



**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.**

Office location: BEP 247E

Office hours: Wednesdays 9am-12pm via Zoom and by appointment

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**Term: Fall 2024**

Last Day to withdraw from this course: November 4, 2024

**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 Textbooks:**

1. Epstein, J. L., & Sheldon, S. (2023). *School, family, and community partnerships: Preparing educators and improving schools* (3rd ed.).

Routledge. <https://www.routledge.com/School-Family-and-Community-Partnerships-Preparing-Educators-and-Imp/Epstein-Sheldon/p/book/9780367002008>

2. The companion volume—*School, family, and community partnerships: Your handbook for action, 4th edition* (Epstein et al., 2019) (Available freely at the Muntz Library). <https://ezproxy.utt Tyler.edu/login?url=https://ebookcentral.proquest.com/lib/utt Tyler/detail.action?docID=6261801>
3. Muhammad, A. (2018). [\*Transforming School Culture: How to Overcome Staff Division\*](#)

## Course Evaluation and Grading

Course Assignments/Quizzes/Discussions/Reflections 90%  
Final Project 10%

### 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

## Overview of Major Assignments (Specific details provided in each module)

### Quizzes, Discussions, and Reflections (10-50 points)

For each module, you will take a quiz and/or write a reflection on the lecture material and additional readings. Quizzes will be taken in Canvas, while reflections will be written in a Google document with the link shared in Canvas.

### Chapter Reading Group Discussions (25 points)

You will be assigned to a group of 2-4 peer members. Throughout the course, these group discussions will revolve around the chapter readings from "Transforming School Culture" by Anthony Muhammad. Your participation will be evaluated on the quality and depth of your contributions, and points will be awarded accordingly.

### Conference Attendance Paper (100 points, Due Sept. 29)

For this assignment, you will attend a free virtual conference sponsored by the Ohio Family Engagement Leadership Summit and The Ohio State University on Family Engagement. This professional learning event aims to foster reflective dialogue on the evolving educational landscape and its impact on educational policy regarding parental engagement. You will need to register in advance [here](#). See module for alternative options.

### Community Engagement Interview (100 points, Due Oct. 6)

You will interview the Coordinator of Family and Community Engagement

- in a K-12 school district to learn about family engagement practices and reflect upon what you learned.

**TIPS Assignment Evaluation (50 points, Due Nov. 17)**

For this assignment, choose one TIPS example from the textbook or handout provided in the module. Present the TIPS assignment to a teacher appropriate for their grade level and subject. Explain how the TIPS assignment works and ask for their feedback using the provided questions and reflect upon what you learned.

**Community Resources Directory Assignment (50 points, Due Nov. 24)**

Create a table of community organizations based on your campus needs. Use improvement plans and surveys to gather information. This table will help in planning and will be shared with families.

**Final Plan of Action Assignment (150 points, Due Dec. 9)**

For your final assignment, you will create a comprehensive plan of action that addresses each of Epstein's Six Types of family engagement. Outline targeted student success goals, desired results, specific activities, proposed timelines, responsible persons, assessment methods, and funding needs.

**Late Work:** Assignments and projects are expected to be handed in on time. Assignments are expected to be dropped in the assignment box on Canvas. You may turn in your assignment early. ***Late assignments are not accepted unless prior arrangements have been made with the instructor.*** Assignments for each lesson are due at the closing date of each lesson. Assignment dates are posted in Canvas.

**Attendance:** The attendance policy recommended by the University is followed in this course. Course objectives and performance outcomes cannot be met unless you participate in class activities. If you are absent for an extended period, you should plan to explore options such as retaking the course or taking an incomplete grade.

**Read chapters assigned from the instructor in each module.**

You are responsible for this information on tests as well as during class participation. **Criteria for all assignments** will be posted online unless otherwise notified by the instructor.

**Canvas**– You are responsible for enrolling on **Canvas**

(<https://www.uttyler.edu/canvas/index.php/>) prior to the second day and monitoring the course Canvas site regularly for course information. Assignments will be turned in through the assignment tab in Canvas.

**Turnitin** is a tool that will be used to check a document for plagiarism. The tool provides feedback as to whether the text in a document is a close match with other documents on the Internet, in journal databases, and submitted to Canvas. If a student is caught plagiarizing, a grade of zero will be given as well as a disposition

for cheating.

## **Topical Outline**

Module 1: Introduction to School, Family, and Community Partnerships (Aug. 26 – Aug. 30)

Module 2: Family Dynamics (Sept. 2 – Sept. 6)

Module 3: Six Types of Involvement (Sept. 9 – Sept. 13)

Module 4: Background Research on Families in Schools (Sept. 16 – Sept. 20)

Module 5: Karen Mapp's Dual Capacity Framework (Sept. 23 – Sept. 27)

Module 6: Action Team for Partnerships (Sept. 30 – Oct. 4)

Module 7-8: School Climate and Culture Partnerships (Oct. 7 – Oct. 18)

Module 9: Collaborative School Leadership and Successful Partnerships (Oct. 21 – Oct. 25)

Module 10: Bridging Racial, Class, and Culture (Oct. 28 – Nov. 1)

Module 11: Teachers Involve Parents in Schoolwork (TIPS) and Volunteerism (Nov. 4-8)

Module 12: Evaluating/Assessing Media Communications (Nov. 11 – Nov. 15)

Module 13: Community-Based Partnerships/Resources (Nov. 18 – Nov. 22)

Thanksgiving Break (Nov. 25 – Nov. 29)

Module 14: Developing Action Plans Using Epstein's Framework (Dec. 2 – Dec. 6)

Module 15: Course Wrap-Up and Final Presentations (December 9)

## **UNIVERSITY POLICIES**

### **University Policies and Information**

#### **Withdrawing from Class**

Students may [withdraw](#) (drop) from this course using the [Withdrawal Portal](#). Withdrawing (dropping) this course can impact your Financial Aid, Scholarships, Veteran Benefits, Exemptions, Waivers, International Student Status, housing, and degree progress. Please speak with your instructors, consider your options, speak with your advisor, and visit the One-Stop Service Center (STE 230) or email [enroll@uttyler.edu](mailto:enroll@uttyler.edu) to get a complete review of

your student account and the possible impacts to withdrawing. We want you to make an informed decision. UT Tyler faculty and staff are here for you and often can provide additional support options or assistance. Make sure to carefully [read the implications for withdrawing from a course and the instructions](#) on using the [Withdrawal portal](#).

Texas law prohibits students from dropping more than six courses during their entire undergraduate career\*. The six courses dropped includes those from other 2-year or 4-year Texas public colleges and universities. Consider the impact withdrawing from this class has on your academic progress and other areas, such as financial implications. We encourage you to consult your advisor(s) and Enrollment Services for additional guidance. **CAUTION #1:** Withdrawing before census day does not mean you get a full refund. Please see the [Tuition and Fee Refund Schedule](#). **CAUTION #2:** All international students must check with the [Office of International Programs](#) before withdrawing. All international students are required to enroll full-time for fall and spring terms. **CAUTION #3:** All UT Tyler Athletes must check with the Athletic Academic Coordinator before withdrawing from a course. **CAUTION #4:** All veterans or military-affiliated students should consult with the [Military and Veterans Success Center](#).

\* Students who began college for the first time before 2007 are exempt from this law.

### Artificial Intelligence Statement

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy. *Refer to the About This Course section of the UT Tyler Syllabus Module for specific information on appropriate use of AI in your course(s).*

### Final Exam Policy

Final examinations are administered as scheduled. If unusual circumstances require that special arrangements be made for an individual student or class, the Dean of the appropriate college, after consultation with the faculty member involved, may authorize an exception to the schedule. Faculty members must maintain student final examination papers for a minimum of three months following the examination date.

## Incomplete Grade Policy

If a student, because of extenuating circumstances, is unable to complete all of the requirements for a course by the end of the semester, then the instructor may recommend an Incomplete (I) for the course. The "I" may be assigned in place of a grade *only when **all** of the following conditions are met:* (a) the student has been making satisfactory progress in the course; (b) the student is unable to complete all coursework or final exam due to unusual circumstances that are beyond personal control and are acceptable to the instructor, and (c) the student presents these reasons before the time that the final grade roster is due. The semester credit hours for an Incomplete will not be used to calculate the grade point average. The student and the instructor must submit an Incomplete Form detailing the work required and the time by which the work must be completed to their respective department chair or college dean for approval. The time limit established must not exceed one year. Should the student fail to meet all of the work for the course within the time limit, then the instructor may assign zeros to the unfinished work, compute the course average for the student, and assign the appropriate grade. If a grade has yet to be assigned within one year, then the Incomplete will be changed to an F, or NC. If the course was initially taken under the CR/NC grading basis, this may adversely affect the student's academic standing.

## Grade Appeal Policy

Disputes regarding grades must be initiated within sixty (60) days from the date of receiving the final course grade by filing a Grade Appeal Form with the instructor who assigned the grade. A grade appeal should be used when the student thinks the final course grade awarded does not reflect the grades earned on assessments or follow the grading scale as documented in the syllabus. The student should provide the rationale for the grade appeal and attach supporting document about the grades earned. The form should be sent via email to the faculty member who assigned the grade. The faculty member reviews the rationale and supporting documentation and completes the instruction section of the form. The instructor should return the form to the student, even if a grade change is made at this level. If the student is not satisfied with the decision, the student may appeal in writing to the Chairperson of the department from which the grade was issued. In situations where there is an allegation of capricious grading, discrimination, or unlawful actions, appeals may go beyond the Chairperson to the Dean or the Dean's designee of the college from which the grade was issued, with that decision being final. The Grade Appeal form is found in the [Registrar's Form Library](#).

NOTE: The Grade Appeal Form is different from the Application for Appeal form submitted to the Student Appeals Committee, which does not rule on grade disputes as described in this policy.

## Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA), the University of Texas at Tyler offers

accommodations to students with learning, physical, and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler/> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with the Assistant Director Student Accessibility and Resources/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <https://www.utt Tyler.edu/disability-services>, the SAR office located in the Robert Muntz Library, LIB 460, email [saroffice@utt Tyler.edu](mailto:saroffice@utt Tyler.edu), or call 903.566.7079.

### **Military Affiliated Students**

UT Tyler honors the service and sacrifices of our military-affiliated students. If you are a student who is a veteran, on active duty, in the reserves or National Guard, or a military spouse or dependent, please stay in contact with your faculty member if any aspect of your present or prior service or family situation makes it difficult for you to fulfill the requirements of a course or creates disruption in your academic progress. It is important to make your faculty member aware of any complications as far in advance as possible. Your faculty member is willing to work with you and, if needed, put you in contact with university staff who are trained to assist you. The [Military and Veterans Success Center \(MVSC\)](#) has campus resources for military-affiliated students. The MVSC can be reached at [MVSC@utt Tyler.edu](mailto:MVSC@utt Tyler.edu) or via phone at 903.565.5972.

### **Students on an F-1 Visa**

To remain in compliance with Federal Regulations requirements you must do the following:

- Traditional face-to-face classes: Attend classes on the regular meeting days/times.
- Hybrid Classes: Attend all face-to-face classes convened by the instructor according to the schedule set for your specific course.
- Online course: Only one online course can count toward your full-time enrollment. Students are expected to be fully engaged and meet all requirements for the online course.

### **Academic Honesty and Academic Misconduct**

The UT Tyler community comes together to pledge that "Honor and integrity will not allow me to lie, cheat, or steal, nor to accept the actions of those who do." Therefore, we enforce the [Student Conduct and Discipline policy](#) in the Student Manual Of Operating Procedures (Section 8).

### **FERPA**

UT Tyler follows the Family Educational Rights and Privacy Act (FERPA) as noted in [University Policy 5.2.3](#). The course instructor will follow all requirements to protect your confidential information.

### **Absence for Official University Events or Activities**

This course follows the practices related to [Excused Absences for University Events or Activities](#) as noted in the Catalog.

### **Absence for Religious Holidays**

This course follows the practices related to [Excused Absences for Religious Holy Days as noted in the Catalog](#).

### **Absence for Pregnant Students**

This course follows the requirements of Texas Laws SB 412, SB 459, SB 597/HB 1361 to meet the needs of pregnant and parenting students. Part of the supports afforded pregnant students includes excused absences. Faculty who are informed by a student of needing this support should make a referral to the Parenting Student Liaison. NOTE: Students must work with the Parenting Student Liaison in order to receive these supports. Students should reach out to the Parenting Student Liaison at [parents@uttyler.edu](mailto:parents@uttyler.edu) and also complete the [Pregnant and Parenting Self-Reporting Form](#).

### **Campus Carry**

We respect the right and privacy of students who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>.

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

### **CEP Mission**

The mission of the CEP is to prepare competent and passionate professionals in the fields of education, psychology, and counseling; to advance knowledge and expertise; and to impact these fields locally, regionally, nationally, and internationally.

### **CEP Vision**

The CEP will be a global leader in responding to needs in the fields of education, psychology, and counseling, with a focus on the East Texas region, by creating innovative academic and scholarly pathways and partnerships.

## **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](#).