-family partnerships, including perceived barriers, knowledge of the school, assets, and goals. Mentions course readings to further elaborate on family’s perspective.</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 substantial evidence from articles, photos, and quotations from community members.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Analysis of Student Population (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 student population.</td>
<td>Vague descriptions of your school’s student population, including demographics, change over time, academic performance, and population trends.</td>
<td>Vague descriptions of your school’s student population, including demographics, change over time, academic performance, and population trends.</td>
<td>Thorough descriptions of your school’s student population, including demographics, change over time, academic performance, and population trends.</td>
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<table>
<thead>
<tr>
<th>Deep Dive into One Community Asset (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 a key asset of the community.</td>
<td>Some attempt to describe an asset of the community more in-depth, but not much new was learned.</td>
<td>Vague analysis of a key asset of the community (a student subgroup, an important initiative, an already existing community or business partnership,</td>
<td>Deep analysis of a key asset of the community (a student subgroup, an important initiative, an already existing community or business partnership,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analysis of School History and Characteristics (7 Points Possible)</td>
<td>Inadequate</td>
<td>Needs Improvement</td>
<td>Good</td>
<td>Very Good</td>
<td>Exemplary</td>
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</tr>
<tr>
<td>No attempt to describe or analyze the school history or characteristics.</td>
<td>Vague descriptions of your school’s history and characteristics.</td>
<td>Descriptions of your school’s history and characteristics, including evidence from teachers or leaders.</td>
<td>Thorough descriptions of your school’s history and characteristics, including evidence 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>
</tr>
</tbody>
</table>

**TOTAL:**

**25 Points Possible**
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>
</tr>
</thead>
<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 or school meeting observation.</td>
</tr>
<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>
</tr>
<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>
</tbody>
</table>

**TOTAL: 30 Points Possible**