

COURSE SYLLABUS COVER SHEET
Lewis & Clark College
Graduate School of Education and Counseling

Please attach completed cover sheet to the course syllabus.

Course Name	Engaging the Community for Effective Schools
Course Number	EDAD 508/512
Term	Summer, 2023
Department	Educational Leadership
Faculty Name	Dr. Lisa Collins

Catalogue Description

Research shows students perform better in schools having strong community support. This course defines community engagement, identifies the critical stakeholders and develops inclusive involvement and collaboration strategies. District demographic data, needs assessments and socioeconomic factors are used for developing community engagement plans while taking into account categories of diversity (race, ethnicity, disability, religion). Includes discussions of successful community engagement models.

GSEC Guiding Principles & TSPC Initial Administrator Standards Addressed in Course:

(Please fill in which class meeting or assignment addresses each principle or standard)

GSEC GP (3) Professional Practice: Engage individuals, families, and the professionals who support them in meaningful learning, counseling and therapy, and community-building experiences responsive to individual differences, interests, developmental levels, and cultural contexts.

Class meetings addressing this standard: Sessions 1, 2, 3, and 4

GSEC GP (4) Connection to Community: Design learning and counseling activities that cultivate connections between individuals, families, and their communities and region.

Class meetings addressing this standard: Sessions 1, 2, 3, and 4

GSEC GP (8) Leadership and Collaboration: Lead and collaborate with others to plan, organize, and implement educational and counseling practices and programs that confront the impact of societal and institutional barriers to academic success, personal growth, and community well-being.

Class meetings addressing this standard: Sessions 3 and 4

TSPC OAR 584-017-0251 (1) Candidates who complete the program are educational leaders who have the knowledge, ability, and cultural competence to improve learning and achievement to ensure success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

Class meetings addressing this standard: Sessions 1, 2, 3, and 4

TSPC OAR 584-017-0251 (3) Candidates who complete the program are educational leaders who have the knowledge, ability, and cultural competence to improve learning and achievement to ensure success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment. *Class meetings addressing this standard: Sessions 1, 2, 3, and 4*

TSPC OAR 584-017-0251 (4) Candidates who complete the program are educational leaders who have the knowledge, ability, and cultural competence to improve learning and achievement to ensure success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources in order to demonstrate and promote ethical standards of democracy, equity, diversity, and excellence, and to promote communication among diverse groups. *Class meetings addressing this standard: Sessions 1, 2, 3, and 4*

TSPC OAR 584-017-0251 (6) Candidates who complete the program are educational leaders who have the knowledge, ability, and cultural competence to improve learning and achievement to ensure success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. *Class meetings addressing this standard: Sessions 1, 2, 3, and 4*

Student Performance:

Student performance criteria appear on page(s) ____ of this syllabus (student performance includes goals, evidence, and levels of performance).

EDAD 508 Engaging the Community for Effective Schools

*Lewis & Clark College
Graduate School of Education and Counseling*

Instructor: Lisa Collins, Ed.D
Time: 8:30 am – 4:30 pm
Term: GU 2023
Class Dates: July 17-20 M-TH in person
July 20-August 4- asynchronous work
Class Location: Rogers Hall
Office Location: Rogers 217
Office Hours: *By appointment*
Phone: 971 238 9608
Email (preferred): lisaj@lclark.edu

Required Readings

Additional Readings will be assigned

Green, T. L. (2017). Community-based equity audits: A practical approach for educational leaders to support equitable community-school improvements. *Educational Administration Quarterly*, 53(1), 3-39.

Kelty, N. E., & Wakabayashi, T. (2020). Family engagement in schools: Parent, educator, and community perspectives. *Sage Open*, 10(4), 2158244020973024
<https://doi.org/10.1177/2158244020973024>

[Yosso*, T. J. \(2005\). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race ethnicity and education*, 8\(1\), 69-91.](#)

[Valencia, R. R. \(2010\). *Dismantling contemporary deficit thinking: Educational thought and practice*. Routledge.](#)

Catalogue Description

Research shows students perform better in schools having strong community support. This course defines community engagement, identifies critical stakeholders, and develops inclusive involvement and collaboration strategies. District demographic data, needs assessments, and socioeconomic

factors are used for developing community engagement plans while taking into account categories of diversity (race, ethnicity, disability, religion). Includes discussion of successful community engagement models.

Prerequisite: None

Credit: 3.0 512 semester hours

Course Description:

Since the Oregon Education Act of the early 1990s districts and schools have been working hard to meet the increased expectations for student achievement. With the reauthorization of the Elementary and Secondary Schools Act, and the Governors initiative to adopt a set of national common standards, Common Core, school accountability for student learning has become much more public and much more political. It's become increasingly clear the efforts of teachers and administrators alone cannot ensure each child meets the challenging academic standards and leaves school prepared for college and the workforce.

Recent research shows students perform better in schools where there is strong community support. The best argument for community involvement in boosting school achievement recognizes schools can't do it alone; communities also benefit.

- a. Studies prove students do better when parents and other adults are involved in their schools.
- b. Students who experience highly proficient and equitable educational opportunities are essential to the economical civic health of the community and teachers and schools can't do this job on their own.
- c. Students learn best when they have the chance to apply their lessons to real life problems through internships and other experiences in the community.

Engaging the community does build support for schools. *The Annenberg Institute for School Reform*, one of several groups actively working in this area, defines this type of public engagement as "a purposeful effort, starting in either the school system or the community, to build a collaborative constituency for change and improvement in schools."

Education Commission of the States (ECS) holds the following assumptions regarding community efforts to improve life outcomes for students and their families:

- Education is an enterprise that requires strong, diverse and varied community participations.
- Many students face significant barriers to learning that schools alone cannot effectively address.
- Schools alone cannot transform or redress a history of inadequate and discriminatory schooling or the resulting gaps in achievement.
- Schools alone cannot mobilize the community assets and resources necessary to reduce achievement gaps and help all students meet state and district academic standards.

- Mobilizing such resources requires frameworks of mutual and shared responsibilities structured into comprehensive accountability systems.

The fundamental purpose of community engagement for health wholistic schools is, to channel the strengths, concerns, interests, needs, or even anger into informed and constructive action as a response to practices in schools delivering unacceptable results. It calls upon all to invest time, energy, and commitment as well as their financial support.

This course teaches aspiring administrators how to identify and establish authentic relationships with all partners of their community toward worthwhile dialogues and conversations about improving outcomes for all students PreK-20. It also addresses how to gain broad-based support and consensus for action through building a collaborative constituency for change and improvements in schools/districts.

Course Goals and Objectives:

GSEC Guiding Principles & TSPC Initial Administrator Standards Addressed in Course:

GSEC GP (3) Professional Practice: Engage individuals, families, and the professionals who support them in meaningful learning, counseling and therapy, and community-building experiences responsive to individual differences, interests, developmental levels, and cultural contexts.

Class meetings addressing this standard: Sessions 1, 2, 3, 4, and 5

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Class meetings addressing this standard: Sessions 4 and 5

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Class meetings addressing this standard: Sessions 1, 2, 3, 4 and 5

TSPC OAR 584-017-0251 (3) Candidates who complete the program are educational leaders who have the knowledge, ability, and cultural competence to improve learning and achievement to ensure success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

Class meetings addressing this standard: Sessions 1, 2, 3, 4, and 5

TSPC OAR 584-017-0251 (4) Candidates who complete the program are educational leaders who have the knowledge, ability, and cultural competence to improve learning and achievement to ensure success of

all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources in order to demonstrate and promote ethical standards of democracy, equity, diversity, and excellence, and to promote communication among diverse groups. *Class meetings addressing this standard:* Sessions 1, 2, 3, 4, and 5

TSPC OAR 584-017-0251 (6) Candidates who complete the program are educational leaders who have the knowledge, ability, and cultural competence to improve learning and achievement to ensure success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. *Class meetings addressing this standard:* Sessions 1, 2, 3, 4, and 5

Disability Services Statement: *If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in the Albany Quadrangle (503-768-7192). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.*

APA 7th Edition: <https://owl.english.purdue.edu/owl/resource/560/01/>

Academic/Professional Conduct Statement: Academic honesty and integrity are core values at Lewis & Clark College. Adherence to the norms and ethics of professional conduct is a part of this commitment. Members of the Graduate School community both require and expect one another to conduct themselves with honesty, integrity, and respect for all. Policies related to academic and professional conduct can be found in the Graduate School Catalog.

You are encouraged to search the following website for information regarding Lewis & Clark College's policies regarding student life:

http://graduate.lclark.edu/student_life/handbook/college_policies/

Student Performance

Student performance criteria appear on pages (s) 7-8 of this syllabus (student performance includes goals, evidence, and levels of performance).

Goal

In these turbulent times of the vastly changing public education landscape learn how to engage your partners within the building/district and those connected to the neighborhoods of students and families you serve; through, your practice towards creating trusting relationships focused on helping *each* child be successful.

Objectives

Students will learn the following:

- 21st-century communication and engagement strategies, including major communication models for building a collaborative community both inside and outside the building.
- Assessment strategies for measuring equitable community engagement goals: inclusion, support, planning, working together, methods, communication, improvement, feedback, and monitoring, and evaluation.
- Research in family/community engagement
- The barriers to family/community engagement
- Examination of roles stakeholders play in school or districts
- How to engage cultural strengths-based approaches and problem-solving

Course Schedule:

This syllabus and schedule are subject to change by the instructor's discretion, in response to student learning or extenuating circumstances. Students are responsible for google classroom assignment. If you are absent from class, it is your responsibility to ask about announcements and assignments given while you were absent.

The morning class time will focus on new content and the afternoons will be time to engage with the concepts through experiential learning (guest speakers, project work, research, and community analyzes).

July 17

Session 1: Who is your community?

Morning's Focus:

Course Logistics

What is community epistemology?
Define your school community epistemology?

Reading

Terrance Green Associate Professor University of Texas-Austin

Green, T. L. (2017). Community-based equity audits: A practical approach for educational leaders to support equitable community-school improvements. *Educational Administration Quarterly*, 53(1), 3-39.

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Guest Speaker: Principal as Community Engagement Bridge

Afternoon's Focus:

Assignment

Family Engagement Best Practices Rubric and Assessment Albuquerque Public Schools Family
chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.aps.edu/family-engagement-
collaborative/documents/family-engagement-best-practices-rubric-with-action-plan

Project Class Worktime

July 18

Session 2: Dismantling Deficit Views

Guiding Questions

What is a deficit view of communities?

What if I work in a Higher SES?

The importance of relationship and community partnership building:

Where are you now?

How do you begin to move forward?

Morning's Focus:

Guest Speaker- Working within Community Engagement a Reflection

Assignment

Davis, L. P., & Museus, S. D. (2019). What is deficit thinking? An analysis of conceptualizations of deficit thinking and implications for scholarly research. *NCID Currents*, 1(1).

DOI: <http://dx.doi.org/10.3998/currents.17387731.0001.110>

Racial Consciousness (Collins, 2021) Reflection-

Afternoon's Focus:

Guest Speaker- Big Picture view to service the individual

Lab Activity: Community Asset Mapping: Individual, Community, Institutional

Assignment:

Create a Community Asset Map

-Who are the people and organizations in my school community and surrounding areas? (including other school districts)

-How have I engaged the people, community, and institutions at large?-How can I use community asset mapping to know more about the people I serve and those within my area?

July 19

Morning Focus:

Green (2017) Operationalizing Practices - Group work
Focus on Action Community Project Planning
Site visits

Traumatized Organizations

Afternoon Focus:

Projects- integrate your learning into your final key assessment

Chapter 1-

Davis, L. P., & Museus, S. D. (2019). What is deficit thinking? An analysis of conceptualizations of deficit thinking and implications for scholarly research. *NCID Currents*, 1(1).

DOI: <http://dx.doi.org/10.3998/currents.17387731.0001.110>

July 20

Session 4: – Community Leadership Team Within

Morning Focus:

Site Visits- Vancouver, WA; North Clackamas County
School Demographics
Connections in your community

Afternoon Focus:

Collecting Asset-Based Data
One pagers- Site Visits/Video reflection

Session 5 – Community Asset Presentations

Project presentations-One pagers- Site Visits/Video reflection

July 21- August 4

Complete project and submit in the Google Classroom by August 4th

Expectations for the Course:

1. Assigned readings, reading log, attendance, and full participation in-class activities and discussions and assignments.
2. **Final project – Community Equity/Asset Project:**

Objective-

Evaluation of programs/projects/plans/processes/curriculum that engage families and/or communities for inequities. Use your evaluation to write a plan for community engagement. Present your data and plan in a creative visual presentation for up to 20- 30 minutes on July 14th during class.

EDAD 512 Key Assessment Presentation Summary Paper -provide a written summary of your presentation of at least 2 pages using APA 7th Edition format.

Option A	Building Level Communication Plan Using multiple data points from your school system evaluate the building Communication Plan for families and communities;
Option B	Education Support System Create an educational support system for students and families who are the least engaged in your school community
Option C	Community-based Organization Select a Community-based organization with whom you want to become more engaged. Based on the Assessment results of your school/district, develop a Community Equity Audit/Asset rubric for engagement for measuring success
Option D	Communication Engagement Plan Create an engagement effort addressing a major controversial issue, e.g. COVID Protocols, Local Trafficking, Aaron’s

	Law, Chronic Absenteeism, Anti-Racism, Sexism, Identity, Free Speech.
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Evaluation and Assessment of Requirements

- Attendance and class participation and discussion 15%
- Lab Activities 35%
- Final project and presentation 50%