

Syllabus

Course Description

This course explores the standards, principles, policies, and processes of partnering among families, schools, and communities in fostering and sustaining the development of children and youth. The course draws heavily from content and principles uncovered in other TELL courses, particularly Inclusive Pedagogy.

What will you accomplish during the course?

1. You will apply the knowledge and insights derived from their own family and school experiences in examining and building partnerships among families, schools, and
2. You will understand the standards, principles, policies, and processes that undergird effective partnering among families, schools, and
3. You will understand that meeting the needs of today's students and families requires collaboration across academic disciplines, community organizations, and school-home
4. You will demonstrate understanding of the importance of teachers partnering with families and the community by preparing a Partnership
5. You will articulate beliefs and knowledge regarding second language acquisition as developed through participation in TELL courses and advocate for this professional development as a way to meet the needs of second language.

What will you know well at the conclusion of the course?

1. You will understand the important roles of families, schools, and communities in fostering and sustaining development in children and youth.
2. You will understand what it means to be advantaged or
3. You will have a rudimentary understanding of cross-cultural and inter-cultural
4. You will understand the principles, policies, and processes associated with effective partnering among families, schools, and com-
5. You will understand the needs of one family in your school or school system very
6. You will understand the National Standards for partnering with families, schools, and
7. You will be very familiar with the promising national models for partnering with families, schools, and
8. You will be conversant with and knowledgeable about research findings and clinical literature relating to the impact of partnering with families, schools, and communities.
9. You will know where to find helpful information about partnering with families, schools, and

What will you be able to do at the conclusion of the course?

1. You will be able to construct a Partnership Plan using the National Standards for family, school, and community
2. You will be able to encourage leaders and other professionals in your school to embrace
3. You will be able to approach families and community agencies and businesses, inviting their participation in partnering and benefit- ing from their talents, knowledge, and

4. You will be able to recognize the funds of knowledge in the families that are culturally, ethnically, linguistically, and racially diverse within your
5. You will be able to employ the concepts and understandings derived from the earlier TELL courses, expanding your active use of Inclusive
6. You will understand the roles and responsibilities of other disciplines in supporting students, parents, and their extended

What dispositions will you have at the conclusion of the course?

1. You will have a desire to connect more fully with families and with the community in your school catchment
2. You will be more eager to see your school increase partnerships with families and the community in your school catchment
3. You will have a greater sensitivity to the needs of families and
4. You will have a desire to find and apply useful information about families and the

Instructional Guide

- Egan, W., Draper, P. , & Hales, V. (2007). Instructional guide for family, school, and community partnerships. Provo, UT: Brigham Young University.

Textbooks

- National (2004). National standards for parent/family involvement programs. Chicago: National PTA.
- Gonzalez, , Moll, L., & Amanti, C. (2005). Funds of knowledge. Mahway, NJ: Lawrence Erlbaum Associates.

Learning Activities

A variety of learning activities and assignments will be used to help students understand course concepts. Students become active participants through the use of self-assessment, reflective writing, jigsaw readings, concept application logs, portfolio work, student profiles, response papers, and technology. Assignments will focus on active learning and require individual, paired, or group work to enrich learning. These activities model the planning, teaching, and assessment strategies that can be used with language minority students.

Attendance Policy

This course is grounded in the belief that learning is a socially constructed process. In fact, active learning is a central feature of this course. Furthermore, the concepts presented through the video segments promote a conversational approach to learning. Concepts are immediately explored and applied through learning activities. For these reasons, full credit is only available to those students who attend each session and are present for the entire session. We recommend that if a student misses more than two of the ten sessions, the student be advised to take the course at another time.

Grading Policy

In this course, your grade is based on participation in a learning process (i.e., process points) and the creation of individual and group products (i.e., individual and group product points) that emerge from participation in learning activities and homework. In addition, you will be asked to complete independent major assignments that will be evaluated for evidence of how you are learning and growing as a professional. Finally, you will represent your professional

development in relation to educating students of cultural and linguistic diversity at the end of the course.

Grading Summary

Type of Points	Description	Points
Process	Points for participating in learning activities during class	1100
Homework Individual Product	Points for individual products produced for homework assignments	150
Practicum	Points for individual or group products produced for practicum assignments	950
Total		2200

Grading Scale

Percentage	Grade
94-100%	A
90-93	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-

Total Points

Learning Activities and Homework Assignments	Number	Type of Activity	Possible Points	Actual Points
Session One			150	

Learning Activities and Homework Assignments	Number	Type of Activity	Possible Points	Actual Points
Revealing My Childhood Experiences	LA 1.1	Uncovering Artifacts	25	
My Family Practices and My Schooling	LA 1.2	Thumbs Up/Down	25	
My Schools and Community Educational Impact	LA 1.3	One to Five Fingers	25	
Middle Class School System Advantage	LA 1.4	Total Physical Response	25	
Survival Quiz	LA 1.5	Survey and Discover	25	
Making Connections	LA 1.6	Collaborative Grouping	25	
Session Two			300	
Beyond Culture Reading	HW 1.1	What, Where, How?	50	
Family, School, and Community Survey	HW 1.2	Pre-Assessment	25	
Preview the CD-ROM	PA 1.1	Using Technology for a Purpose	50	
Overview of Activity Centers	LA 2.1	Activity Center Briefing	25	
Border Crossing (Teacher Center 1)	LA 2.2	Instructional Conversation	25	
Critical Learning Domains (Center 2)	LA 2.3	Levels of Analysis	25	
Standards of Parent/Family Involvement (Center 3)	LA 2.4	Reading to Inform Decisions	25	

Learning Activities and Homework Assignments	Number	Type of Activity	Possible Points	Actual Points
Finding a Family to Profile (Center 4)	LA 2.5	Brainstorming	25	
Developing the Interview Format (Center 5)	LA 2.6	Categorization Sheet	25	
Evaluating Processes and Products	LA 2.7	Debriefing	25	
Session Three			225	
Standard I: Parenting	PA 1.2	Demonstration Lesson	50	
School, District, and State Policies	PA 2.2	Venn Diagram	50	
Exploring Resources	LA 3.1	Application to Real-World Issues	25	
Exploring School, District, and State Standards for Parent/Family Involvement	LA 3.2	Venn Diagram	25	
Federal Policies on Partnering	LA 3.3	Partner/Group Share	25	
Guided by Federal Policies	LA 3.4	Star Matrix	25	
Definitions of Poverty	LA 3.5	Discuss and Learn	25	
Session Four			275	
Standard II: Communicating	PA 1.2	Demonstration Lesson	50	

Learning Activities and Homework Assignments	Number	Type of Activity	Possible Points	Actual Points
Who are these Families of Diversity?	PA 3.1	Silent Read/Synthesize	50	
Funds of Knowledge Reading	HW 3.1	Developing Vocabulary from Reading	50	
Activity Center Briefing	LA 4.1	Briefing	25	
Current Realities of My School (Center 1)	LA 4.2	Profile of Families	25	
Reaching Out to Diverse Populations (Center 2)	LA 4.3	Group Discussion Examination	25	
Exploration Through Technology (Teacher Center 3)	LA 4.4	Contrast Focused Listing	25	
Evaluating Processes and Products (Center 5)	LA 4.6	Debriefing	25	
Session Five			275	
Standard III: Volunteering	PA 1.2	Demonstration Lesson	50	
Potential Community Partners	PA 4.1	Using Technology	50	
Current Knowledge and Research about Partnering	PA 4.2	Using Technology	50	
Exploration Through Technology (Center 4)	LA 4.5	Contrast Focused Listing	25	

Learning Activities and Homework Assignments	Number	Type of Activity	Possible Points	Actual Points
Identifying Needs and Strengths of My Families	LA 5.1	Collaborative Grouping	25	
Identifying Community Partners	LA 5.2	Partner Collaboration	25	
Successful Community Partnerships with Families of Diversity	LA 5.3	Triad Share	25	
Presenting Findings	LA 5.4	Mini-Poster Session	25	
Session Six			275	
Standard IV: Learning at Home	PA 1.2	Demonstration Lesson	50	
Exploration Through Technology	PA 5.1	Using Technology for a Purpose	50	
Family Involvement: A Teacher's Perspective	HW 5.1	Reading for a Personal Purpose	50	
Applying Standards for Parent/Family Involvement	LA 6.1	Card Exchange	25	
Forming Partnerships	LA 6.2	Four Corners	25	
Quality Teacher Practices for Students in Poverty	LA 6.3	Triad Collaboration	25	
Becoming Teacher Researchers	LA 6.4	Jigsaw Concept Application	25	
Family Profile Writing Process	LA 6.5	Joint Productive Active	25	

Learning Activities and Homework Assignments	Number	Type of Activity	Possible Points	Actual Points
Session Seven			275	
Standard V: Decision Making	PA 1.2	Demonstration Lesson	50	
Family Profile Project	PA 2.1	Applying Content in a Human Context	150	
Family Presentations	LA 7.1	Family Census	25	
Teachers as Researchers	LA 7.2	Analyze, Synthesize, Recommend	25	
Partnership Plan Development	LA 7.3	Apply Content in a Human Context	25	
Session Eight			150	
Standard VI: Collaborating with Community	PA 1.2	Demonstration Lesson	50	
Consider the Issues	LA 8.1	Debate	25	
Overcoming Barriers to Partnering	LA 8.2	Breaking Barriers	25	
Common Understandings and United Advocacy	LA 8.3	Evaluation	25	
Preparing an Advocacy Position	LA 8.4	Illustration of Concepts	25	
Session Nine			250	
Partnership Plan	PA 6.1	Analyze, Synthesize, Recommend	200	

Learning Activities and Homework Assignments	Number	Type of Activity	Possible Points	Actual Points
Partnering Plan Presentations	LA 9.1	Workshare	25	
Advocacy Position Working Group	LA 9.2	Applying Content in a Human Context	25	
Session Ten			350	
Advocacy Position Paper	PA 7.1	Diverse Text Synthesis	200	
Advocacy Audience	PA 8.1	Town Meeting	50	
Reflection for Change and Course	PA 9.1	Reflecting on Practice Survey	50	
Advocacy Position Presentations	LA 10.1	Town Meeting	25	
Course Evaluations	LA 10.2	Evaluation	25	
Total Course Points			2525	



Egan, M. W., Hales, V., & Gomm, R. J. (2019). *Family, School, and Community Partnerships*. EdTech Books. Retrieved from <https://edtechbooks.org/partnerships>