



ED_AD 583

Community and Communications

3 Credits

NELP Standards Primary

3.1, 3.2, 5.1, 5.2, 5.3, 6.1, 6.2

Since Time Immemorial Standards/Components

Engagement with readings and other media regarding Indigenous Educational and Community Leadership; Discussion on building equitable relationships with indigenous families and communities.

Social/Emotional Learning Standards/Components (Primary Focus in Course)

Relationships with school community

- Understand that social interaction and emotional displays are contextually and culturally grounded and interact with communities in ways that acknowledge and affirm their social and emotional lifeways.
- Parts A & B of Family and Community Engagement Project

CCDEI+ Standards/Components (Primary Focus in Course)

Standard 2: Student, family, and community engagement

- “Educators form authentic relationships by understanding self, others, and the interactions between the two” (From CCDEI+ Standard Description)
- “Educators can explain how communication styles may differ across cultures and adjust content or conversation to individuals' or groups' lived experiences and interests.” (From CCDEI+ Standard Description)
- “Educators serve and care for students, families, and communities by centering their voices, building on their experiences, and understanding their needs and strengths.” (From CCDEI+ Standard Description)
- Course Readings and Activities, Collaborative Conversations, Parts A & B of Family and Community Engagement Project

Standard 3: Learning partnerships

- “Educators create an environment that welcomes all students and families, recognizing that the school belongs to them and the community.” (From CCDEI+ Standard Description)
- “Educators collaborate with a variety of roles inside and outside the school community, including calling others in and joining others for conversations and activities that build shared understanding and goals.” (From CCDEI+ Standard Description)
- “In a democratic, multicultural society, students, families, and communities are recognized and valued for the assets and perspectives they bring.” (From CCDEI+ Standard Description)
- Course Readings and Activities, Collaborative Conversations, Parts A & B of Family and Community Engagement Project

Common Course Readings

- Epstein, J. (2010/1995). School/Family/Community Partnerships: Caring for the Children We Share. *Phi Delta Kappan*, 92(3), 81-96. <https://doi.org/10.1177/003172171009200326>
- Garcia, J. (2019). Critical and culturally sustaining Indigenous family and community engagement in education. In Sheldon, S. & Turner-Vorbeck, T.A. (Eds.), *Handbook of family, school, community partnerships in education* (pp. 71-90). Wiley-Blackwell.
- Hernandez, F. & Fraynd, D.J. (2014). Leadership's Role in Inclusive LGBTQ-Supportive Schools. *Theory Into Practice*, 53(2), 115-122. <https://doi.org/10.1080/00405841.2014.885811>
- Lac, V., & Mansfield, K. (2018). What Do Students Have to Do With Educational Leadership? Making a Case for Centering Student Voice. *Journal of Research on Leadership Education*, 13(1), 38-58. <https://doi.org/10.1177/1942775117743748>
- Rodela, K.C. (2023). Models of Youth-Family-Community-School Connections. In Rodela, K.C., & Bertrand, M. (Eds.), *Centering Youth, Family, and Community in School Leadership: Case Studies for Educational Equity and Justice*. Routledge.

Common Course Assessment Tasks

Family and Community Engagement Project [See Appendix C for Full Description and Appendix D for Rubric]

The major assignment in the course engages students in analysis, planning, and (potentially) leadership to foster equitable family and community engagement as educational leaders. The assignment is separated into two parts and requires students to apply course readings and findings from data collection in local school communities to examine and brainstorm school and district practices.

The central purpose of the project is:

1. To deepen students critical understanding of systemic and relational barriers and opportunities to equitable parent/family/community engagement in their local schools and districts (**Part A**)
2. Provide a launching pad to engaging in equitable family and community engagement leadership practices as future administrators (**Part B**).

Part A: Analysis of Current School & District Family Engagement Context (100 points)

In Part A, students will: (a) examine the communication and outreach strategies of school personnel, including administration and staff; (b) consider how inclusive, culturally responsive, and equitable these practices are in reaching culturally and linguistically diverse students, families, and community members; and, (c) draw on relevant readings from the course and potentially in-person interviews with school/district leadership and colleagues.

Part B: Youth-Family-Community Engagement Project Plan (100 points)

In Part B, students will draw on their analyses from Part A, class discussions, readings, and leadership in their own schools to plan a **concrete project or initiative** they can lead at their school (or district, depending on the student's position). While students are expected to cite and draw on course readings to justify their proposals, the proposals are meant to be written as succinctly as possible to potentially use them in a grant application or project proposal to submit to district or school administration.

Related Field Components

Course assessments, class discussion, and student reflection utilizes existing data derived from school and district documents and policy, OSIP webpages, and the local school community. The course requires that candidates build family engagement plans using the available data as a foundation for planning. Data sources may include:

- School and district demographics
- Interviews with colleagues in the school, district, and community
- School and district vision and mission documents
- School and district strategic plans
- Events held in the school or community that engage families

Full Description of Family & Community Engagement Project

The major assignment in the course engages students in analysis, planning, and (potentially) leadership to foster equitable family and community engagement as educational leaders. The assignment is separated into two parts and requires students to apply course readings and findings from data collection in local school communities to examine and brainstorm school and district practices.

The central purpose of the project is:

1. To deepen students' critical understanding of systemic and relational barriers to and opportunities for equitable parent/family/community engagement in their local schools and districts (**Part A**)
2. Provide a launching pad to engaging in equitable family and community engagement leadership practices as future administrators (**Part B**).

Part A: Analysis of Current School & District Family Engagement Context (120 points)

(Standards addressed: NELP 3.1, 3.2, 5.1, 5.2; SEL: Relationships with School Community; CCDEI 2, 3)

In Part A, students will: (a) examine the communication and outreach strategies of school personnel, including administration and staff; (b) consider how inclusive, culturally responsive, and equitable these practices are in reaching culturally and linguistically diverse students, families, and community members; and, (c) draw on relevant readings from the course and potentially in-person interviews with school/district leadership and colleagues.

It should cover the following five components listed here:

A.1. Describe your district and school: The Learning Environment Profile

Introduce your district and school, providing demographic information and a general narrative about the community surrounding the school. You will want to consult school data from OSPI or directly from your district.

See description of the **Learning Environment Profile** assignment (overview and rubric)

A.2. Visions & goals for parent/family engagement and communication:

A2a. District's vision for parent/family engagement and communication (to the larger communities and families). What are the district's goals related to parent, family, and community engagement? This information is typically available in the district's strategic plan, website, or visioning documents. (Note: it is possible that your district might not mention anything about parent/family/community engagement.)

A2b. School's vision for parent/family engagement and communication: Does the school have specific strategic goals for parent/family engagement and communication? If these are not written down in either a school document or online, then gather information from the principal of the school. These are potential questions to ask: *"What are your goals in getting parents/families involved in the school? Why do you think parent/family involvement is important? What are the goals for communication with school families and the larger community?"* (You will want to take notes on his/her/their answers, and then cite these in the plan as an interview.)

A.3. Current status of school and district engagement and communication strategies:

A3a. Engagement strategies

- What are the ways your school engages with families and community members? What are the events held for all parents/families? Are there specific ways families can get involved outside the usual required meetings (e.g. parent-teacher conferences)?
- Draw on course readings to analyze the engagement strategies of your schools (for example, discussion of different models of parent involvement).

A3b. Communication strategies

- How do the school and district communicate with families? This can be communication about particular events or required activities for them or students. It can also be communication about emergency information (e.g. is there a specific crisis communication plan at your school?).
- You can describe all the ways the school and district communicate (e.g. newsletters, website, emails), but also analyze the primary ways they communicate with families. What communication strategies do teachers and administrators tend to rely on the most to communicate with families?

A.4. Evaluation of relationships with culturally diverse families and communities:

How do you think your school and district works with marginalized families from culturally and linguistically diverse communities? How inclusive and culturally responsive are your school's engagement and communication strategies?

You want to consider which families might be marginalized in your school community, and explicitly consider their experiences as a lens through which to evaluate the inclusiveness of your school's outreach efforts. For example, even in a community that is not as racially diverse, you may have a large conservative religious community who might hold power in local politics and on the school board. What might it be like to be one of a handful of lesbian or gay parents in the district? What might it be like to have a transgender child in the district? *Often families who are marginalized are seen as "hard to reach," "disinterested," or from the deficit perspective by school staff. Because of this reality, these families should be your guidepost in thinking about how inclusive and responsive outreach efforts are.*

Key questions you will want to consider as you write this part include:

A4a. Stakeholders: Who are the major stakeholders in your school community and district?

- How inclusive and accessible is communication across these stakeholders? Who gets to define what parent involvement looks like? Whose vision is being executed for parent and family engagement, and how do you know? Are there other potential partners the school or district haven't considered?

A4b. Family-school relationships: How does the school promote (or not) a welcoming community from the moment students arrive?

- How do the parents/guardians interact with school personnel? What avenues do parents/guardians/family members have to: interact with school personnel, share concerns, provide feedback, impact decision-making?

- In what ways do family-school relationships reflect the various ways-of-being in the school community? How are family-school relationships responsive to these differences?

A4c. School's community outreach efforts: What are the relationships like between school personnel and culturally diverse families? What gets in the way of school outreach and building relationships from the school's perspective? What are roadblocks preventing full family-school engagement from the parents' perspectives? What are current supports available to strengthen school-family relationships (from the district or broader community)?

- You likely will not have all the answers to these questions, so you are encouraged to go and ask your principal and other staff members some of these questions.
- Consider a parent/family or community member you might want to ask about how the school relates to families too. Or you can also describe that you are not sure and brainstorm ways you might be able to learn this information, particularly through Part B of the project assignment.

A.5. Identify a priority area for improvement within youth, family, or community engagement and communication in your school:

Following your analysis, describe what you think is one priority area to focus on improving related to youth, family, or community engagement. The “priority area” you will identify depends on gaps you see in engagement and communication, as well as potential areas to support increasing student learning. You may identify a specific community of students and families (e.g. LGBTQ students or parents/families, English learners), or specific issue related to learning. Priority areas should be based on student, families, and/or community needs and be connected to your analysis above.

A.6. Be sure to cite relevant literature to support your rationale and logic.

Part B: Youth-Family-Community Engagement Project Plan (110 points)

(Standards addressed: NELP 3.1, 5.1, 5.2, 5.3, 6.1, 6.2; SEL: Relationships with School Community; CCDEI 2, 3)

In Part B, students will draw on their analyses from Part A, class discussions, readings, and leadership in their own schools to plan a **concrete project or initiative** they can lead at their school (or district, depending on the student's position). While students are expected to cite and draw on course readings to justify their proposals, the proposals are meant to be written as succinctly as possible to potentially use them in a grant application or project proposal to submit to district or school administration.

The plan should include the following information:

B.1. Project introduction, purpose, and rationale

Introduce your project idea and answer the “why” of the project.

B1a. What is your project idea?

B1b. What is the purpose or major goal of the project? Does it connect with a school priority area for improvement? What youth, family, or community need does it address?

B1c. Back up your rationale with readings, insights from Part A, or key information from data collection in your school (e.g. student/family surveys, interviews with families or school leaders). What data did you use to inform your project plan and rationale?

B.2. Description of the project

Describe the “who, where, what, and how” of the project. Make sure your description answers these key questions and considerations:

B2a. Who is involved in the project/initiative? Which key school, family, community, or youth stakeholders are involved? Is there leadership from youth, parents, or community? Leadership from classified or certified staff? (Consider developing or joining family engagement committee in the school for this project.)

B2b. How will you ensure voices of stakeholders are equitably represented and respected? (e.g. working agreements among planning committee members)

B2c. Where does this take place? Does it need to be in the school? Are there other areas in the community it can take place? Why or why not?

B2d. How will you execute this project? What would be some of the major steps?

B2e. How will you communicate (oral, written, digital) with youth, families, or community members to ensure equitable engagement?

B2f. How will you ensure the event/initiative is inclusive and accessible to your target audience or stakeholders (e.g. language interpretation, transportation, childcare, etc.)?

B2g. What are potential resources from the school, district, or community you could use? Donations? Grant dollars? Title I funding?

B.3. Timeline

Create a general timeline. This answers some of the “description of the project.” This can be organized in a list or table as helpful for your planning.

B.4. Estimated budget

Create a general budget of costs (e.g. supplies, food, personnel, etc.). You do not have to have exact numbers, but a general sense of cost. This can be written in paragraph form, a list, or table.

B.5. Plan for evaluation of project outcomes/success

Detail how you plan to evaluate the project or initiative outcomes. What data can be collected to assess whether the plan made an impact?

Grading Rubric for Family & Community Engagement Project

Grading Rubric for Evaluating the Family & Community Engagement Project (Parts A and B)

PART A: Analysis of Current School and District Family Engagement Context (120 points)

(Standards addressed: NELP 3.1, 3.2, 5.1, 5.2; SEL: Relationships with School Community; CCDEI 2, 3)

Criteria	Target performance (20 to 16 points)	Proficient performance (15 to 11 points)	Developing performance (10 to 0 points)
A.1. Description and introduction of the district and/or school context is provided. (This component is referred to as the Learning Environment Profile, LEP. This component does not need APA formatting.) A listing of the 14 components will be provided and on Canvas.	Key student demographic and community context information is detailed allowing the reader to understand the broader social and community context in the school and surrounding area. All 14 components of the LEP are addressed thoroughly.	Student demographic information is provided, but information about the local community or school context lacks depth or specificity. At least 10 components of the LEP are addressed thoroughly.	Description lacks information about the student demographics and key information about the local community is overlooked and/or not considered. Fewer than 10 components of the LEP are addressed thoroughly.

(NELP 3.1, 3.2.)			
A.2. Visions & goals for parent/family engagement and communication are described. (If no written goals/vision are outlined, then analysis of this situation is provided.) (NELP 5.1, 5.2; CCDEI 2, 3)	The district's and/or school's broader vision for community and engagement of diverse communities, as articulated in district strategic plans and/or school mission and vision statements (or school improvement plans) is described. As applicable to their context, the student describes both the broader district plan and how the work of the school they work at (or picks to focus analysis on) fits within that plan.	Some mention of vision and goals related to parent/family engagement and communication is discussed but not connected to the broader school improvement or vision statements, or (if applicable) to the district's broader vision for family engagement. Details related to vision and goals for family engagement are missing.	Discussion of school and/or district goals and vision related to parent/family engagement is missing. No critique or analysis related to broader school or district vision or goals is provided.
Criteria	Target performance (20 to 16 points)	Proficient performance (15 to 11 points)	Developing performance (10 to 0 points)
A.3. Current status of school and district engagement and outreach is described. (NELP 3.1, 3.2.; CCDEI 2)	How both the district and local school works to engage and communicate with parents and community members in the school community is detailed. Concrete strategies employed (potentially listed in a table) as well as how these strategies fit within a specific framework for parent engagement are outlined. All questions listed in the A.3. component of the project description are answered, as appropriate to the student's context.	Engagement and communication strategies are discussed, but lack sufficient detail and/or connection to how these strategies fit within a specific framework for parent engagement (e.g. traditional, culturally responsive, empowerment, Epstein's typology, etc.). Responses to some questions in the project description are missing (which would have been appropriate in the student's context).	Key information is missing from the student's description of current engagement, outreach, and communication strategies. Analysis lacks detail concerning how the strategies are connected to the frameworks related to parent engagement discussed in class.

<p>A.4. Evaluation of relationships with diverse families and communities is detailed, connected to course readings, videos, podcasts, and discussions. (NELP 3.1, 3.2.; <u>SEL: Relationships with School Community; CCDEI 2, 3</u>)</p>	<p>The student's own critical perspective on the current status of family and community engagement in their district and/or school is provided. The paper examines how inclusive communication and outreach strategies used by school and/or district leadership are. Students describe how school and/or district leaders are or are not engaging culturally and linguistically diverse families and communities from marginalized populations. Robust analyses will address questions that fit the student's context from All questions listed in the A.4. component of the project description are answered, as appropriate to the student's context.</p>	<p>The current status of family and community engagement is examined and connected to equity and diversity, but key details are missing (particularly considering the demographic details provided about the school community). Answers to several of the questions from the A.4. component of the project description are missing that are applicable to the students' context.</p>	<p>Critical analysis of how school and/or district leaders and staff engage and communicate with families is missing or lacks depth in evaluation. Minimal connections to issues of equity or diversity are made.</p>
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Criteria	Target performance (20 to 16 points)	Proficient performance (15 to 11 points)	Developing performance (10 to 0 points)
A.5. Priority area for improvement within youth, family, or community engagement and communication in your school is identified. (NELP 3.1, 3.2., 5.1, 5.3; CCDEI 2)	Priority area for improvement is clearly identified. One or more gaps in school/district engagement and communication and/or potential areas that support student learning is clearly identified. The priority area is based on clearly stated student, family, and/or community need and is connected to your analysis in sections A.1 through A.4.	Priority area for improvement is identified in general terms. One or more gaps in school/district engagement and communication and/or potential areas that support student learning is identified. The connection between the priority area and student, family, and/or community need is suggested but not clearly made. The connection between the priority area and your analysis in sections A.1/ through A.4. is suggested but not clearly made.	Priority area for improvement is identified in vague or general terms, or not at all. No gap in school/district engagement and communication and/or potential area that support student learning is identified. The connection between the priority area and student, family, and/or community need is not made. The connection between the priority area and your analysis in sections A.1/ through A.4. is not made.
Criteria	Target performance (10 to 8 points)	Proficient performance (7 to 6 points)	Developing performance (5 to 0 points)
A.6. Relevant literature/course readings are cited to support rationale and logic.	Ample relevant literature/course readings are correctly used to support the student's analysis. Student connects their analysis with readings related to participation of diverse families discussed in class (e.g. low-income communities, families of color, etc.) and class discussions/lectures (where applicable).	Analysis is connected to some relevant literature/course readings, but missing details or direct citations.	Citation to relevant literature/course readings is lacking.
Criteria	Target performance (10 to 8 points)	Proficient performance (7 to 6 points)	Developing performance (5 to 0 points)

A.7. The paper follows required class formatting including page limits, font size, and APA style formatting when citing references, class discussions, lectures, or other readings and sources.	The paper is well written, edited for spelling, grammar, and typographical errors, following APA style of formatting (including references and in-text citations).	The paper has a few grammatical and typographical mistakes, with a majority of in-text citations and references adhering to the APA style guide.	The paper does not adhere to the APA style guide and has many grammatical or typographical errors. References are limited or not provided adequately.
Part A Subtotals			
Part A Total points			

PART B: Youth-Family-Community Engagement Project Plan (110 points)

(Standards addressed: NELP 3.1, 5.1, 5.2, 5.3, 6.1, 6.2; SEL: Relationships with School Community; CCDEI 2, 3)

Project introduction, purpose, & rationale (20 points)			
Criteria	Target performance (20 to 16 points)	Proficient performance (15 to 11 points)	Developing performance (10 to 0 points)
B.1. Student presents the project idea and provides a rationale for why this project is important. (NELP 3.1, 5.2, 5.3; CCDEI 3)	A strong rationale is provided, including a brief description of the project idea, the need(s) the project fulfills, and major purpose of the project, citing relevant readings from the course, and findings from the students' Part A Analysis of Family/Community Engagement in their school or district context.	The project is introduced with some rationale and need(s) addressed, but little connection is made to course readings or learnings to support why this project matters and is needed.	The introduction lacks critical rationale or information about what issue (inequity/need) it seeks to address and no connection is made to course readings or learnings from the course.
Description of the project (50 points)			
Criteria	Target performance (50 to 40 points)	Proficient performance (39 to 26 points)	Developing performance (25 to 0 points)
B.2. Key details of the project are provided including the “who, what, where, and how” of how the project will be executed. Stakeholder roles and location information is clearly explained, including potential resources to draw from in the student’s school community.	Project proposal provides robust description of the planned project, including key actors involved and impacted, where the project takes place (with rationale for why), articulation of the student’s role in the project, major steps for the project (including planning and execution), and identification of critical resources. This information may be presented in narrative form	Project proposal provides key details and steps in both the planning and execution of the project, but some details are missing related to key actors, location, and/or potential resources. Some connection to the readings or course materials is provided.	Project proposal lacks critical details around the key steps towards execution of the project. Project steps are general and not specific to student’s school community or potential role in the project. No connection to the course readings or learnings is provided.

(NELP 3.1, 3.2, 5.1, 5.2, 5.3, 6.1; SEL: Relationships with School Community; CCDEI 2, 3)	or bullets as helpful to the reader. Students should cite readings as they are appropriate and helpful in this project description.		
Timeline/budget/proposal formatting (40 points total)			
Criteria	Target performance (10 to 8 points)	Proficient performance (7 to 6 points)	Developing performance (5 to 0 points)
B.3. Student provides general timeline for key steps in both planning and execution of the project. (NELP 5.3)	Timeline is clear and well organized (in appropriate table or display) around academic year, including potential planning within summer months. Timeline appears feasible.	Timeline provides key steps, but is missing critical information on connection to academic calendar or project description as articulated.	Timeline is missing, not connected to academic year, or lacking major details related to project as described in proposal.
B.4. Student provides estimated budget that includes general costs for the project (e.g. supplies, food, personnel). (Note: Numbers do not need to be exact but general estimates.) (NELP 3.2, 5.3, 6.2)	Estimated budget is realistic and covers major components of project. Budget is organized in appropriate graphic table or display.	Estimated budget is provided, but lacks key costs associated with project. Budget is not organized in coherent way.	Budget is missing, unrealistic, or not tied to the particular project description provided.
B.5. Student describes plan for evaluating project/initiative outcomes, including types of data to be collected to aid in	Plan for evaluating project/initiative is realistic and detailed. Plan includes thorough presentation of types of data to be collected to aid in evaluation.	Plan for evaluating project/initiative is realistic, but lacks detail, and/or is limited in presentation of suggested data to be collected.	Plan for evaluating project/initiative is unrealistic or missing and/or presentation of suggested data to be collected is missing or very limited.

evaluation of project/initiative impact (NELP 3.1, 5.3)			
B.6. The paper follows required class formatting including page limits, font size, and APA style formatting when citing references, class discussions, lectures, or other readings and sources.	The paper is well written, edited for spelling, grammar, and typographical errors, following APA style of formatting (including references and in-text citations).	The paper has a few grammatical and typographical mistakes, with a majority of in-text citations and references adhering to the APA style guide.	The paper does not adhere to the APA style guide and has many grammatical or typographical errors. References are limited or not provided adequately.
Part B Subtotals			
Part B Total Points			
Part A Total Points	Part B Total Points	Project Total Points	