

Home, School and Community Relations (Online Course)

EDU 5950-090 • Fall 2015 • 3 semester credits

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COURSE DESCRIPTION:

The purpose of this course is to examine issues related to family engagement within the context of classroom, school and community settings. The service learning requirement will assist students in advancing their awareness of family involvement frameworks and strategies for effective partnership development and facilitation involving families, schools and communities. Students will engage in research that will assist them in developing *engaged relationships* with youth and families while learning how to facilitate partnerships with *critical inquiry, reflection, and reciprocity*.

Textbook: There is no required textbook for this course.

LEARNING OBJECTIVES

By the end of this course, students will have:

- Explored current issues relative to family engagement strategies to effectively engage diverse students and their families to classrooms and schools.
- Evaluated, examined, and questioned personal strengths, weaknesses, and interests in developing and implementing family engagement strategies.
- Become familiar with the research knowledge base needed for family-school partnerships and how that translates knowledge into an *engaged praxis*.

By the end of the course the student will have addressed the family engagement considerations for diverse students and their families in the Utah Effective Teaching standards as described in Standards indicators:

- 1b: Collaborates with families, colleagues, and other professionals to promote student growth and development.
- 2a-e: The teacher understands individual learner differences and cultural and linguistic diversity.
- 8c: Recognizes and reflects on personal and professional biases, and accesses resources to deepen understanding of differences to build stronger relationships and create more relevant learning experiences.
- 9a-e: The teacher is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success.

TEACHING AND LEARNING METHODS:

Course assignments will allow you to demonstrate mastery of inquiry and reflections on teaching through an understanding of theories of family engagement. You will conduct Family Interviews to help advance your awareness of family engagement strategies. The creation of a family engagement plan used in your service-learning site will indicate your own understanding of family engagement theories. Critical teacher reflection journals demonstrate your ability to reflect on your role as an educator and connecting curriculum, schools, and communities. An **ePortfolio** of your work will provide a platform where you reveal course-based assignments that demonstrate your professional efforts, progress, and achievements in family involvement strategies.

COURSE ASSIGNMENTS

ATTENDANCE & PARTICIPATION (50 POINTS)

Discussion Board (25 points)

A class discussion board topic will be posted on **Tuesdays**. Students are required to respond to the group discussion by the following **Monday**. For example: Discussion topic for week #2 will be posted on Tuesday, August 25. You must post your discussion response by Monday, August 31. Please ensure you are checking your canvas page for deadlines. Students may be asked to view a short video/clip related to the weekly topic and readings. This is **separate** to your critical teacher reflection journal.

Service Learning Hours (25 points)

Students are expected to show professionalism with other professionals in the site program, students, and families. Students must ensure that they are aware of all school and district policies related to personal conduct, dress code, and ethics.

Students are required to complete **20 service-learning hours** at Rose Park Elementary School (1105 West 1000 North, Salt Lake City, UT 84116). An information sheet will be posted on Canvas. We will use this information sheet to coordinate your service learning site assignment. *Students who do not fulfill the **20-hour** requirement, will automatically receive a D in the course; regardless of performance on other course requirements.* Please note: If you have any questions or concerns about the service learning requirements, please contact the instructors prior to **September 7, 2015**. **No changes to site placement or hours will be approved after this date.**

Critical Teacher Reflective Journal (10 points/each; 100 points total)

The purpose of the CTR journals is to help students construct their own understanding of family engagement based on the readings, experiences in their service learning cite, personal experiences, class discussions and activities. That is, the writing of these journals will involve not only demonstrating their understanding of specific articles, but also developing their own methodologies and applications of family engagement in their future classes and the teaching

profession. This assignment is not intended to be a summary of the readings, but rather an analysis, critique and/or reflection.

Students will be required to complete **10 out of the 12** “Critical Teacher Reflection” (CTR) journal assignments. You must upload your Critical Teacher Reflection Journal for that given week by 11:59pm via Canvas. For example: Critical Teacher Reflection Journal #1 is due on August 31, 2015 by 11:59pm. Late journal entries will not be accepted.

- Length: 1pg single space
- APA Source Citation (*No outside sources*)
- Suggested Guiding Questions
 - Did you agree or disagree with the author? Why?
 - Did you gain any new insights from the reading?
 - Was the reading helpful? Why or why not?
 - Did this remind of you of something from your own experience?
 - Did you gain any ideas you want to try out in your class with your own students?
 - How does it relate to other things you have read for this class or others?

Family Engagement Plan (ePortfolio) (150 point)

The purpose of the ePortfolio is for students to have the opportunity to build an engaging relationship with families that will help them visualize family experiences with the school system. The ePortfolio will be completed using the Canvas tool. Students will be required to propose, implement and evaluate an engagement plan over the semester.

The first step is complete a *Family member interview* (40 points). Once students have been able to establish a relationship with students and families they will be required to interview a family member. In the interview, students will be expected to ask the interviewee questions regarding their relationship and/or role with schools. Students should also ask the family member about their experiences and expectations of the educational system. You will use this information to develop and implement your “Family Engagement Plan”. *Further details of the eportfolio will be provided in the 3rd week of class.*

Potential engagement plans:

- Attend an event with the student and their parents. For example: Back-to-school night, Halloween carnival, Parent-Teacher meeting, etc.
- Develop an academic plan for student
- *Home visits (contact instructor for more guidelines)

Readings

All readings will be posted under that week’s “Module”. You will have access to the readings once you complete the previous module.

Written Assignments

LATE ASSIGNMENTS WILL NOT BE ACCEPTED. All assignments must be completed on CANVAS on the due date.

Criteria & Assignment

Points

Attendance & Participation

100 points

- Discussion Board: 25pts.
- 20 Service Learning Hours: 75pts.

Readings/Assignments

100 points.

- 10 Critical Teacher Reflection Journals: 10 points/each

ePortfolio

150 points

- Family Interview: 40 points
- Family Engagement Plan Proposal: 10 points
- Family Engagement Plan Implementation: 50 points
- Family Engagement Plan Reflection: 25 points
- Parent/Guardian Interview: 25 points

Total Points Available in the class:

350 points

Grading Scale

A = 350-325

C = 268-255

A- =324-315

C- =254-245

B+ =314-304

D+ = 244-234

B = 303-290

D = 233-220

B- =289-280

D- =219-210

C+ =279-269

F =209 or below

Technology help

Resources for technology related questions include:

Phone Support

Campus IT Help Desk: 801-581-4000 for computer and browser technical issues

Email: helpdesk@utah.edu

UOnline-TACC-IMS

Phone: 801-585-5959 M-F, 8am-5pm

Email: classhelp@utah.edu

In Canvas: Help tab at top right, select problem. It is best if you are on the page showing the error message before you select the Help tab.

University policies and procedures

Americans with Disabilities Act (ADA)

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the

class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

Students' Rights and Responsibilities

In order to maintain a positive, civil environment for learning I expect that all students will strive to meet the goals described in the University of Utah's Student Code, which states *"the mission of the University of Utah is to educate the individual and to discover, refine and disseminate knowledge. The University supports the intellectual, personal, social and ethical development of members of the University community. These goals can best be achieved in an open and supportive environment that encourages reasoned discourse, honesty, and respect for the rights of all individuals. Students at the University of Utah are encouraged to exercise personal responsibility and self-discipline and engage in the rigors of discovery and scholarship."*

Academic Honesty

Student Code states: "Academic misconduct," according to the University of Utah Student Code, *"includes, but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information...It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct."* You will be held accountable to high standards for academic integrity and should read and understand the policy on academic integrity as printed in the University of Utah's Student Handbook. Please read the Student Code of Academic Conduct available at: <http://www.admin.utah.edu/ppmanual/8/8-10.html>.

Fingerprinting/background checks

Background Check Procedures

In order to participate in any field-based course in the teaching licensure programs, students must pass a State and Federal background check and have the results sent to the Utah State Office of Education. Students must initiate the background check and complete the fingerprinting process no later than Friday of the first week of the semester (**DUE: Monday, August 31, 2015**). Failure to do so may jeopardize your ability to complete course requirements. For more information visit, <http://uite.utah.edu/background-check.php>

Course outline, assignments due and reading list

PLEASE NOTE: The instructor reserves the right to modify the course schedule and content to better suit the needs of the class. All course changes, information, readings, and notifications will be sent through CANVAS. Students will receive advanced notice of any revisions.

Week 1 (8/24): Course Introduction

Assignment:

- Syllabi Quiz

Readings:

- ★ Margaret Caspe, M. Elena Lopez, and Chalatwan Chattrabhuti (2015). "Four Important Things to Know About the Transition to School". *Harvard Family Research Project*.
- ★ Weiss, H. B., & Lopez, M. E. (2015). Engage families for anywhere, anytime learning. *Phi Delta Kappan*, 96(7), 14-19.

Week 2 (8/31): Theoretical Approaches to Family Engagement: Constructivist

Readings:

- ★ Epstein, J.L. (1995). School/family/community partnerships: caring for the children we share. *Phi Delta Kappan* 76(1), 701-712.
- ★ Epstein, J.L. (2011). "Theory and Overview". *School, Family, and Community Partnerships: Preparing Educators and Improving Schools*. (Pgs. 25-66). ONLINE Access:
http://search.ebscohost.com.ezproxy.lib.utah.edu/login.aspx?direct=true&db=nlebk&AN=421202&site=ehost-live&ebv=EB&ppid=pp_25

Week 3 (9/8): Theoretical Approaches to Family Engagement Social-Cultural Theory

Readings:

- ★ Lopez, Gerardo R., Jay D. Scribner, and Kanya Mahitivanichcha. "Redefining parental involvement: Lessons from high-performing migrant-impacted schools." *American Educational Research Journal* 38.2 (2001): 253-288.
- ★ Souto-Manning & Swick, "Teachers' Beliefs about Parent and Family Involvement: Rethinking our Family Involvement Paradigm"

Note: Begin planning and setting the date for your Family Interview!

Week 4 (9/14): Theoretical Approaches to Family Engagement: Critical Pedagogy

Readings:

- ★ Bigelow, B. (2014). Once Upon a Genocide: Columbus in Children's Literature. In. Au, W. (2014). *Rethinking Multicultural Education: Teaching for Racial and Cultural Justice (2nd ed)*.(pp.65-76). Milwaukee, WI: A Rethinking Schools Publication.
- ★ Yosso, (2006). Ch. 2 "Madres para la educacion". *Critical race counterstories along the Chicana/Chicano educational pipeline*. Routledge.

Note: Complete Family Interview!

Week 5 (9/21): Theoretical Approaches to Family Engagement: Issues of Power and Perceptions of Families

Readings:

- ★ Bower, H. h., & Griffin, D. (2011). Can the Epstein Model of Parental Involvement Work in a High-Minority, High-Poverty Elementary School? A Case Study. *Professional School Counseling*, 15(2), 77-87.
- ★ Ngo, B. (2008). Beyond “Culture Clash” Understandings of Immigrant Experiences. *Theory Into Practice*, 47(1), 4-11.

Week 6 (9/28): Family Engagement: Building Relationships and Trust

Note: Complete Family Engagement Plan Proposal!

Readings:

- ★ McKenna, M. K., & Millen, J. (2013). Look! Listen! Learn! Parent Narratives and Grounded Theory Models of Parent Voice, Presence, and Engagement in K-12 Education. *School Community Journal*, 23(1), 9-48.
- ★ Bryan, J., & Henry, L. (2012). A Model for Building School-Family-Community Partnerships: Principles and Process. *Journal Of Counseling & Development*, 90(4), 408-420.

Week 7 (10/5): Family Involvement vs. Family Engagement

Readings:

- ★ Lopez, G, R. (2001). Redefining Parental Involvement: Lessons from High-performing Migrant-impacted Schools. *American Educational Research Journal* 38(2), 253-288.
- ★ Warren, M,R., and et all. (2009). Beyond the Bake Sale: A Community-Based Relational Approach to Parent Engagement in Schools. *Teachers College Record* 111(9), 2209-2254.

Week 8 (10/12): No class (Fall Break)

Note: Complete Family Interview!

Week 9 (10/19): Family Engagement via Literacy

Readings:

- ★ Villenas, S. (2005). Latina Literacies in Convivencia: Communal Spaces of Teaching and Learning. *Anthropology & Education Quarterly* 36 (3), 273-277.
- ★ Franquiz, M., Salinas, C. (2015). Knowing English is Not Enough! Cultivating Academic Literacies Among High School Newcomers. *The High School Journal* 96(4) 339-357.
- ★ Wessels, S., Herrera, S.G. (2014). Drawing Their Way Into Writing: Culturally and Linguistically Diverse Students Finding Voice Through Mini-Novelas. *TESOL Journal* 5(1), 105-119.

- ★ Franquiz. "Creating Inclusive Learning Communities through English Language Arts: From Chanclas to Canicas"

Week 10 (10/26): Family Engagement via Math and Science

Readings:

- ★ Kayumova, S., Karsli, E., Allexsaht-Snider, M., Buxton, C. (2015). Latina Mothers and Daughters: Ways of Knowing, Being, and Becoming in the Context of Bilingual Family Science Workshops. *Anthropology and Education Quarterly* 46(3), 260-276.
- ★ Jacobbe, T., Ross, D. D., Hensberry, K. K. R. (2012). The effects of a family math night on preservice teachers' perceptions of parental involvement. *Urban Education* 47(6), 1160-1182.
- ★ Xu, J., Coats, L.T., Davidson, M. L. (2012). Making Science Homework Work: The Perspectives of Exemplary African American Science Teachers. *Teachers College Record* 114(7), 2012, p. 1-32.

Week 11 (11/2): LGBTQAA Family Engagement

Readings:

- ★ Epstein, Rachel. "Our kids in the hall: Lesbian families negotiate the public school system." *Journal of the Motherhood Initiative for Research and Community Involvement* 1.2 (1999).
- ★ Ryan, Caitlin. (2010). Engaging Families to Support Lesbian, Gay, Bisexual, and Transgender Youth: The Family Acceptance Project. *Prevention Researcher*, 17(4), 11-13.

Week 12 (11/9): Refugee and Immigrant Family Engagement

Readings:

- ★ Lee, "More than 'Model Minorities' or 'Delinquents': A look at Hmong American High School Students".
- ★ Suarez-Orozco, C., Onaga, M. (2010). Promoting Academic Engagement Among Immigrant Adolescents Through School-Family-Community Collaboration. *Professional School Counseling* 14(1), 15-26.

Week 13 (11/16): Family Engagement in College Readiness

Readings:

- ★ Quinones, S. (2014). Contra la Corriente (Against the Current): The Role of Latino Fathers in Family-School Engagement. *School Community Journal* 24(1), 149-176.
- ★ Alfaro, D., O'Reilly-Diaz, K., Lopez, G.R. (2014). Operationalizing Consejos in the P-20 Educational Pipeline. *Multicultural Education* 21(3/4), 11-16.

Week 14 (11/23): Family Engagement Plan Implementation & Reflection

Week 15 (11/30): Social Justice and Family Engagement

Readings:

- ★ Olivos, E. (2004). Tension, Contradictions, and Resistance: An Activist's Reflection of the Struggles of Latino Parents in the Public School System. *The High School Journal* 87(4), 25-35.
- ★ Cavanagh, Tom, Patricia Vigil, and Estrellita Garcia. "A Story Legitimizing the Voices of Latino/Hispanic Students and their Parents: Creating a Restorative Justice Response to Wrongdoing and Conflict in Schools." *Equity & Excellence in Education* 47.4 (2014): 565-579.
- ★ Alemán Jr, Enrique, Dolores Delgado Bernal, and Eden Cortez. "A Chican@ Pathways Model of Acción: Affirming the Racial, Cultural and Academic Assets of Students, Families, and Communities." *Association of Mexican American Educators Journal* 9.1 (2015).

Week 16 (12/7): ePortfolio/Research Day (Final Week)