



TEXAS A&M UNIVERSITY- SAN ANTONIO

Instructor: Lawrence Scott, Ph.D.
Adjunct Professor, College of Education
Frank Madla Building 334
Email: lawrence.scott@tamusa.edu

Fall 2025 EDAD 5382
School and Community Relations
Dates: October 15- December 1st
Class: Mondays 5:30-8:15
Office hours: Wednesdays 4:30-5:30 By appointment

Course Description

This online course prepares school leaders in the processes and effects of communication between the public schools and their communities. There will be Weekly ZOOM Meetings Link Online on Wednesdays from 5:30-8:15 pm. I will hold office hours afterwards:

Zoom Meeting Link:

Instructional Objectives

As a result of activities, course readings, and experiences, students will be invited to:

- Understand the historical foundations of public relations contemporary schools.
- Understand the components of effective public relations plans.
- Understand strategies to implement, manage, and evaluate public relations.
- Understand the social and cultural dynamics of effective public relations.
- Demonstrate mastery of research and writing skills through curriculum research projects.

Student Learning Outcomes

As a result of successful participation in this class, students should be able to:

- Communicate effectively with families and other community members in varied educational contexts.
- Apply skills for building consensus and managing conflict.
- Implement effective strategies for systematically communicating with and gathering input from all campus stakeholders.
- Develop and implement strategies for effective internal and external communications.
- Develop and implement a comprehensive program of community relations that effectively involves and informs multiple constituencies, including the media.
- Provide varied and meaning opportunities for parents/caregivers to be engaged in the education of their children.
- Establish partnerships with parents/caregivers, businesses, and others in the community to strengthen programs and support campus goals.
- Communicate and work effectively with diverse groups in the school community to ensure that all students have an equal opportunity for educational success.
- Respond to pertinent political, social, and economic issues in the internal and external environment.

Required Readings:

1. Friore, D. (2016). School and Community Relations, 4th Ed. Routledge, NY. ISBN13: 978-1138823419
2. Articles as assigned in class

Recommended:

3. American Psychological Association (2010). Publication manual of the APA (6th ed.). Washington, DC: American Psychological Association. ISBN: 1-4338-0561-8
4. Bergmann, S., and Brough, J. (2007). *Lead me, I dare you: Managing resistance to school change*. Larchmont N. Y. Eye on education.
5. Bower, R., and Balch, B. (2005). *Transformational leadership and decision making in schools*. Thousand Oaks, Calif. Corwin Press.
6. Danielson, C. (2006). *Teacher leadership that strengthens professional practice*. Alexandria, Va. Association for Supervision and Curriculum Development.
7. Fullan, M. (2001). *Leading in a culture of change*. San Francisco. Jossey-Bass.
8. Giancola, J., Hutchison, J. (2005). *Transforming the culture of school leadership: Humanizing our practice*. Thousand Oaks, Calif. Corwin Press.
9. Henze, R. (2002). *Leading for diversity: How school leaders promote positive interethnic relations*. Thousand Oaks, Calif. Corwin Press.
10. Hoyle, J. (2005). *Superintendent as CEO: Standards-based performance*. Thousand Oaks, Calif. Corwin Press.
11. Hord, S. M. (2003). *Learning together, leading together: Changing schools through professional learning communities*. New York, Teacher College Press; Oxford, Ohio: staff development Council.
12. Reyes, P. Scribner, J. D., and Paredes Scribner, A. (1999). *Lessons from high-performing Hispanic school: Creating learning communities*. New York: Teacher College Press.
13. Lewicki, R. J., Barry, B., Saunders, D. M., Minton, J. W. (2003). *Negotiation* (4th ed.). Boston, MA: Irwin.
14. Moller, G., and Pankake, A. (2006). *Lead with me: A principal's guide to teacher leadership*. Larchmont, N Y. Eye on Education.
15. Pawlas, G. (2005). *Administrator's guide to school-community relations*. Larchmont, N.Y.: Eye on Education.
16. Rubin, H. (2002). *Collaborative leadership: Developing effective partnerships in communities and schools*. Thousand Oaks, Calif. Corwin Press.
17. Sousa, D. (2003). *Leadership brain: How to lead today's schools more effectively*. Thousands Oaks, Calif. Corwin Press.
18. Sparks, D. (2007). *Leading for results: Transforming teaching, learning, and relationships in schools*. Thousand Oaks, Calif. Corwin Press.

This course meets the competency-based requirements established by the *TExES Preparation Manual*

Standards for Principal Certification (TAC RULE §241.15, August 2016)

- (a) Principal standards required by educator preparation programs are adopted for this course (TEA §241.15). It is an expectation that students in this course develop the foundation for the professional preparation as a school principal through the following selected standards:
- (b) School culture (1-13)
- (d) Human Capital (1-10)
- (e) Executive Leadership (3,4,5,6)

School Culture. The principal:

- (1) ensures that a positive, collaborative, and collegial school culture facilitates and enhances the

implementation of campus initiatives and the achievement of campus goals;

- (2) uses emerging issues, recent research, demographic data, knowledge of systems, campus climate inventories, student learning data, and other information to collaboratively develop a shared campus vision;
- (3) facilitates the collaborative development of a plan in which objectives and strategies to implement the campus vision are clearly articulated;
- (4) supports the implementation of the campus vision by aligning financial, human, and material resources;
- (5) establishes processes to assess and modify the plan of implementation to ensure achievement of the campus vision;
- (6) acknowledges, recognizes, and celebrates the contributions of students, staff, parents, and community members toward the realization of the campus vision;
- (7) models and promotes the continuous and appropriate development of all learners, including faculty and staff, in the campus community;
- (8) uses strategies to ensure the development of collegial relationships and effective collaboration of campus staff;
- (9) develops and uses effective conflict-management and consensus-building skills;
- (10) establishes and communicates consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment;
- (11) implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture;
- (12) creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students; and
- (13) ensures that parents and other members of the community are an integral part of the campus culture.

(d) Human Capital. The principal:

- (1) invests and manages time to prioritize the development, support, and supervision of the staff to enhance student outcomes;
- (2) ensures all staff have clear expectations that guide them and by which they are assessed, including the use of and familiarity with evidence-based appraisal rubrics, where applicable;
- (3) uses data from multiple points of the year to complete accurate appraisals of all staff, using evidence from regular observations, student data, and other sources to evaluate the effectiveness of teachers and staff;
- (4) coaches and develops educators by conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities;
- (5) facilitates the campus's professional learning community to review data, processes, and policies in order to improve teaching and learning in the school;
- (6) creates opportunities for effective staff to take on a variety of leadership roles and appropriately delegates responsibilities to staff and administrators on the leadership team;
- (7) collaboratively develops, implements, and revises a comprehensive and on-going plan for professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information;
- (8) ensures the effective implementation of a continuum of professional development by the appropriate allocation of time, funding, and other needed resources;
- (9) implements effective, legal, and appropriate strategies for the recruitment, selection, assignment, and induction of campus staff; and
- (10) plans for and adopts early hiring practices.

(e) Executive Leadership. The principal:

- (3) uses strong communication skills, understands how to communicate a message in different ways to meet the needs of various audiences, and develops and implements strategies for effective

internal and external communications;

(4) develops and implements a comprehensive program of community relations, which uses strategies that will effectively involve and inform multiple constituencies;

(5) establishes partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals;

(6) demonstrates awareness of social and economic issues that exist within the school and community that could impact campus operations and student learning;

DOMAIN I — SCHOOL CULTURE (School and Community Leadership) Competency 001:

The entry-level principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community).

Competency 002: The entry-level principal knows how to work with stakeholders as key partners to support student learning.

Educational Leadership Constituent Council (ELCC) Standards Covered in this Course:

Standard 2: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

Principal Evaluation Standards (TEA §149.2001) covered in this course:

Standard 3--Executive Leadership. The principal is responsible for modeling a consistent focus on and commitment to improving student learning.

(A) Knowledge and skills.

(i) Effective executive leaders:

(I) are committed to ensuring the success of the school;

(II) motivate the school community by modeling a relentless pursuit of excellence;

(III) are reflective in their practice and strive to continually improve, learn, and grow;

(IV) view unsuccessful experiences as learning opportunities, remaining focused on solutions, and are not stymied by challenges or setbacks. When a strategy fails, these principals analyze data, assess implementation, and talk with stakeholders to understand what went wrong and how to adapt strategies moving forward;

(V) keep staff inspired and focused on the end goal even as they support effective change management;

(VI) have strong communication skills and understand how to communicate a message in different ways to meet the needs of various audiences;

(VII) are willing to listen to others and create opportunities for staff and stakeholders to provide feedback; and

(VIII) treat all members of the community with respect and develop strong, positive relationships with them.

(ii) In schools with effective executive leaders, teachers and staff are motivated and committed to excellence. They are vested in the school's improvement and participate in candid discussions of progress and challenges. They are comfortable providing feedback to the principal and other school leaders in pursuit of ongoing improvement, and they welcome feedback from students' families in support of improved student outcomes.

(B) Indicators.

(i) Resiliency and change management. The principal remains solutions-oriented, treats challenges as opportunities, and supports staff through changes.

(ii) Commitment to ongoing learning. The principal proactively seeks and acts on feedback, reflects on personal growth areas and seeks development opportunities, and accepts responsibility for mistakes.

(iii) Communication and interpersonal skills. The principal tailors communication strategies to the audience and develops meaningful and positive relationships.

(iv) Ethical behavior. The principal adheres to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at his or her respective district.

(4) Standard 4--School Culture. The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

(A) Knowledge and skills.

(i) Effective culture leaders:

(I) leverage school culture to drive improved outcomes and create high expectations;

(II) establish and implement a shared vision of high achievement for all students and use that vision as the foundation for key decisions and priorities for the school;

(III) establish and communicate consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment;

(IV) focus on students' social and emotional development and help students develop resiliency and self-advocacy skills; and

(V) treat families as key partners to support student learning, creating structures for two-way communication and regular updates on student progress. Regular opportunities exist for both families and the community to engage with the school and participate in school functions.

(ii) In schools with effective culture leaders, staff believe in and are inspired by the school vision and have high expectations for all students. Staff take responsibility for communicating the vision in their classrooms and for implementing behavioral expectations throughout the building, not only in their own classrooms. Teachers regularly communicate with the families of their students to provide updates on progress and actively work with families to support learning at home. Members of the broader community regularly engage with the school community.

(B) Indicators.

(i) Shared vision of high achievement. The principal develops and implements a shared vision of high expectations for students and staff.

(ii) Culture of high expectations. The principal establishes and monitors clear expectations for adult and student conduct and implements social and emotional supports for students.

(iii) Intentional family and community engagement. The principal engages families and community members in student learning.

(iv) Safe school environment. The principal creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students.

(v) Discipline. The principal oversees an orderly environment, maintaining expectations for student behavior while implementing a variety of student discipline techniques to meet the needs of individual students.

19 TAC §228.30(c)

Digital Literacy

The following subject matter shall be included in the curriculum for candidates seeking initial certification in any certification class:

(8) instruction in digital learning, virtual instruction, and virtual learning as defined in TEC, §21.001, including a digital literacy evaluation followed by a prescribed digital learning curriculum...

(A) be aligned with the latest version of the International Society for Technology in Education's (ISTE) standards as appears on the ISTE website;

(B) provide effective, evidence-based strategies to determine a person's degree of digital literacy; and

(C) include resources to address any deficiencies identified by the digital literacy evaluation; ...

Student Roles and Responsibilities

Throughout the course students will be required to complete written assignments, participate in class discussions, and prepare oral presentations. Student performance will be evaluated by various written and/or oral assessments as well as class participation. Because this course is student-centered, you will be expected to participate and contribute to class discussions. Students are expected to read all assigned readings, prepare oral presentations, and complete assignments. If a class session must be missed for personal or professional reasons, please contact the instructor prior to the session and make arrangements with a classmate for notes and materials to be collected. Final grades will be assigned according to the A-F format. Assignments will be evaluated using the following criteria:

1. Written assignments should:
 - a. Posted on Blackboard before or by the due date
 - b. Be completed on time
 - c. Be free of grammatical errors
 - d. Be well organized and written
 - e. Reflect all aspects of the assignment
 - f. Be typed, double-spaced, using 12 point Times New Roman fonts; unless otherwise indicated by the instructor.
 - g. Follow the guidelines indicated by the Publication Manual of the American Psychological Association (7th edition).
2. Attendance, Late Assignments, and Make-Up Work
 - a. This online graduate level course relies heavily on student participation and contributions. Synchronous and Asynchronous (Zoom meetings/recordings) online participation is the platform we will use. Classes will meet at the designated times via Zoom and will be recorded in the event you are not able to tune in. Class attendance is expected throughout the course, and it is the student's professional responsibility to be part of discussions. If you are unable to make the designated time, please let Dr. Scott know prior to class and you will be expected to view the recorded class.
 - b. **ALL ASSIGNMENTS WILL BE DUE BEFORE CLASS ON THE ASSIGNED DUE DATE.**

- c. All assignments will need to be in APA format, which includes a title page, associative research (where applicable), APA citations (where applicable), and a reference page if citations are given.
 - d. All assignments are due at the beginning of class. Post your document online before class. **Late assignments will result in an automatic 5-point grade reduction per day.**
 - e. Assignments are not accepted after one week from the original date due if any previous agreement with the professor of late assignment. If you are absent from a class session, it is still your responsibility to submit assignments on the dates that they are due or earlier.
3. Class participation should be active and relevant to the topic of discussion, which includes:
- a. Attending and being prepared to class by reading the assigned chapters each week
 - b. Asking insightful questions and be respectful to others in online discussions
 - c. Remaining focused on the topic
 - d. Being respectful to other peoples' ideas
 - e. Actively listening to comments and building on others' ideas
 - f. Challenging ideas in a constructive and professional manner
 - g. Providing leadership in group work
 - h. Accepting responsibility for completing make-up work
 - i. Completing assignments and being prepared for class discussions and activities
4. Group presentations should:
- a. Be well organized
 - b. Be clearly and creatively presented
 - c. Reflect all aspects of the assignment
 - d. Reflect a compelling argument, based on both **research** and **practice**. The group should be able to engage the audience, invite for participation and be open to feedback and constructive criticism from colleagues.
5. Blackboard Hybrid Activities. All students enrolled in this course will have access to relevant course information and materials through Blackboard. Online discussions will begin following the second class to allow time for all students to successfully log in to Blackboard. It is very important you participate in every online discussion. Failure to do so will impact the participation grade. Each week, students are expected to answer the initial open-ended discussion and respond to at least one of the comments/observation made by another student in the course. It should be noted that students are not limited to one response. The mandatory response is simply designed to encourage online discussion and the formation of an online community of learners.

It is the student's responsibility to access this system periodically. It is important to consider that what is posted on Blackboard or internet is public. The instructor reserves the discretion to add or delete from the content as necessary, acting within the policies and procedures of the University. Online discussions should be:

- a. Relevant to the topic of discussion in class
- b. Reflective of class experiences and future topics of interest
- c. Uses language that is respectful of other colleagues' opinions
- d. Mindful of the academic and graduate program expectations for writing (avoiding text messaging language)

How to log into Blackboard:

- a. Go to <http://tamusa.blackboard.com>
- b. On the Computing and Information Services page click on the link entitled, "Email".
- c. On the Email Connection Link please click on the Account Management Link and continue.
- d. Please enter your Username or K number and the password is your DOB as MMDDYY after this you will see your information to log into Blackboard

- e. Username = is your upper case k information, which is your user name to log into Blackboard.
 - f. Password = is your date of birth entered as MMDDYY
 - g. After logging in, you will see your Blackboard Learning. If you do not see any courses, or the wrong courses, then check your registration in the Blue and Gold Connection. Please contact the help desk if you do not see any of your courses
 - h. Help Desk Hours: 8:00 am to 5:00 pm Monday through Saturday, phone: (210) 784-4357
7. Forms of Academic Dishonesty:
- a. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
 - b. 2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
 - c. Fabrication: use of invented information or falsified research.
 - d. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's word, ideas, or data, as one's own work, submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism. The American Heritage Dictionary defines plagiarism as "to steal and use (the writings of another) as one's own." In standard academic practice, this means if a student copies any more than three consecutive words written or spoken by another, he or she must acknowledge the source of these words by using the proper notation as indicated in the Publication Manual of the American Psychological Association (6th ed.).
8. Non-Academic Misconduct:
- The university respects the rights of instructors to teach and the students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either:
- a. the instructor's ability to conduct the class
 - b. the ability of other students to profit from the instructional program, or
 - c. campus behavior that interferes with the rights of others will not be tolerated
- An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Student Affairs under nonacademic procedures.
9. Sexual Misconduct
- Sexual harassment of students and employers at Texas A&M University- San Antonio is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.
10. Special Accommodations
- The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disability. If you believe you have a disability that may require accommodations, please contact Disability Support Services for the coordination of services. DSS is located on the 1st floor of the Main Campus building in room 127 and on the Brooks City-Base Campus in room 149. The phone number for DSS is (210) 784-1335.
11. Student Services
- The Student Academic Success Center takes a developmental approach to help students complete their academic goals from orientation through graduation. The Center offers academic and skills workshops, one-on-one appointments, and online resources to help retention efforts at Texas A&M University-San Antonio. The goal of the Center is to help students discover, self-reflect, and

become independent learners. Student Academic Success is located in the Madla Building, Suite 336. To contact the Center, please call 210-784-1352 or email at Student.Success@tamusa.edu.

12. Grading Criteria

Assignments	Possible Points
Assignments (4@10 points each) Each student must complete a total of 4 online activities. Online activities vary from week to week and will include items that demonstrate the student's progress in relation to the development of topics through reflections, content knowledge, and skills. Due dates for assignments can be found in the tentative schedule.	40
Online Discussions/Dialogue Each week, students are expected to answer the initial open-ended discussion and respond thoughtfully to at least two postings made by other students in the course. Discussion topics will be partially based on chapters of the book or journal articles discussed in class.	10
Book Chapter Presentations Students will be responsible for presenting assigned book chapters.	10
PR Plan Presentation (Upload to Blackboard)	30
Participation All students are expected to participate in online and face-to-face discussions, as well as book chapter presentations.	5
Final Exam (Reflection Paper)	5
TOTAL	100

13. Grading Requirements:

Course Grade	Course Average
A	90-100
B	80 - 89 90-100
C	75 – 89 80 – 89 90-100
F	74 or below;
I*	Incomplete

* The spirit of the "Incomplete" is to give a student an opportunity to complete a course after the end of the semester. An Incomplete will only be considered under specific circumstances:

1. 70% of the class has been completed and student is passing with a "C" or better
2. The circumstance for which the "I" is requested is supported with documentation
3. Student has been attending class on a regular basis

Incompletes are not to be used to remedy excessive missed classes. The unforeseen circumstances precipitating the request for an "I" should occur near the end of the semester. Students who are experiencing difficulties at the beginning or midway through the course should contact their professor immediately to discuss options. When a professor agrees to grant an "I", a contract between the student and professor that outlines a specific timeline for completion of the course will be generated. Topics such as highest possible grade will also be outlined. If contract is not fulfilled, the professor will submit a change of grade form with earned letter grade. All "I"s will automatically revert to an "F" after one year.

- 14. Dropping this Course:** Each student is responsible for knowing the drop dates for any given semester. Professors are not responsible, under any circumstances, for "dropping" a student from a course. Please be aware that if you do not formally drop a course and failed to fulfill the academic requirements, the professor will submit the earned grade.