

**EDL 640 – Section 1
Fall 2009
Educational Leadership in School Community Relations
San Diego State University
College of Education
Department of Educational Leadership**

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Assistant Professor**

It is the vision of the Educational Leadership Team to:

Develop leaders who can create a system of public schooling that delivers high levels of achievement for all students, especially historically underachieving students.

Learn, Lead, Transform

I. Contacting the Instructor

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II. COURSE DESCRIPTION

The class provides an opportunity for the students to learn how to work effectively with families and community members; recognize the goals and aspirations of diverse families; respond to diverse community interests and needs; and mobilize community resources in the service of student achievement. Students will examine the relationships between schools and communities from demographic and political perspectives. Critiquing school publications, assessing school and community needs, and dealing with crisis management will be examined during the course.

The course offers the candidate an opportunity to examine and evaluate their attitudes toward people of different races, cultures, and ethnic backgrounds as well as examine their attitudes toward sexual orientation and individuals with disabilities so they will be able to be an effective leader in a diverse setting by valuing individuals from different family structures, religions, races, cultures, socio-economic status and/or ethnic backgrounds, and treating them with fairness and respect. Systemic forms of racism and sexism as institutional practices are discussed, and students are encouraged to find ways to eliminate such practices as they seek to provide equitable, challenging, and safe school settings for all students.

III. COURSE STANDARDS AND ELEMENTS TO BE ASSESSED

This course partially meets the California Professional Standards for Educational Leadership (CPSEL) standard:

1. Shared Vision of Learning.

10 (f) Use the influence of diversity to improve teaching and learning.

2. Culture of Teaching and Learning

11 (f) Each candidate promotes equity, fairness, and respect among all members of the school community.

11 (g) Each candidate is able to provide opportunities for parents and all other members of the school community to develop and use skills in collaboration, leadership, and shared responsibility.

11 (i) Coordinate the design, implementation and evaluation of instructional programs that serve the diverse learning styles and needs of all students and lead in the continual development and improvement of those programs.

3. Management of the School in the Service of Teaching and Learning

12 (g) Utilize effective and positive nurturing practices in establishing student behavior management systems.

- 12 (i) Each candidate is able to effectively evaluate and use a wide range of technologies, including assistive technologies when appropriate, to support instruction and effective school administration.

4. Working With Diverse Families And Communities.

- 13a Incorporate information about family and community expectations into school decision-making and activities.
- 13b Recognizes the goals and aspirations of diverse family and community groups.
- 13c Values diverse community stakeholder groups and treats all with fairness and with respect.
- 13d Each candidate demonstrates the ability to support the equitable success of all students and all subgroups of students through the mobilization and leveraging of community support services.
- 13e Strengthen the school through the establishment of community partnerships, business, institutional, and civic partnerships.
- 13g Facilitate parent involvement and parent education activities that support students' success.

5. Personal Ethics and Leadership Capacity.

- 14a Demonstrates skills in shared decision making, problem solving, change management, planning, conflict management, and evaluation, and fosters and develops those skills in others.
- 14c Each candidate demonstrates the ability to make and communicate decisions based upon relevant data and research about effective teaching and learning, leadership, management practices, and equity.

6. Political, Social, Economic, Legal and Cultural Understanding

- 15b Ensure that the school operates consistently within the parameters of federal, state, and local laws, policies, regulations, statutory and fiscal requirements.
- 15c Each candidate demonstrates responsiveness to diverse community and constituent views and groups and generate support for the school by two-way communication with key decision makers in the school community.

IV._ REQUIRED TEXTS AND SUPPLEMENTAL MATERIALS

1. Crowson, R.L. (2003). *School-Community Relations, Under Reform* (3rd Edition). Berkeley, CA: McCutchan Publishers.
2. Payne, R. K. (1998). *A Framework for Understanding Poverty* (Revised Edition). Highlands, TX: RFT Publishing Company.
3. Epstein, J. L. et el. (2002). *School Family and Community Partnerships: Your Handbook for Action*. Thousand Oaks, CA: Corwin Press.
4. Delpit, L. (2006). *Other People's Children*. New York, New York: The New Press.
5. SDSU CPS Clickers

Additional Course Textbooks for the School Community Relations Course

1. Ward, R. (2004). *Improving Achievement in Low-Performing Schools: Key Results for School Leaders*, Thousand Oaks, CA: Corwin Press.
2. Gallagher, D. R. et el. (2005). *School and Community Relations* (Eighth Edition), Boston, MA: Pearson Education, Inc, Allyn and Bacon Publications.

V. EDL STUDENT EXPECTATIONS

The following are the department requirements:

E-mail Address

It is imperative that you have an active email address with the department office and the instructor. Should you change the address, please notify the department and instructor within 5 days of such change.

Class Participation

Classes are structured on the belief that each student has important contributions to make to class discussions and that one's learning is greatly enhanced by collaborative interactions with other students. Quality participation in discussions, presentations, and exercises is an expectation, as is quality written work. Students are expected to attend all class sessions, having read and prepared any material assigned for that day. Class absences may result in a lowered grade. Please notify the instructor by phone or e-mail if you expect to be absent; explanations are unnecessary. Work is due on the day assigned. Late work will receive a lowered grade. Please refer to the Course Grading System in Blackboard under Course Information regarding late work. All students are expected to have and use e-mail accounts. Special problems need to be discussed with the instructor privately.

Preparing Products:

1. All written projects should be submitted electronically with your name, course, and section written on the cover sheet (Note that the cover sheet is in excess of the total number of written pages). Additionally, hardcopies of some projects will be required. In such cases, submit the document with the aforementioned information and stapled on the upper left.
2. Please use APA style for all written projects except where otherwise noted.

VI. COURSE ASSIGNMENTS

The following is an outline of the assignments for this course. More detail regarding assignments will be discussed in class and can be found on Blackboard under Course Documents.

1. **Establish a current Email address:** Establish a current e-mail address **by the second week of the course** and maintain it throughout the semester **(-10% if not maintained)**. *A hotmail or gmail account is strongly recommended.*
2. **Attendance and Class Participation (15%):** There will be 5 points possible for weekly class attendance and participation. The points will be based on involvement in class discussions and related activities indicating that the student 1) provides clear evidence of having read assignments and given thought to content reading; 2) makes relevant comments; 3) ask pertinent questions; 4) is able to transfer concepts of reading to life/work settings. (Addresses standards 10f-15c).
3. **Weekly Clicker Quizzes (10%):** Short weekly quizzes of 10 questions will be administered via clickers on weekly readings. The quizzes are designed to ask literal questions regarding the week's reading in preparation for deeper class discussions.
4. **School-Community Description Paper (10%):** This is an opportunity to reflect on and describe the make-up of your community. This paper should consist of three to four pages of short paragraphs and bullets describing the cultural make up of your school, the school neighborhood, teacher make-up, unions issues, the larger school community including businesses, political and religious organizations that interface with the your school site. Please see Blackboard under Course Documents, School Community Description Paper for a more detailed description of the assignment and the scoring guide. This paper is **due the first week of class**.
5. **Epstein Handbook Table Learning Community (TLC) Presentation (10%):** A presentation to your TLC in which the presenter provides relevant information

about the chapter, resources, references, and best use of the information to the TLC. (11g; 11f; 12i; 13d). Please make enough copies of your paper for your table learning community and be prepared to share your thoughts. This assignment is **due as follows**: A's week 3, Bs week 4, Cs week 5, Ds week 6, and Es week 7.

6. **Community Relations Case Study (15%):** Your task is to identify a community relation's issue that exists either at your school site or at the district level. Identify as many components of the problem as possible, then develop a solution to the issue. Three to four pages APA format. (Addresses Standards 14 a; 14c; 15b; 15c). More detail about this assignment can be found on Blackboard under Course Documents, Community Relations Case Study. **Due week 8.** Please make and bring enough copies of the paper for everyone in your table learning community and be prepared to share your case study with your TLC.

7. **Culture and Ethnicity Presentation (20%):** A group presentation that describes the values, norms, and beliefs held by a given group of people. The presentation should include the language, thoughts and actions of the group. It should also address how the values, norms, and beliefs of the group effect community relations and the education of their children, i.e. what are the implications for school leaders and school community relations. Annotated bibliography in APA format. Please make copies of the bibliography for all class members (Addresses Standards 10f; 11i; 12i; 13a; 13b; 13c; 15c). See Culture and Ethnicity Guidepost under Course Documents in Blackboard for more details and a description of the scoring guide for this project.

8. **Platform Reflection Paper (20%):** A paper in which the student reexamines his/her initial platform statement through the lens of the school-community relations course readings and activities. The student will describe strategies from the school community relations course that will move a school toward the attainment of his/her vision and beliefs, asking the question, "How will my learning in this course assist me in implementing my vision?" 3-4 pages APA format. (Addresses standards 10f-15c). This assignment may also be submitted to Taskstream for the EDL 640 platform reflection or you may submit one to Taskstream following the Taskstream rubric. **Due 1 week after the final night of class.**

9. **Professional Attire:** Since this is a professional course in which individuals are preparing for a high profile professional position, semi to professional attire should be worn. Please avoid wearing deep cut blouses, sweatpants or any other type of clothing that might be inappropriate for a site administrator.

PLEASE NOTE THAT ALL FINAL SCORES ON GROUP PROJECTS WILL BE BASED ON FEEDBACK FROM TEAM EVALUATIONS.

VII. Diversity

Since the students will be working on a case study that involves developing plans to involve all community stakeholders, they will have the opportunity to apply knowledge, dispositions and performances necessary to assessing school culture and implementing context-appropriate communication and process strategies. These strategies seek to capitalize on the diversity (e.g., population, language, disability, gender, race, socio-economic) of the school community in order to make effective decisions.

VIII. Technology

Students will explore the use of technology in school sites to increase school operations and to assess, analyze and plan for future student growth. They will also be required to use technology in their research, class presentations and class assessments. A copy of the students signature assignment for this class will also be placed in the student's electronic portfolio. Students have and use an email account.

IX. Fieldwork assignments

Your fieldwork assignments should document your professional experiences and provide evidence at the application level of competencies in the standards covered in this class.

X. Assessment/Evaluation

Students have the opportunity to earn a grade of A, B, C, Incomplete or F. The professor will establish rubrics, which will define standards of work for grade attainment. Students will be expected to engage in self- reflection and provide meaningful input related to their ability to demonstrate competency in meeting course outcomes. Each student will be expected to lead teaching and learning activities related to developing consensus, managing conflict, and practicing communication processes.

Since this is a seminar course, discussion will be a major component of class time. All students are expected to contribute on a regular basis to class discussions. All discussions and presentations will be conducted in a professional manner appropriate for a graduate level class. Lack of participation due to absences may affect a student's grade.

XI. Student Appeals

Students Appeals:

If for any reason a student feels that he/she has need for an exception to the program or any other programmatic issue that needs to be addressed, they must adhere to the following procedures:

1. Talk to their professor of record or Department Coordinator (depending on the issue)
2. If the issue is not resolved, talk with their Program Coordinator
3. If still not resolved, talk to the EDL Chair.
4. If the chair does not resolve the problem to the student's satisfaction, the student can send a letter of appeal to the Department of Educational Leadership's Error and Omissions committee.

The student also has the right to the SDSU Student appeal process delineated at the following web site: <http://www.sa.sdsu.edu/srr/index.html>

XII. University Expectations

SDSU rules and regulations concerning graduate students can be found in the Bulletin of the Graduate Division that you received in class.

This Bulletin can also be found on line at:

<http://coursecat.sdsu.edu/GB0203/index.html>

Disability

Students with special needs (as specified in the Americans with Disabilities Act) should notify the instructor privately to discuss specific accommodations for which they have received authorization. If you have a disability, but have not contacted *Student Disability Services* at 619-594-6473 (Calpulli Center, Suite 3101), please do so before making an appointment with the instructor.

Field Trips and Liability Coverage

Should this course require students to participate in field trips, research or studies that include course work that will be performed off-campus, it is important to note that participation in such activities may result in accidents or personal injury. Student participating in the event are aware of these risks, and agree to hold harmless San Diego State University, the State of California, the Trustees of the California State University and Colleges and its officers, employees and agents against all claims, demands, suits, judgments, expenses and costs of any kind on account of their participation in the activities. Student using their own vehicles to transport other students to such activities should have the current automobile insurance.

Plagiarism

Students may be suspended, placed on probation or given a lesser sanction for one or more of the following causes which must be campus related: (a) Cheating or **plagiarism** in connection with an academic program at a campus (**Turn It In** may be used to determine the authenticity of written assignments). (b) Forgery, alteration or misuse of campus documents, records, or identification.

XIII. TENTATIVE CLASS SCHEDULE AND ASSIGNMENTS

Date/Assignment	Student Learning Outcomes	Homework
<p>Week 1 School-Community Description Paper</p>	<ul style="list-style-type: none"> • Articulate the class expectations & assignments • Define school-community relations • Summarize the history of school-community relations • Identify characteristics of leaders who engage all stakeholders in effective school-community relations (S-CR) • School- Community Descriptions 	<p>Crowson - Chapter 1,2 Delpit - Introduction, The Silenced Dialogue, Cross Cultural Confusion in Teacher Assessment</p> <p>Optional Readings Donald - Chapters 1& 2 Ward - Chapter 1</p>
<p>Week 2</p>	<ul style="list-style-type: none"> • Fieldwork meetings with university supervisors 4-5:00 • Define culture from two different contexts • Identify the cause and effect of “class” on community relations 	<p>Payne - Chapters 1, 2, 3, 4 Delpit- Education in a Multicultural Society</p>
<p>Week 3 Presentations on Culture and Ethnicity</p> <p>As present to TLC on Epstein Handbook Chp2</p>	<ul style="list-style-type: none"> • Pinpoint key characteristics of given ethnic groups and describe how this information is useful in improving school-community relations • Identify the cause and effect of “class” on community relations 	<p>Payne, Chapters, 6, 7, 9 Crowson, Chapter 3 (p 58-65 only) Delpit –Language Diversity and Learning, The Politics of Teaching Literate Discourse, The Vilis Tokples Schools of Papua New Guinea</p>
<p>Week 4 Presentations on Culture and Ethnicity</p> <p>Bs present to TLC on Epstein Handbook Chp3</p>	<ul style="list-style-type: none"> • Pinpoint key characteristics of given ethnic groups and describe how this information is useful in improving school-community relations • Identify key stakeholders in a school-community and their interests • Analyze the politics and complexities of managing S-CR 	<p>Crowson, Chapters 4, 5, 7</p> <p>Optional Reading Donald Chapter 3</p>

	<ul style="list-style-type: none"> • Community In-Reach 	
<p>Week 5 Presentations on Culture and Ethnicity</p> <p>Cs present to TLC on Epstein Handbook Chp4</p>	<ul style="list-style-type: none"> • Pinpoint key characteristics of given ethnic groups and describe how this information is useful in improving school-community relations • Evaluate strategic planning approaches • Determine ways to expand parent involvement 	<p>Crowson, Chapter 8, Your District's Strategic Plan</p>
<p>Week 6 Presentations on Culture and Ethnicity</p> <p>Ds present to TLC on Epstein Handbook Chp5</p>	<ul style="list-style-type: none"> • Pinpoint key characteristics of given ethnic groups and describe how this information is useful in improving school-community relations • Determine ways to expand parent involvement • Identify ways to improve school outreach 	<p>Crowson, Chapters 6, 9, 11</p> <p>Optional Reading Ward Chapter 5</p>
<p>Week 7 Presentations on Culture and Ethnicity</p> <p>Es present to TLC on Epstein Handbook Chp6</p>	<ul style="list-style-type: none"> • Fieldwork meetings with university supervisors • Delineate ways to prepare for and manage a district/school crisis 	<p>Epstein, Chapter 8</p> <p>Optional Reading Donald, Chapter 9</p>
<p>Week 8 Community Relations Case Study Presentations to TLCs</p>	<ul style="list-style-type: none"> • Evaluate solutions to current community relations issues • Discussions on schools/communities in crisis and solutions 	

Culture and Ethnicity Presentation
EVALUATION OF TEAM PARTICIPATION

Your name _____

Name of person you are evaluating _____

(Complete this form for each member of the group including you)

Scale 1 = Excellent 4 = Fair
 2 = Good 5 = Poor
 3 = Average

1. Communication

Shared ideas during meetings, encouraged input, listened actively, took responsibility for contacting team leader/members (did not just wait to be informed).

 1 2 3 4 5

2. Cooperation

Participated fully in all group activities, focus was goal-oriented for group success while maintaining group social needs

 1 2 3 4 5

3. Work responsibilities

Accepted an equitable share of the workload, actively compensated for any work if absence was necessary

 1 2 3 4 5

4. Team Dynamics

Worked within the framework agreed on by the group, assignments submitted to all members in a timely fashion, kept team members informed of progress, was available for team meetings, was available by phone or responded to emails.

 1 2 3 4 5

5. Attitude

Demeanor/behavior enhanced potential for group's success; team interaction was characterized by enthusiasm, positive attitude, and goal orientation.

 1 2 3 4 5

Culture and Ethnicity Presentation Scoring Guide

Name _____ Date _____

Scale 5 = Excellent 2 = Fair
4 = Good 1 = Poor
3 = Average

A. Visual Aids (legible, professionally done, supported presentation by emphasizing main points)
1 2 3 4 5 (10 points possible)

Example:

B. Relevance (team interpreted the assignment and made it relevant to the class- give examples)
1 2 3 4 5 (20 points possible)

Example:

C. Creativity and Presentation flow (clear method of presentation; fluent, enthusiastic, logical thought process; ability to communicate information to the audience)
1 2 3 4 5 (20 points possible)

Example:

D. Content (knowledgeable on topic, theoretical and practical applications presented at level appropriate for college level study)
1 2 3 4 5 (40 points possible)

Example:

E. Stayed within 60 minute time frame (including Q & A) and had no more than 25 slides.
1 2 3 4 5 (Point deduction 5 points per 5 minutes)

F. Average rating of team members' evaluation of member participation
1 2 3 4 5 (10 points possible)

Example:

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Evaluation of Team Culture and Ethnicity Presentation (by all class members)

Do not sign your name to this form. These forms may be shared with the team after the presentation to provide more feedback.

Name of team _____ Date _____

Scale 5 = Excellent 2 = Fair
4 = Good 1 = Poor
3 = Average

A. Visual Aids (legible, professionally done, supported presentation by emphasizing main points)

1 2 3 4 5

Example:

B. Relevance (team interpreted the assignment and made it relevant to the class- give examples)

1 2 3 4 5

Example:

C. Creativity and Presentation flow (clear method of presentation; fluent, enthusiastic, logical thought process; ability to communicate information to the audience)

1 2 3 4 5

Example:

D. Content (knowledgeable on topic, theoretical and practical applications presented at level appropriate for college level study)

1 2 3 4 5

Example:

Comments regarding the above or other points (Use back of sheet if needed)

APPENDIX

Suggested Resources for the School-Community Relations Course

Educational Leadership, Phi Delta Kappan, Education Week, Educational Administration Quarterly, and journals from (American Federation of Teachers (AFT), National Association of Secondary School Principals (NASSP), National Association of Elementary School Principals (NAESP), and American Educational Research Association (AERA) are good sources for articles on school-community relations.

Research – Writing

A Guide for Writing Papers

http://webster.comnet.edu/apa/apa_intro.htm. The library at Capitol Community College in Hartford Connecticut provides this writing guide. This free site may answer many questions that students uncover when developing manuscripts and submitting publications. Based on the 4th Ed. Of APA Publication Manual.

APA Style.org

<http://www.apasytle.org> . This is the official website of the American Psychological Association (APA) Publication Manual. This site provides APA style tips as expected. Citing Electronic Media in APA Style – The material provided by this site covers commonly asked questions regarding how to cite electronic media. Because electronic media change rapidly, this site provide e-mail updates regularly. This page also shows how to remove Bias in Language, including Disabilities, Sexuality, and Race & Ethnicity.

Template for APA Format – Reference Point Software

<http://www.charm.net/~rps/whatdo.htm> . The templates found at this fee based site aid writers in conforming to APA style. The templates provided do two basic things: 1- with just a few clicks of the mouse a writer can set up a document in APA format ready to type into; 2 – The templates make typing the reference list much easier. These templates are based on the 5th Ed. Of the APA Publication Manual and are not affiliated with APA.