



**College of Education and Psychology  
School of Education  
Ed.D. in School Improvement**

**EDSI 6330 School Culture & Community Engagement for School Improvement**

**Instructor: Julie Delello, Ph.D.**

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**Term: Fall 2023**

Last Day to withdraw from this course: October 30, 2023

**Course Description**

This course examines methods to establish a plan and systems to authentically engage the community in the school improvement process. The community engagement plan will include but not be limited to systems to enhance communication with parents and other stakeholders, and how to turn community supports into advocates.

**Student Learning Outcomes**

1. Recognize personal and structural factors that can impede or enhance successful partnerships with communities from cultural, compositional, socioeconomic, and linguistic backgrounds. (Program Goal: A)
2. Understand legal mandates, theoretical principles, and empirical evidence pertaining to effective community partnering and collaboration. (Program Goal: F)
3. Engage in systematic, data-based decision making and identification of community services, supports, and interventions to promote school-community-family partnerships to foster student success. (Program Goal: D)
4. Collaboratively consult on the development of a community partnering project to assist a school in developing and sustaining a school-community-family partnership reflecting on the intersections of race, gender, and class. (Program Goal: F)

**Required Textbook:**

Epstein, J. L., Sanders, M. G., Sheldon, S., Simon, B. S., Salinas, K. C., Jansorn, N. R., Van Voorhis, F. L., Martin, C. S., Thomas B. G., Greenfield, M. D., Hutchins, D., & Williams, K. J. (2019). *School family and community partnerships: Your handbook for action* (4th ed.) Thousand Oaks: CA: Corwin Press. ISBN 978-1-5063-9134-2

## **Course Content**

- Definitions, Legal Regulations/Policies, Evidence behind Community Partnerships
- Overlapping Spheres of Influence Theory
- Six Types of Involvement Framework
- Cultural and Social Influences
- Effective Collaboration
- System-wide Processes for Planning, Implementing and Evaluating School-Community Partnerships

## **Course Expectations**

- Historical analysis of the community
- Conduct a systems-wide, data-based needs assessment and the alignment with the community
- Compare and analyze local, state, and national policies related to community involvement & participation
- Apply the six types of involvement to school improvement goals
- Outline a strategic action plan for partnerships

## **Course Evaluation**

Discussion and Written Reflections 25%

Assignments & Quizzes 50%

Final Project 25%

## **Grading Criteria**

A 90-100% of points

B 80-89% of points

C 70-79% of points

D 60-69% of points

F below 59.9% of total points

**The Use of Artificial Intelligence:** Generative artificial intelligence (AI) like the software ChatGPT is now widely available to produce text, images, and other media. It is important to keep the following in mind: (1) An AI cannot pass this course; (2) Intellectual honesty is vital to the academic community and for my fair evaluation of your work, all work submitted in this course must be your own, completed in accordance with the University's academic regulations; (3) You must obtain permission from me before using AI composition software (like ChatGPT) for any assignments in this course. Using these tools without my permission puts your academic integrity at risk. When content is produced by an artificial intelligence tool, it must be cited appropriately.

## **UNIVERSITY POLICIES**

### **UT Tyler Honor Code**

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do. For a full list of university policies including information related to the topics listed below, click [here](#).

- Students Rights and Responsibilities
- Campus Carry
- Tobacco-Free University
- Grade Replacement/Forgiveness and Census Date Policies
- State-Mandated Course Drop Policy
- Disability Services
- Student Absence due to Religious Observance
- Student Absence for University-Sponsored Events and Activities
- Social Security and FERPA Statement
- Emergency Exits and Evacuation
- Student Standards of Academic Conduct

#### **UT Tyler Resources for Students:**

- UT Tyler Writing Center (903.565.5995), [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu), <http://www.uttyler.edu/writingcenter/>
- UT Tyler Tutoring Center (903.565.5964), [tutoring@uttyler.edu](mailto:tutoring@uttyler.edu), <https://www.uttyler.edu/tutoring/>
- The Mathematics Learning Center, RBN 4021, This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254) <https://www.uttyler.edu/counseling/>

#### [University Guidelines, Links and Policies](#)

### **COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION**

**Vision:** The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21<sup>st</sup> Century through productive contributions to local and global communities and toward individual and cultural equity.

**Mission:** The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

### **UT TYLER'S SCHOOL OF EDUCATION STANDARDS FOR EDUCATOR PREPARATION PROGRAMS**

**Texas Education Standards**: The School of Education are committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.

The list of [Texas Education Standards](#) can be accessed [here](#). Access the [Code of Ethics and Standard Practices for Texas Educators](#).