CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
Michael D. Eisner College of Education
Department of Educational Leadership and Policy Studies

COURSE OUTLINE

School and Community Relations
ELPS 676

The Michael D. Eisner College of Education Conceptual Framework

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to excellence, innovation, and social justice. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

- We value academic excellence in the acquisition of research-based professional knowledge and skills.
- We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement.
- We value ethical practice and what it means to become ethical and caring professionals.
- We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other members of regional and national educational and service communities.
- We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners.
- We value creative, critical, and reflective thinking and practice.

ELPS DISPOSITIONS

The candidate values and is committed to:

1. **Ethical and professional practice and behavior**: ideal of the common good, caring, respectful of individual and group rights, respect of roles and responsibilities, justice, honesty, integrity, fairness, courage, and good character, ethical decision-making; sensitivity to, and concern for, self and others.
2. **Collaboration:** with others, with constituency, with all members of the school community, involving stakeholders in management processes and decision-making; involving staff, families, and communities in the decision-making processes that lead to equitable schools.

3. **Effective communication**: using good verbal (oral, speaking, writing) and non-verbal communication skills, especially being a good listener.
4. **Proactive and visionary leadership**: high standards of learning; continuous school improvement; belief that all students can learn; student learning as the fundamental purpose of schooling; willing to examine one's own assumptions/beliefs/practices; commitment to the profession; creative, critical, and reflective thinking.
5. **Life-long learning**: professional development for staff and others as an integral part of school and personal improvement; high quality standards, expectations, and performance; education as key to opportunity and social mobility; commitment to pursuing knowledge and skills required of educational leaders.
6. **Responsibility and time management:** to meet obligations to self and others; accomplishing personal and professional goals.
7. **Diversity**: being sensitive to individuals, groups, cultures, and all aspects of the school and larger society; recognizing, valuing, and understanding diversity in cultures, ideas, values, lifestyles, learning styles, intelligences; providing leadership that promotes continuing dialog with diverse community groups to develop culturally responsive schools; facilitating implementation of learning opportunities that are effective in closing achievement gaps and providing quality education in diverse school communities.

California commission On Teacher Credentialing (CCTC) _ Standards of Quality And Effectiveness: Preliminary Administrative Services Credential Program Standards

Category 1: Program Design and Coordination-Standards 1-5

       Program Standard 1: Program Design and Rationale
       Program Standard 2: Collaboration, Communication, and Coordination
       Program Standard 3: Development of Professional Leadership Perspectives
       Program Standard 4: Equity, Diversity, and Access
       Program Standard 5: Role of Schooling in a Democratic Society

Category 2: Curriculum-Standard 6

       Program Standard 6: Preparing Candidates to Master the Administrative
                        Performance Expectations (CAPEs)

Category 3: Field Experiences in the Program – Standards 7 and 8

       Program Standard 7: Nature of Fieldwork Experiences
       Program Standard 8: Guidance, Assistance, and Feedback

Category 4: Candidate Competence and Performance-Standard 9

       Program Standard 9: Assessment of Candidate Performance

CATALOG DESCRIPTION
 Prerequisite: This course is restricted to candidates who have been admitted to the Master Of Arts in Educational Administration and/or the CA Preliminary Administrative Services Credential program. The seminar is devoted to a study of the knowledge, dispositions, and skills needed by

educational administrators in order to understand and respond to diverse community interests and needs, collaborate effectively with families and community members, mobilize community resources to benefit students and families, and interpret the school to the public through a variety of media and modes.

California Administrator Performance Expectations (CAPEs) Are Organized Under The California Professional Standards For Education Leaders (CPSELs)
The administrative services curriculum has been carefully aligned to cover the complete set of California Administrator Performance Expectations (CAPEs). These performance expectations include a set of six skill categories (CPSELs) that describe the performance expectations for candidate's ready to begin service as a California educational administrator.

> CPSEL Standard 1: Development and Implementation of a Shared Vision
> CPSEL Standard 2: Instructional Leadership
> CPSEL Standard 3: Management and Learning Environment
> CPSEL Standard 4: Family and Community Engagement
> CPSEL Standard 5: Ethics and Integrity
> CPSEL Standard 6: External Context and Policy

CPSELs STANDARDS AND CAPEs ELEMENTS – COURSE OUTCOMES FOR ELPS 676

CPSEL Standard 1: Development and Implementation of a Shared Vision.
Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.

CAPEs Elements:
1A-3 Analyze and apply political, social, economic, and cultural contexts to inform the school's vision and mission.
1A-6 Communicate the school's vision of teaching and learning clearly to staff and stakeholders.
1B-1 Engage staff and diverse community stakeholders in a collaborative process, including consensus building and decision making, to develop a vision of teaching and learning that is shared and supported by all stakeholders.
1B-2 Use effective strategies for communicating with all stakeholders about the shared vision and goals.
1B-3 Promote a community commitment and collective sense of responsibility for enacting the school's vision, mission and goals.
1C-1 Engage staff and other stakeholders in sharing data to assess program/instructional strengths and needs that lead to student, staff, and community goals.
1C-4 Share results with students, staff, and other stakeholders and use this information to guide updates, revisions, and the allocation of resources to support the plan and advance the vision.

CPSEL Standard 2: Instructional Leadership.
Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.

CAPEs Elements:
2B-1 Use a range of communication approaches to assist staff and stakeholders in understanding

state standards, student assessment processes, and how these relate to accomplishing the school's vision and goals.

CPSEL Standard 3: Management and Learning Environment.
Education leaders manage the organization to cultivate a safe and productive learning and working environment.

CAPEs Elements:

3A-4   Use technology to facilitate communication, manage information, enhance collaboration, and support effective management of the school. Handle confidential matters relating to students and staff in a manner consistent with legal practices and ethical procedures.

3C-1   Use principles of positive behavior interventions, conflict resolution, and restorative justice and explain to staff and community members how these approaches support academic achievement, safety, and well-being for all students.

CPSEL Standard 4: Family and Community Engagement.
Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.

CAPEs Elements:

4A-1   Engage family and community members in accomplishing the school's vision of equitable schooling and continuous improvement that includes the academic, linguistic, cultural, social-emotional, mental and physical health, and/or other supports needed to succeed in school.

4A-2   Create and promote a welcoming environment for family and community participation.

4A-3   Recognize and respect family goals and aspirations for students.

4A-4   Work with staff to develop a range of communication strategies to inform families about student assessments and achievement, teacher professional learning activities, school climate, and progress toward achieving school goals.

4B-1   Build trust and work collaboratively with families and the community to promote a sense of shared responsibility and accountability for achieving the goal of graduating every student ready for college and careers.

4B-2   Use strategies such as conflict resolution in facilitating communication between different community groups to reach consensus on key issues that can incorporated into the school's vision, plans, and decisions.

4B-3   Access community programs and services that assist all students, including those who require extra academic, mental health, linguistic, cultural, social-emotional, physical, or other needs to succeed in school.

4B-4   Explain to staff and other stakeholders the importance of ongoing community understanding and support by mobilizing and sustaining resources directed toward achieving school goals.

CPSEL Standard 5: Ethics and Integrity.
Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.

CAPEs Elements:

5B-3   Involve family and community stakeholders in reviewing aggregated and, where appropriate, disaggregated student data and evidence-based best practices to identify and

address actual and anticipated challenges that can negatively affect student success.

5C-3   Use personal and professional ethics as a foundation for communicating the rationale for their actions.

CPSEL Standard 6: External Context and Policy.
Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.

CAPEs Elements:

6A-1   Recognize that any school is part of a larger district, state, and federal contexts that is influenced by political, social, economic, legal, and cultural factors.

6A-2   Understand and analyze governance and policy systems and use this knowledge to explain roles and relationships of schools and district administrators, local and state boards of education, and the legislature to staff and the school community.

6A-3   Facilitate discussions among staff and the community about aligning mandates and policies with staff and student goals for continuously improving instruction, learning, and well-being.

6B-1   Improve their public speaking, writing, and electronic communication, presentation, and advocacy skills.

6B-2   Provide the public with a clear picture of what the school's mission, vision, and goals are to garner public support for the school and its activities to promote student learning, safety and well-being.

6B-3   Communicate how the school is doing in meeting its goals and identify where resource contributions from the public are needed and would be most helpful.

6B-4   Involve stakeholders in helping address the school's challenges as well as sharing in its successes.

CALIFORNIA ADMINISTRATOR PERFORMANCE ASSESSMENT (CalAPA).
Effective 2019-2020, candidates enrolling in the MA/Preliminary Administrative Services Credential program must successfully pass the CalAPA to obtain a Certificate of Eligibility. The CalAPA consists of three parts, which are listed below.

Leadership Cycle 1 – Analyzing data to Inform School Improvement and Promote Equity
Leadership Cycle 2 – Facilitating Communities of Practice
Leadership Cycle 3 – Supporting Teacher Growth

ELPS DEPARTMENT MISSION STATEMENT
Our mission is to prepare and inspire educational leaders to maximize student learning and access, link theory to best practice, support collaborative partnerships, and promote culturally responsive leadership in a diverse environment.

PLACE OF COURSE IN CURRICULUM
This course is a requirement for the Master's degree in Educational Administration and the Preliminary Administrative Services Credential.

TEXTBOOKS (Required)

Instructors may choose from the following texts. For use of a textbook other than those listed, instructor must obtain approval from Department Chair.

Epstein, J., et al. (2002). *School, Family and Community Partnerships: Your Handbook for Action* (2nd edition). Thousand Oaks, CA: Corwin Press.

Gallagher, D. R., Bagin, D., & Moore, E. H. (2005, 8th ed.) *The School and Community Relations*. Boston, MA: Allyn & Bacon.

Kowalski, T. (2000). *Public Relations in Schools*. Upper Saddle River, NJ: Pearson Education Company.

Lindsey, R. et al. (2003, 2nd ed). *Cultural Proficiency: A Manual for School Leaders*. Thousand Oaks, CA: Corwin Press.

ADDITIONAL READINGS (see also instructor bibliography)

Chadwick, K. G. (2004). *Improving Schools Through Community Engagement: A Practical Guide for educators*. Thousand Oaks, CA: Corwin Press.

Decker, L. & Decker, V.A. (2003). *Home, School, Community Partnerships*. Lanham, MD: Scarecrow Press.

Family Involvement Network of Educators (FINE) at the Harvard Family Research Project: www.gse.harvard.edu/hfrp/

Hughes, L. & Hooper, D. *Public Relations for School Leaders*. Needham Heights, MA: Pearson Education Company, 2000.

Jordan, C., Orozco, E., & Averett, A. (2001). *Emerging Issues in School, Family, and Community Connections: Annual Synthesis 2001*. Austin, TX: Southwest Educational Development Laboratory.

Journal of School Public Relations

Lutz, F.W., & and Merz, C. (1992). *The Politics of School/Community Relations*. New York: Teachers College Press.

Muir, K., ed. (1999*). School Public Relations: Building Confidence in Education*. Rockville, MD: National School Public Relations Association, 1999.

School Community Journal

Schorr, L. (1998). *Common Purpose: Strengthening Families and Neighborhoods to Rebuild America*. Anchor Books.

Warner, C. (1997). *Everybody's House – The Schoolhouse: Best Techniques for Connecting Home, School, and Community*. Thousand Oaks, CA: Corwin Press.

RECOMMENDED HANDBOOKS, MANUALS, AND JOURNALS

American Psychological Association. (2010). *Publication manual of the American psychological association.* (6th Ed.). Washington, D.C.: American Psychological Association

PRESENTATION OF WRITTEN MATERIALS

The ELPS Department has adopted the American Psychological Association (APA) style of citations, references, and editorial style for use by our students to create uniformity in the written materials submitted over the course of the program. Information about the "APA Style" can be obtained through the Oviatt Library at the following website:
http://library.csun.edu/Guides/ResearchStrategies/CitationStyleGuides

Another excellent website for APA guidance is: http://owl.english.purdue.edu/owl/resource/560/01/

ELPS Department Writing Standards and ELPS Department Writing Rubric at:
http://www.csun.edu/education/elps/writing-standards.html
http://www.csun.edu/sites/default/files/ELPS-Student-Writing-Rubric.pdf

The ELPS Department also encourages students to contact the CSUN Writing Center and Lab (818-677-2033), located in the Learning Resources Center in Bayramian Hall 408, for help with academic writing, research papers, and/or note taking techniques.

DISABILITIES

If you know you have a disability that could affect your performance in this class, please contact CSUN Students with Disabilities Resources (818-677-2684, Student Services Building 110) for free, confidential help and information. You are welcome to share this information with the professor if you wish to do so.

ACADEMIC HONESTY POLICY

Cheating and/or plagiarism (submitting another person's material as one's own or doing work for another person that will receive academic credit) are impermissible and are grounds for failing the course. The California Code of Regulations in section 41301, Title 5, lists these as offenses for which a student may be expelled, suspended or given a less severe disciplinary sanction. (See university catalog).

CELL PHONE USAGE

Cell phones are to be turned off during instructional time.

E-MAIL

CSUN sends all official communications by e-mail including registration information. Check your CSUN e-mail as soon as you have activated your university account. Using any Web browser, go to www.csun.edu/webmail. Enter your CSUN User ID and Password. To forward your CSUN e-mail to your Yahoo, Hotmail, or other preferred address, go to www.csun.edu/account, log in and select Mail forwarding. However, do be aware that some transmissions are not successful. To remain informed, it is in your best interest to continue to check your CSUN email account throughout the semester.

Course Schedule