



**EDLR 5404: Organizational Leadership –  
School Culture and Family & Community Engagement  
UCAPP  
Fall 2022**

Syllabus information may be subject to change.

**Course and Instructor Information**

**Course Title:** Organizational Leadership – School Culture and Family & Community Engagement  
**Credits:** 2  
**Format:** In-Person  
**Professors:** Instructor(s)  
**Email:**  
**Mobile:**  
**Office Hours:** by appointment

**Required Texts**

Greene, R. W. (2014). *Lost at School, Why our Kids with Behavioral Challenges are Falling through the Cracks and How We Can Help Them, Second Edition*. New York, NY.  
Muhammad, A. (2009). *Transforming school culture: How to overcome staff division*. Solution Tree Press.

*Additional course readings and media will be available within HuskyCT*

**Course Description**

This course focuses on essential school leadership aspects of organizational culture and family and community engagement. Developing a positive and strong culture of achievement lays the foundation for strategic improvement and supports instructional leadership and talent management effort. Proactively engaging families and members of the community to support a shared vision for the school helps create the conditions for successful teaching and learning outcomes.

**Course Objectives**

In this course, aspiring leaders will gain the knowledge and skills to:

1. Understand how a culture of achievement is important to teacher and student success outcomes
2. Understand the role that the principal can play in developing and nurturing the systems, expectations, and norms for a positive school culture
3. Develop a plan to conduct and assessment on school culture and family engage in collaborative planning for strategic improvement

**Leadership for Equity**

UCAPP is committed to developing and preparing transformational school leaders with the competence and disposition to effect school policies and practices that realize equitable **achievement, participation, service, and support outcomes** for every student.

Through strategically aligned coursework and practicum experiences, UCAPP graduates will enter schools ready to:

- Lead with an anti-racist and equity driven perspective
- Lead by listening to and working collaboratively with all constituencies -- teachers, students, families, and communities -- which they serve
- Lead with honesty and courage to confront and disrupt systemic policies and practices which have perpetuated disparate achievement, participation, service, and support outcomes

**Session 1: Culture and Climate**

Objectives:

- Understand the difference between the organizational concepts of culture and climate.
- Understand a strategic and systematic process for assessing school culture to ensure actional organizational change.

Standards:

1(f) Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.

5(d) Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.

9(a) Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.

Readings to be completed before class:

School Culture Rewired, Chapters 1-2

**Session 2: What is a school community? How does the family engagement improve school culture and student achievement?**

Objectives:

- Understand the relationship between and importance of community engagement and student achievement.

Standards:

5(d) Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.

8(f) Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.

9(c) Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.

Readings to be completed before class:

Chadwick, K.G. (2004). *Improving Schools Through Community Engagement: A Practical Guide for Educators*. Chapter One.

The Connecticut State Board of Education Position Statement on School-Family- Community Partnerships for Student Success (2009). <http://www.sde.ct.gov/sde/LIB/sde/pdf/board/SFCPPolicyGuidance.pdf>

### **Session 3: Family Involvement vs. Family Engagement Around Student Learning**

#### Objectives:

- Examine critically the normative thinking and practices associated with the two paradigms.

#### Standards:

9(c) Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.

9(k) Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.

#### Readings to be completed before class:

Build Initiative: Family Engagement Toolkit – Engaging All Families in Student Learning

Olivos, E. (2012). Authentic Engagement with Bicultural Families and Communities: The Role of School Leaders. (Chapter 6)

IEL (2001) -- Education and Community Building: Connecting Two Worlds

*Partners in Education: A Dual Capacity Building Framework for Family-School Partnerships*, SEDL, 2013

### **Session 4: Students and Teachers**

#### Objectives:

- Understand the principal's role in creating and sustaining the conditions and systems for equitable use of educational resources, procedures and opportunities to support teaching and learning.

#### Standards:

3(e) Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.

#### Readings to be completed before class:

Greene: Chapters 2-5

TNTP (2012) – The Irreplaceables

### **Session 5: Students and Teachers**

#### Objectives:

- Understand the principal's role in creating and sustaining the conditions and systems for equitable use of educational resources, procedures and opportunities to support teaching and learning.

#### Standards:

3(f) Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.

9(k) Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.

#### Readings to be completed before class:

Greene: Chapters 6-9

Muhammad: Chapters 3-6

## **Session 6: Building Culture for Excellence and Equity**

### Objectives:

- Understand the principal's opportunity and responsibility to advocate for various issues, student populations, and communities within the school community, community at large, and the field
- Use research and data to design and cultivate a supportive, nurturing and inclusive school culture
- develop an awareness and understanding of improvement science tenets

### Standards:

1(c) Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.

7(c) Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.

10(b) Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.

10(c) Prepare the school and the community for the improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.

### Readings to be completed before class:

"Antidote to Extremism," *Educational Leadership*, 2016

"The Culture Friendly School," *Educational Leadership*, 2016

Fisher, D., Frey, N., & Pumpian, I. (2012). *How to create a culture of achievement in your school and classroom*. Chapters 1 & 7.

*Creating a Theory of Action for Improving Teaching and Learning*, University of Washington Center for Educational Leadership

**Summary of Course Grading:**

Course Components	Weight
Organizational Diagnosis Plan	50%
ToA/Reflection	25%
Participation & Engagement	25%

**Plan for School Culture and Family Engagement Organizational Diagnosis**

Develop a plan outlining how you will conduct an organizational diagnosis focused on school culture and family engagement taking into account their impact on 1) achievement gaps, 2) priority student groups, 3) current initiatives, 4) strengths/points of pride/celebration, and 5) opportunities for improvement.

Note: The focus of this org diagnosis plan can be the site which will be the focus of your first core assessment task. You may approach this as an entry plan for getting to know the school which you will lead as principal someday in the future.

**Theory of Action / Reflection**

Synthesis of course content and individual learning/thinking as an aspiring school leader in the updating/revision of your Theory of Action

**Participation & Engagement**

Readings completed before class, participation in class discussions

**Grading Scale:**

Grade	Letter Grade	GPA
93-100	A	4.0
90-92	A-	3.7
87-89	B+	3.3
83-86	B	3.0
80-82	B-	2.7
77-79	C+	2.3
73-76	C	2.0
70-72	C-	1.7
67-69	D+	1.3
63-66	D	1.0
60-62	D-	0.7
<60	F	0.0

## Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. Review these important [standards, policies and resources](#), which include:

- The Student Code
  - Academic Integrity
  - Resources on Avoiding Cheating and Plagiarism
- Copyrighted Materials
- Credit Hours and Workload
- Netiquette and Communication
- Adding or Dropping a Course
- Academic Calendar
- Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships
- Sexual Assault Reporting Policy

You are also responsible for abiding by the expectations and policies defined the UCAPP Student Handbook.

## Students with Disabilities

The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. Students who require accommodations should contact the Center for Students with Disabilities, Wilbur Cross Building Room 204, (860) 486-2020 or <http://csd.uconn.edu/>.

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government.” (Retrieved March 24, 2013 from [Blackboard's website](#))

## Software/Technical Requirements (with Accessibility and Privacy Information)

The software/technical requirements for this course include:

- HuskyCT/Blackboard ([HuskyCT/ Blackboard Accessibility Statement](#), [HuskyCT/ Blackboard Privacy Policy](#))
- [Adobe Acrobat Reader](#) ([Adobe Reader Accessibility Statement](#), [Adobe Reader Privacy Policy](#))
- Google Apps ([Google Apps Accessibility](#), [Google for Education Privacy Policy](#))
- Dedicated access to high-speed internet with a minimum speed of 1.5 Mbps (4 Mbps or higher is recommended).
- WebCam

For information on managing your privacy at the University of Connecticut, visit the [University's Privacy page](#).

**NOTE:** This course has NOT been designed for use with mobile devices.

## Help

[Technical and Academic Help](#) provides a guide to technical and academic assistance.

This course is completely facilitated online using the learning management platform, [HuskyCT](#). If you have difficulty accessing HuskyCT, you have access to the in person/live person support options available during regular business hours through the [Help Center](#). You also have [24x7 Course Support](#) including access to live chat, phone, and support documents.

## Minimum Technical Skills

To be successful in this course, you will need the following technical skills:

- Use electronic mail with attachments.
- Save files in commonly used word processing program formats.
- Copy and paste text, graphics or hyperlinks.
- Work within two or more browser windows simultaneously.
- Open and access PDF files.

University students are expected to demonstrate competency in Computer Technology. Explore the [Computer Technology Competencies](#) page for more information.

## Evaluation of the Course

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the [Office of Institutional Research and Effectiveness](#) (OIRE).

Additional informal formative surveys may also be administered within the course as an optional evaluation tool.