

## HW 3.4: Partnership Plan

### Search for Possible Partners



| Learning Outcome   | Pedagogical Intent   | Student Position  |
|--|--|---|
| <p>Employ strategies to empower parents/families to participate in their child's education.</p> <p>Candidates provide support and advocacy for ELLs and their families</p> <p><b>Assessment: 50 pts.</b></p> <p><b>Due: Session 4, plan due in session 6</b></p> | <p>Teachers can embrace cultures in their class and reach out to families and communities to develop partnership plans which place families, schools and community members in collaborative work with each other to benefit all parties.</p> | <p>Students gained information and knowledge about partnership plans by looking through examples. They noted ideas for what plans could be based on and now will begin creating a partnership plan they want to pursue.</p> |

## Instructions

1. Review the examples described below to support your thinking in developing your own Partnership Plan (The assignment and rubric for this project can be found by following the appropriate links in LA 1.6.). As you read these examples and consider your plan remember: Small changes can make big differences.

### Example one: Requesting an Email

One example is when two 6th grade teachers attended their students' football games, talked to the coach, and asked him to support the boys in their education by penalizing them when they didn't finish schoolwork and homework. He announced to the team that if he received an email from the teachers with their name on it, they would be benched in

the next game. What a change that made for getting work done. (In this case, the partners were the teachers and the coach, each playing their part in the interest of students.

### **Example 2: Finding and Sharing Resources**

Another example: a high school math teacher was shocked that she had a set of 30 calculators for all of her higher math students to use (multiple classes). How could they do homework? She talked with a company that made a calculator that would automatically update programs on it so students wouldn't ever need to buy another calculator. The cost was \$100 per calculator. She then visited with the principal, who said he had money he could spend on about half of the calculators needed, and he knew that his parents would be willing to buy a lifetime calculator for \$10 a month over the school year. The plan worked, and every student had a calculator to use for homework, one they could keep through the college level.<sup>2</sup> (Students and families benefited because owning a good calculator was possible for them. Partners were the teacher, the principal, and the company.)

2. As you think of what you might do, consider the Community Based Organization and Faith Based Organizations in your community (You could add relevant ones to your Asset Map, if you would like to.). Search for these phrases for your area and make a list of those that are intriguing. Think about how your school or class might connect to these organizations.

Be creative and think of something your students and/or families really need. Return to the assignment in the first session and begin filling in the necessary information for your idea of a plan.



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