

The Teaching Professional:
School-Family-Community Partnerships in Diverse Educational
Settings

15:255:539
Spring 2016
Wednesday, 9:50-12:50
3 Credits

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| Professor Andrew Leland | Email address: andrew.leland@gse.rutgers.edu |
| Phone Number: 717-578-8007 (cell) | |
| Office Hours: 2 pm-4 pm Wednesdays, or by appointment Room 212 GSE | Prerequisites or other limitations: <i>Admission to the Teacher Education Program</i> |
| Mode of Instruction: ¹ <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other | Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Directions about where to get permission numbers: <i>Individual instructor(s) should be contacted for information regarding special permission numbers</i> |

Course Description:

This course will engage future teachers in developing an understanding of school-family-community partnerships. Students in this course will explore and critically examine works on parent and family involvement including--but not limited to--theoretical approaches, empirical research, state and federal policies, and mainstream media. A particular attentiveness to community will be placed first on students becoming knowledgeable of the history, resources, and civic dimensions of the community in which our partnership schools are located. Students will then enrich their developing knowledge and skills by interviewing school personnel on their experiences with parent involvement; observing parent and family involvement practices in surrounding elementary schools; and creating and implementing a collaborative plan to work with Parent-Teacher Organizations (PTO) those schools.

The collaborative working plan with school PTOs will serve as a core component of this course. It will require students up to 15 hours of work with PTOs outside of our designated in-class meeting times throughout the semester. During those 15 hours, groups of students will be required to observe PTO meetings and plan and implement meaningful programs with PTO members that are unique to each organization's goals. Due to the time commitment of working in the field with PTOs, the 15 hours spent with PTOs will replace some of our in-class meeting

times. The working plan will also be built into course assignments, which may result in written observations, reflections, and presentations made by each group to the class. Future teachers will leave this course with a developed insight, understanding, and set of skills in interacting and engaging with their students' parents, families, and communities that they can use in their own classrooms.

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentations:

<https://ods.rutgers.edu/students/documentation-guidelines>.

If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

New Jersey Professional Standards for Teachers (2014)

NJ Standard 9, Professional Learning: *The teacher engages in ongoing individual and collaborative professional learning designed to impact practice in ways that lead to improved learning for each student, using evidence of student achievement, action research, and best practice to expand a repertoire of skills, strategies, materials, assessments, and ideas to increase student learning.*

NJ Standard 10, Leadership and Collaboration: *Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.*

NJ Standard 11, Ethical Practice: *The teacher acts in accordance with legal and ethical responsibilities and uses integrity and fairness to promote the success of all students.*

Grading Policy

Evaluation of Written Work: These qualities will be valued in your work:

- Responsiveness to the task or question: Are you fulfilling the requirements of the assignment.
- Clarity and organization of writing.
- Conciseness – try to write in a non-repetitious way.
- Completeness and depth – Present the necessary amount of detail to support your points. Write or present as though your audience is not an expert on your topic and in a way that demonstrates depth of analysis of the topic.

- Independent judgment – Go beyond the information presented by others. Be critical, seeing both strengths and weaknesses and support opinions with your own reasons.
- Relevance – Connections between your work and the content and organization should be clear.
- Attention to professional style – Papers should be typed or word-processed and follow APA format. (You can find a good summary of how to use APA format at the following website: , <http://owl.english.purdue.edu/owl/resource/560/01/>) Please use Times New Roman 12pt font, 1 inch margins, and double space all of your assignments.
- On lateness – If you need an extension of time on an assignment please contact me before the date when the paper is due. If you do not contact me, your grade on the assignment will be dropped one letter grade for every class period it is late.

Letter Grade Equivalents

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| 93-100 | A |
| 88-92 | B+ |
| 83-87 | B |
| 78-82 | C+ |
| 73-77 | C |
| 68-72 | D+ |
| 60-67 | D |
| Below 60 | F |

Attendance Policy

If you must miss a class please make sure that you talk to a fellow student who can help you catch up on what was discussed in your absence. If you miss more than one class during the semester without a bona fide medical reason (including a doctor's note) your grade for the course will automatically be reduced as follows: 2 classes - ½ grade, 3 classes - 1 full grade, 4 classes - failing grade. If you have a medical issue that will require more than two absences, you must speak to the instructor about whether it is possible to make-up the classwork or whether withdrawal from the class or an incomplete grade is required.

Academic Integrity Policy

Any violation of academic honesty is a serious offense and is therefore subject to an appropriate penalty. Refer to <http://academicintegrity.rutgers.edu/integrity.shtml> for a full explanation of policies.

Web site:

<https://sakai.rutgers.edu/portal> (Specific course Sakai access will be available only to those students who have officially registered for this course.)

Assignments

I. Self-Study: Experiences with Parent/Family Involvement (30%)

PART ONE (3-4 Pages) Due Tuesday, February 9 by 11:59 PM

In a concise but fairly short paper, describe the types of learning and parenting practices that occurred in your home during your PK-12 years. Reflect upon the ways that your parents' marital status, work, or culturally-related practices bore influence upon your experiences in school. Describe how these years eased and/or prohibited your adjustment to schooling.

Consider the following questions/topics:

- What were aspects of how parents'/guardians' involvement mattered to your early schooling?
- How were your primary parents'/guardians' involved in your schooling?
- How did they show you they valued your education?
- How do you think they did, said, thought, or believed about school?
- What were other significant sources of learning or support, which helped you as a student?
- Were there aspects of family life, which did not fit with school expectations of parents?
- What was your role in your own school success?

PART TWO (3-4 Pages) Due Tuesday, February 23 by 11:59PM

Revisit the first iteration of your self-study. This time, you will interview family members (parents, grandparents, guardians, caregivers, etc) about the learning and parenting practices that occurred in your home during your PK-12 years. You will ultimately ask them the same questions as in Part One of your reflection, this time focusing on their perspectives. Consider the following questions/topics:

- What were aspects of how parents'/guardians' involvement mattered to THEM in your schooling?
- How do parents'/guardians' describe THEIR involvement in your schooling?
- What part of your education did THEY value?
- What do THEY say that they do, say, think, or believe about school?
- What other significant sources of learning or support did THEY provide that helped you as a student?
- Were there aspects of family life, which did not fit with THEIR school expectations of parents?
- What was THEIR role in your own school success?

PART THREE (3-4 Pages) Due Tuesday, March 29 by 11:59 PM

Revisit the first two parts of this assignment. This time, you will think about the perspectives of your students. You will reflect upon your experiences with parent/family involvement that you grew up with, and consider the similarities and/or differences with students that you have worked with in the past.

- Is it realistic for the children you worked with throughout your tenure at Rutgers (practicum, internship, substitute teaching, etc)? Why, why not? How? When?
- What other important systems of support are also crucial to your students' success.

- How does this make you think in terms of your role as an educator?
- What will you do to promote partnerships for your students in the future?

II. Community Workshop Planning and PTO Service-Learning Work (40%)

PART ONE (Presentation) Due Wednesday, April 27 by 9:50 AM--You will present these in class

With your PTO Service-Learning group, you will design a hypothetical workshop around the concerns of parents living in one of Rutgers' neighboring communities. The first step of this project will be to identify the particular needs of that community, so you will have to reach out to a few community organizations and ask them about the concerns of parents and/or community members--particularly with regard to schooling and education. Then, you will design a workshop intended to be given to community members that addresses these concerns. This project will result in a presentation given to the class on your design process, encompassing the following:

- Which community did you choose and why?
- Who did you contact, and what made you choose the person(s)/organization(s)?
- What did you learn when contacting your person(s)/organization(s)?
- What concern did you choose to focus on and why?
- What would your workshop address?
- How would you contact parents and community members to attend your workshop?

PART TWO (3-4 pages) Due Sunday, May 1 by 11:59 PM

At the end of the semester, I want you to write a reflective paper on your experiences helping out with the PTOs. Criteria for this final paper will be explained more thoroughly in the middle of the semester.

IV. School Law Module Completion (10%) Due Wednesday, March 30 by 5:00 PM

This course requires you to become familiar with issues related to school law in New Jersey. The module is located in Sakai in the resources tab, and contains several PowerPoint slides of information. After reading those slides, you will take the School Law quiz, located in the Test and Quizzes tab in Sakai. A detailed description of the quiz is also located in the Resources tab. You will complete the module and quiz during our virtual class meeting on February 17.

V. Reading Responses to Papers (10%) Due Dates Vary--See Below

Throughout the semester, you will answer one weekly question about the week's readings in the forums section of Sakai. Reading responses will only occur on weeks where other course assignments are not due. Please see the above schedule for when reading responses will occur. Please note that 250 words is the MAXIMUM. Please do not go overboard with these responses, and feel at ease to be less formal in your writing. That said, however, make sure your responses are clear and coherent. **All reading responses are due on the Tuesday before class by 11:59 PM.**

VI. Attendance and Participation (10%)

Your attendance and participation in this class, as well as events in which you are scheduled to assist PTOs is **mandatory**. You are allowed **one** unexcused absence from class without affecting your grade. You are not allowed to miss your events scheduled with your PTO. More than one unexcused absence will result in a lower course grade. Not attending your scheduled PTO service-learning event will result in a failing grade for the course.

*****ALL assignments and reading responses are due on Sakai by 11:59PM on Tuesdays. See the schedule below for exact dates in which assignments are due.**

Summary of Assignments

- Self-Study: Experiences with Parent/Family Involvement (30%)
- Community Workshop Planning and PTO Service-Learning Work (40%)
- School Law Module Completion (10%)
- Reading Responses to Papers (10%)
- Attendance and Participation (10%)
- TOTAL (100%)**

Required Text

You are only required to purchase one text this semester. We will also read from scholarly journals, periodicals, and other media--all of which you will find in the resources section of our Sakai site. The required text can be purchased at your favorite book store or online.

Weiss, H.B., Lopez, M.E., Kreider, H., and Chatman-Nelson, C. (Eds.) (2014). Preparing Educators to Engage Families, 3rd Edition.
ISBN: 9781452241074

Community-Based Hours Time Commitment

This course is designed for you to have hands-on opportunities to learn from parents and community members outside of our scheduled course time. To that end, there is a 10-15 hour time commitment outside of this course, where you will work with parents at a nearby school PTO. The timing of these hours will vary, as they will align with the specific needs of each PTO. We will discuss these events further along in the course.

| Course Schedule | |
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| <p>Week 1 January 20: Introductions and Overview of Course</p> <p><i>READING RESPONSE 1</i> <i>DUE IN FORUMS BY</i> <i>11:59 PM FRIDAY</i> <i>NIGHT--1/22</i></p> | <p>Building Community/Establishing Expectations Activity: Defining parent involvement</p> |

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| <p>Week 2 January 27: Links that Matter</p> <p><i>READING RESPONSE QUESTION 2 DUE IN FORUMS BY 11:59 TUESDAY NIGHT</i></p> | <p>Read: Epstein, J. L. (1995). School/family/community partnerships. Caring for the children we share. <i>Phi Delta Kappan</i>, 76(9), 701–713.</p> <p>Weiss, H.B. & Kreider, H. et al. (2005). <i>Preparing educators to involve families: From theory to practice</i>. Introduction, xviii–xxxvi, Chapters 1 and 2, pp. 2–30.</p> |
| <p>Week 3 February 3: Why and How to Gain Understanding</p> <p><i>READING RESPONSE QUESTION 3 DUE IN FORUMS BY 11:59 TUESDAY NIGHT</i></p> | <p>Read: Weiss, H. B. & Kreider, H. et al. (2005). <i>Preparing educators to involve families: From theory to practice</i>. Chapters 3 and 4: The Mesosystem pp. 32–64.</p> <p>NEA Article found at http://neatoday.org/2014/04/24/no-parental-involvement-is-not-overrated/</p> <p>NYTimes Article found at http://opinionator.blogs.nytimes.com/2014/04/12/parental-involvement-is-overrated/?_php=true&_type=blogs&_r=1</p> |
| <p>Week 4 February 10: Differentiating Practices for Partnerships and Social Class</p> <p><i>ASSIGNMENT DUE: PART ONE, SELF-STUDY BY 11:59 TUESDAY NIGHT ON SAKAI</i></p> | <p>Read: HuffPost article: http://www.huffingtonpost.com/tristan-bridges/are-class-differences-in-parenting-style-disappearing_b_5404377.html</p> <p>Kroeger, J (2005). Social heteroglossia: The contentious practice or potential place of middle class parents in home–school relations. <i>The Urban Review</i>, 3(1), 1–30.</p> <p>Lareau, A. (2001). <i>Unequal Childhoods</i>. Selected Chapters</p> |
| <p>Week 5 February 17: Social Class and Involvement Differentiating Practices</p> <p><i>READING RESPONSE QUESTION 4 DUE IN FORUMS BY 11:59 TUESDAY NIGHT</i></p> | <p>Read: Weiss, H.B. & Kreider, H. et al. (2005). <i>Preparing educators to involve families: From theory to practice</i>. Chapters 5 and 6: The Exosystem, pp. 66–98.</p> <p>Center for American Progress: Reducing Student Poverty in the Classroom, pp. 1-25</p> |
| <p>Week 6 February 24: Issues in</p> | <p>Read: Fordham, S. (1996). <i>Blacked Out: Dilemmas of Race, Identity,</i></p> |

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| <p>Week 10 March 30: VIRTUAL CLASS: SCHOOL LAW MODULE</p> <p><i>ASSIGNMENT DUE:</i> <i>PART THREE, SELF-</i> <i>STUDY BY 11:59</i> <i>TUESDAY NIGHT</i></p> | <p>Virtual Class--Please see the Week 10 folder for contents and instructions.</p> |
| <p>Week 11 April 6: Working in the Community</p> <p><i>READING RESPONSE</i> <i>QUESTION 7 DUE IN</i> <i>FORUMS BY 11:59</i> <i>TUESDAY NIGHT</i></p> | <p>Read:</p> <p>Berg, Melaville, & Blank (2006). Community & Family Engagement. pp. 1-68.</p> |
| <p>Week 12 April 13: Caring for the Children We Share Reevaluated</p> <p><i>READING RESPONSE</i> <i>QUESTION 8 DUE IN</i> <i>FORUMS BY 11:59</i> <i>TUESDAY NIGHT</i></p> | <p>Weiss, H. B., Kreider, H., Lopez, M. E., & Chatman, C. M. (2005). <i>Preparing educators to involve families: From theory to practice</i>. Sage Publishing. Chapters 7 (pp. 100-110) and 9 (pp. 134-139)</p> |
| <p>Week 13 April 20:</p> <p>WORK DAY</p> | <p>T B D</p> |

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| Week 14 April 27: Presentations and Course Wrap-Up | Presentations--Community Workshops |
| Sunday, May 2 11:59PM | ALL FINAL WORK IS DUE VIA SAKAI |