



Contra Costa County Office of Education

77 Santa Barbara Road, Pleasant Hill, CA 94523 • (925) 942-3388

Lynn Mackey, Superintendent of Schools

EDA 634 - Family and Community Engagement: Building Relationships and Working with Family and Community

Course Syllabus **Instructor: Lindy Khan**

Required Texts :

- *Excellence Through Equity: Five Principles of Courageous Leadership to Guide Achievement for Every Student* by Alan Blankstein & Pedro Noguera
- *Learning by Doing*, by Richard DuFour, Rebecca DuFour, Robert Baker, Thomas Many, Mike Mattos
- *The Principal*; by Michael Fullan
- *The Leadership Challenge: Sixth Edition*; By James Kouzes and Barry Posner
- *Rethinking Teacher Supervision and Evaluation: How to Work Smart, Build Collaboration, and Close the Achievement Gap*; Second Edition; by Kim Marshall

Course Description:

This course focuses on the development of a collaborative culture that involves all parents and families, including those typically underrepresented. Candidates will understand the role of education law and policy, and how these impact experiences for staff, students, and the community. Throughout this course, candidates will deepen their understanding of their own attitudes and biases in order to be an advocate for all students. **Candidates understand ideas and practices that support students' attainment of civic responsibility, contributing to their leadership in a democratic society.** Candidates will understand how to build positive, trusting relationships with families and community members, and collaborate around the school's mission and goals, **building upon the assets and strengths of the community.** Candidates will learn how to use their professional influence to mobilize resources and successfully promote the school's vision of equity **to ensure that the achievement of all students is at the core of their work.**

Essential Question:

- *How do I create a trusting environment that respects and engages all families in our common purpose of social justice?*

Course Learning Outcomes:

- Candidates will understand how to create a positive, welcoming environment for all families, through the development and use of respectful and inclusive communications, programs, and services. (CAPEs 4A, 4B, 5B)
- Candidates will gain a deeper understanding of microaggressions and implicit bias, including their own, in order to be an ambassador and advocate for all students and families. (CAPE 2D, 3A,3C, 4B, 5B)
- Candidates will become familiar with community resources and services to support the greater needs of families and the community, to improve outcomes for all students, **while building on the strengths and assets of the community**. (CAPE 4B)
- Candidates will understand how to engage families and communities, developing systems and practices of critical inquiry, to reflect upon and engage staff and stakeholders around the assessment of programs and instructional practices that lead to inclusive and equitable student outcomes. (CAPEs 1C, 2B, 2D, 3B, 3D, 4A, 4B, 5B)
- Candidates will consider the assets of students and families, respecting family goals and aspirations, while promoting a shared responsibility for equitable and inclusive student outcomes. (CAPEs 1A, 1C, 2C, 4A, 4B, 5B, 6B)
- Candidates will be able to effectively use a variety of communication and consensus building strategies to collaborate with and engage families and communities around key issues pertaining to serving all students. (CAPE 1A,1B, 2B, 2D, 3B, 3D, 4A, 4B, 5B)
- Candidates will continue to reflect upon their personal and professional cultural proficiency. (CAPE 1C, 3C, 4A, 5A, 6A)

Course Assignments:

Participate in equity and bias text set, research on community resources, create a family/community involvement plan, course readings, PLC online project, in class activities and projects.

Course Readings and Activities:

- ***The Leadership Challenge; Practice 2: Inspire a Shared Vision and Section and Practice 5: Challenge the Process***
 - In class activities based on listening and promoting diverse perspectives
- ***Equity and bias text set: [Microaggressions in the Classroom](#)*** (Article); Unpacking the Backpack (Activity); American Born Chinese Excerpt (Graphic Novel); Crossing the Line (Activity with film clip);
- **Readings on Historical Organizational Structures**
- **Case Studies Activity:**
 - [Identity and Experience](#) (Podcast)
 - [Teaching at the Intersections](#) (Article)
- **Opportunity Gap Activity**
- **CAMTSS - Vision of Multi-Tiered Systems of Support**
 - Diving into the Family and Community Engagement Component
- **CA English Learner Roadmap - Principle 1**
 - Assets based approach - Article
 - Assets vs. deficits based approaches
 - Assets Oriented School and Community

Signature Project:

Candidates will create a family/community involvement plan.

Course Grading:

Candidates will receive a grade of “meets standard” or “does not meet standard”.

75% on a grading rubric is considered “meeting standard”. The CalAPA scoring rubrics will be utilized, as appropriate, for some of the course assignments.

Disability Accommodations Statement

The Preliminary Administrative Services Credential (PASC) program staff will make reasonable accommodations for candidates who show a documented disability. It is our goal to ensure that each candidate successfully completes the program requirements . Candidates are encouraged to set up a confidential appointment with their faculty advisor if accommodations are needed.