



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

EDSI 6330 School Culture & Community Engagement for School Improvement

Instructor: Cynthia Woody, Ed.D.

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Term: Fall 2025

Last Day to withdraw from this course: November 3, 2025

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.utttyler.edu/login?url=https://ebookcentral.proquest.com/lib/utttyler/detail.action?docID=6261801>
3. Muhammad, A. (2018). [*Transforming School Culture: How to Overcome Staff Division*](#)

Course Evaluation and Grading

Grading Weight

90%: Discussions, Reflections, Activities, and Assignments

10%: Final Project and Presentation

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

Course Schedule

Week of:	Module and Activities:	Due Dates
Aug. 25	Module 1: Introduction to School, Family, and Community Partnerships <ul style="list-style-type: none"> Group Book Discussions: Chapter 1 Reflection #1: Family Partnerships Community Engagement Interview (getting started) 	Sun, Aug 31 Sun, Aug 31 Sun, Sept 21 (lead time)
Sept. 1	Module 2: Family Dynamics <ul style="list-style-type: none"> Group Book Discussions: Chapter 2 Community Engagement Discussion Board 	Sun, Sep 7 Sun, Sep 7
Sept. 8	Module 3: Six Types of Involvement <ul style="list-style-type: none"> Group Book Discussions: Chapter 3 Family Engagement Discussion Board Family Engagement Conference (getting started) 	Sun, Sep 14 Sun, Sep 14 Sun, Oct 19 (lead time)
Sept. 15	Module 4: Background Research on Families in Schools <ul style="list-style-type: none"> Group Book Discussions: Chapter 4 Reflection #2 Community Engagement Interview 	Sun, Sep 21 Sun, Sep 21 Sun, Sep 21 (due)

Sept. 22	Module 5: Karen Mapp's Dual Capacity Framework <ul style="list-style-type: none"> • Group Book Discussions: Chapter 5 • Reflection #3 • Lesson 5 Quiz 	Sun, Sep 28 Sun, Sep 28 Sun, Sep 28
Sept. 29	Module 6: Action Team for Partnerships <ul style="list-style-type: none"> • ATP Team Quiz • Reflection #4 	Sun, Oct 5 Sun, Oct 5
Oct 6	Module 7 School Climate <ul style="list-style-type: none"> • Discipline Discussion • SCIRP Customization Tool 	Sun, Oct 12 Sun Oct 12
Oct 13	Module 8 Culture Partnerships <ul style="list-style-type: none"> • Family Engagement Discussion Board • Reflection #5 • Family Engagement Conference Report 	Sun, Oct 19 Sun, Oct 19 Sun, Oct 19 (due)
Oct. 20	Module 9: Collaborative School Leadership and Successful Partnerships <ul style="list-style-type: none"> • Group Book Discussion: Chapters 6-7 • Reflection #6 • Lead & Succeed Inventory Reflection • Community Based Resources Directory (get started) 	Sun, Oct 26 Sun, Oct 26 Sun, Oct 26 Sun, Nov 23 (lead time)
Oct. 27	Module 10: Bridging Racial, Class, and Culture <ul style="list-style-type: none"> • Inclusion Discussion • Cultural Checklist and Reflection 	Sun, Nov 2 Sun, Nov 2
Nov 3	Module 11: TIPS and Volunteerism <ul style="list-style-type: none"> • TIPS Assignment • Linking Learning to Home Discussion • Video Assignment in TED Platform • Action Plans & Presentation Discussion (getting started) 	Sun, Nov 9 Sun, Nov 9 Sun, Nov 9 Sun, Dec 7 (lead time)
Nov. 10	Module 12: Evaluating/Assessing Media Communications <ul style="list-style-type: none"> • Social Media Chat Discussion • Reflection #7 • Social Media Flyer Activity 	Sun, Nov 16 Sun, Nov 16 Sun, Nov 16
Nov. 17	Module 13: Community-Based Partnerships/Resources <ul style="list-style-type: none"> • Reflection #8 • Community Based Resources Directory 	Sun, Nov 23 Sun, Nov 23 (due)
Nov. 24 – 28	Thanksgiving Break <ul style="list-style-type: none"> • Extra Credit: Deadline for SONA Research Pool 	Sun, Nov 30
Dec. 1	Module 14: Developing Action Plans Using Epstein's Framework <ul style="list-style-type: none"> • Final Action Plan Assignment • Final Action Plan Presentations • "Goodbyes" Discussion Board 	Sun, Dec 7 (due) Sun, Dec 7 (due) Sun, Dec 7

Overview of Major Assignments

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

For most modules, 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. You will be encouraged to preserve your reflections to form the beginning of your personal repository of resources to support family and community engagement in your line of work.

In some modules, our discussion board topics will help you plan for major assignments that require advance preparation. By working together, we can ensure that all students understand the assignments and have access to meaningful opportunities to further their learning and grow their professional network.

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. Group members will be expected to be responsive, collaborative, encouraging, and supportive.

Community Engagement Interview (100 points, Due Sept. 21)

You will interview the Coordinator of Family and Community Engagement of a K-12 school district. We will work together as a class to ensure that all students have access to a highly qualified person to interview.

Conference Attendance Paper (100 points, Due Oct. 19)

For this assignment, you will attend at least one hour of a free virtual or in-person conference sponsored by the Texas Parent and Family Engagement Statewide Initiative, a school district, a university, an educational service center, or another pre-approved provider. These professional learning events aim to foster reflective dialogue on the evolving educational landscape and its impact on educational policy regarding parental engagement.

You may need to register in advance (links in course), but you will not be expected to pay for a conference or take a day off from work as part of this course since there are many free, virtual options. We will work together as a class to ensure that all students have access to suitable, interesting options that fit your schedule.

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

For this assignment, you will choose one TIPS example from the textbook or handout provided in the module. You will present a grade level/subject-appropriate TIPS assignment to the teacher of your choice. Explain how the TIPS assignment works, ask for their feedback using the provided questions, and reflect upon what you learned from this exchange.

Community Resources Directory Assignment (50 points, Due Nov. 23)

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. We will have a group discussion board well in advance of this assignment to ensure that all students, regardless of the size of their community or availability of local resources, are familiar with a wide range of community resources as you put together your directory.

Final Plan of Action Assignment (150 points, Due Dec. 7)

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. You will prepare a presentation using Canvas Studio to discuss your plan. By the time you reach this assignment, you will be well-prepared to personalize this action plan to fit your goals as a leading educator in your field.

Extra Credit: Research Pool (Deadline: Nov. 30)

Students enrolled in this course may participate in optional research studies through the School of Education research system (SONA) for extra credit to be added to their lowest grade. More details will be provided in course modules. Students who choose to participate in the SONA Research Pool will have access to view how other researchers have constructed surveys, explained their research projects, and designed their research opportunities, which will benefit you as a doctoral candidate.

Course Expectations:

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.

Assigned Reading: Read chapters assigned from the instructor in each module.

You are responsible for this information on tests as well as during class participation. Follow the criteria for each assignment to earn full credit.

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.

UNIVERSITY POLICIES

Please see the introductory course module for links to current university policies, student resources, and other available resources.

COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION

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.

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.

SCHOOL OF EDUCATION PROGRAM STANDARDS

Texas Education Standards

The School of Education is 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.

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](#).