NOTICE: All information pertaining to this course, including course policies, is subject to being changed until the first day of the term. Changes may be made after the first day of the term with sufficient notice.

WESTERN KENTUCKY UNIVERSITY
DEPARTMENT OF EDUCATIONAL ADMINISTRATION,
LEADERSHIP, AND RESEARCH

EDAD 605: Leading a Community of Learners
(Three semester credit hour course to be taken concurrently with EDAD 610)
Summer 2022
May 31, 2022 through Jun 29, 2022
Instructors
Dr. Wes Cottongim
Mr. Rob Akers
(270) 745-4890
(You will need to call the number and leave a message.
The message will then come to my email.)
rob.akers@wku.edu
Zoom: wku.zoom.us/j/4480879289

Office Hours
By appointment

Meeting Dates
All Zoom
June 6 5:30-7:30, June 8 5:30-7:30, June 13 5:30-7:30, June 15 5:30-7:30 Central Time

Prerequisites
Unless by instructor permission: Admission to Principal Preparation Program, EDAD 602 and 603 as prerequisites; course to be taken concurrently with EDAD 604, plus 1 credit hour of EDAD 610 for EDAD 604 AND 605. (Most students will be enrolled in 8 hours of credit.).

COURSE INFORMATION

Course description: This course focuses on identifying processes to create and foster a strong and healthy relationship between the school and community stakeholders.

Course objectives and standards:
- WKU principal candidates will be able to enact the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement in their actions, decision-making, and relationships with others. (NELP 2.1; **PSEL 1f; 2d, 2e; 3a, 3b, 3e, 3g, 3h; 5 [all indicators]; 8 [all indicators]**)
- WKU principal candidates will be able to develop, implement, and evaluate equitable guidelines, procedures, and decisions that ensure each stakeholder is treated fairly, respectfully, and with an understanding of culture and context. (NELP 3.1; **PSEL 1d, 1f; 2d, 2e; 3a, 3b, 3e, 3g, 3h; 5 [all indicators]; 8 [all indicators]; 10a, 10c**)

- WKU principal candidates will be able to support the development of <u>responsive practices</u> among teachers and staff so they are able to <u>recognize, confront, and alter institutional biases</u> that result in student marginalization, deficit-based schooling, and low expectations. (NELP 3.3; **PSEL 2d, 2e; 3a, 3b, 3e, 3g, eh; 5 [all indicators]; 6g; 8 [all indicators]; 10a, 10c)**
- WKU principal candidates will be able to <u>promote challenging and engaging instructional practice</u> consistent with knowledge of learning theory, child development, and effective pedagogy. (NELP 4.3; **PSEL 1b, 1d, 1f; 3a, 3b, 3e, 3g, eh; 5 [all indicators]; 8 [all indicators]; 10a, 10c**)
- WKU principal candidates will be able to maintain <u>effective two-way communication with families and the community, and engage families, community, and school personnel in strengthening student learning in and out of school</u>. (NELP 5.1, 5.2; **PSEL 1b, 1d, 1f; 2d, 2e; 3a, 3b, 3e, 3g, 3h; 5 [all indicators]; 8 [all indicators]; 10a, 10c**)
- WKU principal candidates will be able to <u>build and sustain productive partnerships with communities and public and private sectors</u> to promote school improvement and student development. (NELP 5.3; **PSEL 1b; 2d, 2e; 5 [all indicators]; 8 [all indicators]; 9k; 10a, 10c**)
- WKU principal candidates will be able to <u>seek, acquire, and manage fiscal resources, physical resources, technological resources, data, and other resources to support student learning, collective professional capability, and community and family engagement.</u> (NELP 6.2; **PSEL 1d, 1f; 2d; 3a, 3b, 3e, 3g, 3h; 5 [all indicators]; 8 [all indicators]; 10a, 10c**)

Course Topics:
- Cultural proficiency
- Building relationships with families.
- Building relationships among internal stakeholders (students, faculty, staff).
- Building partnerships with community groups.
- Importance of values in diverse communities.
- Involvement of external communities in schools.
- Assessment of concerns, expectations, and needs of families and community stakeholders.
- The school's influence on the community environment.
- Communicating with diverse populations.
- Accessing external resources from community stakeholders (including grant writing/grant options).
- Engaging the local and state community around education public policy issues.
- Use of district resources for all students and continuous school improvement.
- Leading collaborative cycles of inquiry to continuously improve school-community relations.
- Context-specific personal communication skills.
- Working with media outlets.
- The role of technology in school-community relations (e.g., social media).

Student expectations and requirements:
- Asynchronous online activities in a blended learning environment
- Online and face-to-face discussions
- In-class communication simulations and role plays
- Case studies
- School-community communication plan
- Field experiences

Textbook:

ISBN-13: 978-1071803714

Constantine, S. (2020). Engage Every Family: Five Simple Principles.

Epstein, J. L. (1995, May). School/family/community partnerships: Caring for the children we share. *Phi Delta Kappan, 76*(9), 701-712.

Fiore, D. J. (2011/2017). School-Community Relations. Eye on Education.

Grant, K.B., & Ray, J.A. (2016 or 2019). Home, school, and community collaboration. Culturally responsive family engagement. Los Angeles: Sage.

Hanushek, E. (2016). What matters for student achievement? *Education Next, 16*(2), 18-26.

Mapp, K. L., & Kuttner, P. J. (2013). Partners in education: A dual-capacity building framework for family-school partnerships. Report from SEDL and the U. S. Department of Education.
Moore, E. H. (2009). *School public relations for student success*. Thousand Oaks, CA: Corwin Press.

National School Public Relations Association (2006). *How strong communication contributes to student and school success: Parent and family involvement*. White paper.

Stansbury, M. (2017, October 5). *Text, tweet, email, call-what do parents want in school communications?* Retrieved from https://www.eschoolnews.com/2017/10/05/parents-school-communications/

EDAD 605 Course Assignments:

Anchor Assessment: You will audit your (or a) school's family engagement and develop a plan for improving communication and engagement with families communication based on Epstein's framework. This anchor assessment will consist of an inventory identifying current strengths and weaknesses, a written plan for improvement, and a mock presentation to a group of stakeholders highlighting findings

and recommending next steps. Be sure to explain your rationale. See the Epstein article for further information. (The final dimension, Communication Collaboration, will be conducted as a separate assignment, but should be included in the final anchor assessment.) You will use the Google doc template in Google Classroom to complete the audit. **[20%]**

No elected Experiences

Required Field Experiences:

(1) Submit a section of anchor assessment on the Community Collaboration Inventory for feedback. **[10%]**
(2) You will record a video to document, "How welcoming is your school?" Record the video in front of your entrance, in the reception area, at the front door, or use a relevant image as your backdrop. No written reflection is required. **[10%]**
(3) Conduct a Social Media Review of your school/district usage of Social Media to communicate with students and families. **[10%]**

"Face to Face" Zoom Discussions and Pre-work [30%]
(1)   TBA
(2)   TBA
(3)   TBA

"Face to Face" Activities: Participation in activities during Face-to-Face classes. **[20%]**

Grading/Evaluation-all assignments are designed to introduce students to leadership concepts and skills and allow them to use new knowledge and practice new skills of each learning target. Rubrics are provided for each assignment.
A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = below 60
Assignments will be graded based on all or part of the experiential learning rubric.

EDAD 610 Course Assignments:
Submit Field Experience Plan

Reflection on learning from personalized field experiences [proficiency on all indicators for passing grade] Suggested ideas for field experiences:
https://docs.google.com/document/d/1RvZgk2CyEB7xQjxBhBaK3SbVzWoeMdFsCsI-Gg3Wgnc/edit?usp=sharing.

Submit Completed and Signed Field Experience Plan [must be submitted for passing grade]

Assignment Format: As leaders, you continually are/will be expected to express your ideas logically, both orally and in writing; that same expectation exists for this course. Unless instructed otherwise, written materials should be typed or word-processed in 12-point font, Times New Roman, double-spaced,

1.0" left/right margins, 1.0" top/bottom margins. APA style will be used for all papers and written assignments unless otherwise indicated. All documents are to be submitted through Blackboard.

Course Organization and Expectations: This course is designed on the assumption that learning is something that we as adult learners actively engage in by choice, have a commitment to, and accept responsibility for. The format of the class will be that of a community of scholars, each with their rights and responsibility of membership. Differing perspectives and opinions will not only be tolerated but also encouraged.

Plagiarism Policy: Plagiarism is a serious offense. The academic work of students is expected to be his/her own effort. Students must give the author(s) credit for any source material used. To represent ideas or interpretations taken from another source as one's own is plagiarism. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism. Plagiarism is an act of academic dishonesty. Students who commit any act of academic dishonesty will receive a failing grade for the course and may be subject to dismissal from the program. Student work will be subject to review and checks using plagiarism detection software.

Academic Dishonesty: Students who commit any act of academic dishonesty may receive a failing grade in that portion of the course work in which the act is detected or a failing grade in the course without possibility for withdrawal. Acts of academic dishonesty shall be reported to the Department of Educational Administration, Leadership, and Research for possible disciplinary action, which may result in permanent disqualification from the program.

Attendance and Participation Policy: Graduate students should be able and willing to share information and ideas; regular attendance and productive participation in the classroom and online are essential for success in the course. Students are expected to have read all assignments prior to discussion in class or on the web, if applicable, and be prepared to participate in class discussions and activities. As graduate students, there is an expectation that relevant literature and information beyond what is assigned will be identified, obtained, and read by the student.

Effective learners demonstrate classroom behaviors that enhance (a) the professor's ability to conduct the class and (b) the ability of students to benefit from the instructional process. Any behavior which is disruptive or interferes with other students' learning is not acceptable and may result in loss of points for class participation credit.

A student's final grade for the course will be adversely affected by lack of attendance (including coming in late and/or leaving early), lack of participation in class activities and/or failure to complete graded/non-graded assignments. Students may have personal and professional conflicts with scheduled class meetings. Students must prioritize and make decisions related to scheduling conflicts. Absences from class or anticipated lapses from online participation should be discussed with the instructor prior to the absence; if circumstances do not permit prior notice, the instructor should be contacted immediately after the absence. It is the student's responsibility to secure materials, notes, and assignments for all classes missed. If the University officially cancels classes for any reason, students are expected to continue with readings and assignments as originally planned. Assignments scheduled during missed classes are due at the next regular class meeting unless other instructions are given.

Excessive or consistent lateness in submitting assignments may impact the final grade in the course.

Technology Usage: The instructor will utilize Google Classroom and WKU webmail as the primary methods to contact students outside of class. Students are expected to check their official University email and Blackboard on regular business days (Monday-Friday) to receive information or notices from the instructor. Cellular phones need to be silenced and stored during class sessions. If there is a situation where a candidate legitimately needs access to a cellular telephone during class, please notify the professor. The instructor may allow electronic devices (such as I-pads, laptops, and tablets) to be utilized for instructional purposes related to the course.

Technology Requirements: As mentioned under participation and attendance students will be expected to have access to the Internet and email and to regularly monitor the course website on Blackboard, if applicable. Additionally, due to the temperamental nature of technology, the student shall have a contingency plan for connectivity and participation. In other words, perhaps the primary connection planned would be the student's home computer; a contingency plan may be to access from the student's school computer. For technical issues related to Blackboard, please contact the IT Helpdesk at (270) 745-7000.

Students with Disabilities: In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center. The phone number is 745-5004. Please do not request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

Statement of Diversity
The School of Leadership and Professional Studies believe that Diversity issues are of major import to student and school success. We fundamentally believe in and support the value of heterogeneous groups and the richness of benefits when students are involved with diverse populations, settings, and opinions. This course is designed on the basic assumption that learning is something we all actively engage in by choice and personal commitment. The format of this class will be a community of scholars, each with their rights and responsibilities of membership. We will not tolerate immoral, illegal, or unethical behavior or communication from one another, and we will respect one another's rights to differing opinions.

ADA Accommodation
In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. The phone number is 270.745.5004 [270.745.3030 V/TTY] or email at sarc@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Title IX/Discrimination and Harassment
Western Kentucky University (WKU) is committed to supporting faculty, staff, and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) and Discrimination and Harassment Policy (#0.2040). Under these policies, discrimination, harassment, and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment, and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

Please note that while you may report an incident of sex/gender based discrimination, harassment, and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159. Sexual Assault Resources

WKU SYLLABUS STATEMENT ON COVID-19
All students are strongly encouraged to get the COVID-19 vaccine. Out of respect for the health and safety of the WKU community and in adherence with CDC guidelines and practices of all public universities and colleges in Kentucky, the University requires that a cloth face covering (reusable or disposable) that covers both the nose and mouth must be worn at all times when in public areas within all buildings. Students must properly wear face coverings while in class regardless of the room size or the nature of the classroom activities. Students who fail to wear a face covering as required will be in violation of the WKU Student Code of Conduct and will be asked to comply or will face disciplinary action, including possible dismissal from the University. Accommodations can be requested in special cases through the Student Accessibility and Resource Center (SARC): 270-745-5004 (voice), 270-745-3030 (TTY), or 270-288-0597 (video).

All students must immediately report a positive Covid-19 test result or close contact with a person who has tested positive to the Covid-19 Assistance Line at 270-745-2019. The assistance line is available to answer questions regarding any Covid-19 related issue. This guidance is subject to change based on requirements set forth by public health agencies or the office of the governor. Please refer to the Healthy on the Hill website for the most current information. www.wku.edu/healthyonthehill

Safety and Evacuation: Procedures for student safety and possible evacuation will be addressed in the first class meeting. All students are expected to familiarize themselves with the appropriate procedures for the location in which they are taking classes.

Course Adjustments: The instructor reserves the right to modify the course requirements, schedule, and syllabus. No change will occur, however, unless proper, timely, and prior notice is given to students.

Netiquette: Postings to the discussion boards require polite behavior or the learning process breaks down, people's feelings are hurt, and your grade may be impacted. Polite online behavior is called "netiquette". This class will use the Netiquette guidelines established by Deana Molinari and posted on the course Blackboard site.