

FAMILY-SCHOOL-COMMUNITY PARTNERSHIPS IN HIGH POVERTY SCHOOLS	
EDUC 635	TIME: Distance
Instructor	Tammy Pawloski
Office	RCC 103, 661-1475
Office Hours	Before and after class; other hours TBD
E-mail	tpawloski@fmarion.edu
Prerequisite	EDUC 555 or Permission of the Graduate School of Education
Corequisite	None
LIVE Distance Meetings	January 19, February 16, March 16, April 19, 2021 4:30 – 6:30 PM
Meeting Location	Distance Only
Course Description	
<p>This course and its required field experiences are designed to provide graduate students with a focused study of the nature and results of family, school, and community partnerships in high poverty schools. High impact approaches for organizing and sustaining school-based programs of family and community engagement will be explored. Students will develop and implement goal-oriented family, school, and community partnership programs in the classroom setting.</p>	
Course Objectives and Standards Alignment	
Objectives	
<i>Upon completion of the course the student will be able to:</i>	
Demonstrate an understanding of the diversity in American families.	
Develop an awareness of resources available to families.	
Articulate the benefits of and challenges to educators, parents, and community partners working together to engage all families and the community in productive ways.	
Identify structures and processes that improve the quality of family and community involvement in schools that serve families and children in diverse communities and that contribute to the academic and behavioral success of students.	
Identify the dynamics and effects of district and school leadership in terms of partnerships.	
Develop and implement strategies for obtaining information from school stakeholders about attitudes toward school, family, and community partnerships, current experiences, and expectations for improving family and community involvement.	
Design and implement research-based and goal-oriented plans for engaging all families and the community in productive ways.	
Develop and implement strategies for evaluating the quality and progress of school programs for family and community partnership.	
Demonstrate a commitment to on-going learning, teacher leadership, and advocacy for children of poverty.	
Course Materials	
Required Texts	
<p>Online-accessible materials, only. The most important online resources will be found here: http://nmengaged.com/ http://nnps.jhucos.com/ https://www.fmucenterofexcellence.org/bestpractice/ (Practice #9)</p>	
Other Course Materials	
None	
Content Outline	
<ol style="list-style-type: none"> 1. School Populations and Stakeholders <ol style="list-style-type: none"> a. Impact of Cultural, Social, and Historical Forces on Stakeholders' Attitudes and Perceptions b. Family Structures and their Impact on Partnerships and Strategies 	

- c. Community Resources and their Impact on Partnerships and Strategies

2. Framework and Strategies for Family and Community Partnerships

- a. Parenting
- b. Communicating
- c. Volunteering
- d. Learning at Home
- e. Decision Making
- f. Collaborating with Community

3. Research-based and Goal-directed Partnership Planning

- a. Establishing Goals
- b. Developing and Implementing a Plan
- c. Assessing Results

4. Teachers as Learners, Leaders and Advocates

- a. The Teacher as a Learner
- b. The Teacher as a Leader
- c. The Teacher as an Advocate for Children of Poverty

Methods of Presentation

The format for this course is hybrid by design, including some face-to-face class meetings and asynchronous distance instruction. All instructional modules will be available online through the Blackboard platform and may viewed within a window of time at the convenience of the student.

Course Requirements

Attendance and participation in every face-to-face class is required. There are **NO EXCUSED** absences for face-to-face class meetings. **NOTE:** Final course grades are dropped one letter grade for every class absence. More than two absences will result in withdrawal from class.

Successful completion of all class assignments as outlined in syllabus and on Blackboard.

Course Policies (Attendance, Grading, Professional Behavior)

Professional Behavior

Dispositions are as important as academic work. Graduate students are expected to conduct themselves in a professional manner at all times. The graduate student in education will participate in each class discussion and related activity in a genuine and informed manner to exemplify preparation for class. Students are expected to activity cultivate positive peer and teacher relationships and participate in class appropriately. All students have the right to learn in a respectful environment and the instructor has the right to teach in a respectful environment. Engaging in personal conversations, preparing for other activities, and inattentive behavior distracts other class participants, including the professor, and will not be tolerated. Any failure to demonstrate appropriate professional dispositions mat result in disciplinary actions that comply with FMU School of Education policies that may include withdrawal from the course.

Collaboration

Students are encouraged to take advantage of peers as resources as appropriate throughout the course, and, **when approved in advance by the professor,** students may collaborate on assignments.

Assignment Deadlines and Assessments

Assignments and course responsibilities are outlined in the syllabus and posted in Blackboard. Assignments will be considered unacceptable past the due date, unless approved in advance by the professor, and late assignment grades may be dropped one letter grade for each day late even if a late submission is approved by the professor. **Note: Blackboard access to assignments may be closed after the due date.** Should students have questions about an assignment or its due date, the professor must be contacted WELL IN ADVANCE of the due date for clarification or other assistance.

Grading Scale

The following generic Scoring Rubric should be used for guidance:

SCORE		DESCRIPTORS
OK FOR CREDIT	2	Exceeds Expectations. Completely thorough and thoughtful submission. Well organized throughout; followed all instructions fully. Details are clear and supportive of the topic under investigation. Reflection includes deep analysis, application, and plans for future.
	1	Meets Expectations. Mostly thorough and thoughtful submission. Generally well organized; followed most instructions. Details are mostly clear and supportive of the topic under investigation. Reflection includes basic analysis, application, and plans for future.
MUST RESUBMIT FOR CREDIT	0	Does not meet expectations.

REMEMBER:

– Must score 1 or higher for assignment to count –

(76 total possible; Required to complete course: 39 points AND a minimum score of '1' on ALL assignments

GRADING SCALE:

A = 78 - 69 B+ = 68-62 B = 61-55 C+ = 54-48 C = 47-39 NC= Below 39

SKETCH NOTES CHECK-BRIC

Each item must be present and acceptable in order to earn the minimum acceptable grade of 1 on a sketch notes assignment.

ORGANIZATION	
	Follows format - Left side - Content
	Follows format - Right upper - Application
	Follows format - Right lower - Reflection
DESIGN & DEVELOPMENT	
	Neat, easily read
	Photo submission clear and readable
	Inserts or glue-ins well-constructed
	Color used as a basic creative element throughout
	Emphasizers (highlights, boxes, bold lines or circles) used as basic creative elements
	Minimum of 2 inserts, glue-ins, doodles, sketches, etc. included on a 2-page spread
	Bullet points or numbering used to illuminate key points (avoid narratives!)
CONTENT	
	Content (left side) accurate
	Content (left side) detailed and thorough
	3 high-quality applications (upper right) included
	Reflection (lower right) shows evidence of thought
	Reflection (lower right) relates content to self or personal experiences
	Reflection (lower right) includes 'take-aways' for self

	<i>Due</i>	<i>Score (1 or 2)</i>	<i>Weight</i>	<i>Points Earned</i>
Module 1 – Establishing the Baseline				
Assignment 1.1 – Your Attitudes and Beliefs	1/24		1	
Assignment 1.2 – Speaking Up for Every Child School Level Reflection Rubric	2/1		1	
Assignment 1.3 – School Level Inventory Checklist	2/1		1	
Module 2 – What do we mean by FACE?				
Assignment 2.1 – NNPS Reference	2/1		1	
Assignment 2.2 – Sketch Notes	2/1		1	
Module 3 – Epstein’s Six Types of Engagement				
Assignment 3.1 – Parenting Jot List	2/8		1	
Assignment 3.2 – Communicating Jot List	2/8		1	
Assignment 3.3 – Volunteering Jot List	2/8		1	
Assignment 3.4 – Learning at Home Jot List	2/8		1	
Assignment 3.5 – Decision Making Jot List	2/8		1	
Assignment 3.6 – Collaborating with the Community Jot List	2/8		1	
Assignment 3.7 – Choice Activity for Deeper Study (Choose 1 of the 3 choices)	3/1		2	
Module 4 – Who are my Families and Community Stakeholders?				
Assignment 4 – Demographic Data Worksheet	2/22		2	
Module 5 – Who are Underserved Populations?				
Assignment 5 – Underserved Populations Worksheet	2/28		2	
Module 6 – What do Parents and Community Stakeholders Think?				
Assignment 6.1 – School Staff Survey MUST BEGIN BY 2/15	3/8		2	
Assignment 6.2 – Family and Community Survey MUST BEGIN BY 2/15	3/8		2	
Assignment 6.3 – Family-Friendly School Walkthrough Checklist	3/8		1	
Assignment 6.4 – Data Summary Guide	3/8		1	
Module 7 – Creating a Welcoming School Climate				
Assignment 7 – Plan for Welcoming School Climate	3/15		2	
Module 8 – Partnership Planning with an Academic Goal				
Assignment 8 – Plan for Partnerships around Academic Goal	3/15		2	
Module 9 – Partnership Planning with a Behavior Goal				
Assignment 9 – Plan for Partnerships around Behavior Goal	3/15		2	
Module 10 – Partnership Plan Implementation				
Assignment 10 – Implementation of Partnership Activities (selected from Modules 6, 7, or 8)	4/30		4	
Module 11 – Action Research with Students (NOTE: Requires 6 weeks of implementation)				
Assignment 11 – Action Research with Student – 6 week project-MUST BEGIN BY 3/19!	4/30		4	
Module 12 – I used to think... Final Reflection				
Assignment 12 – “I used to think and now I think” - Final Reflection	4/30		2	

GRADING SCALE:

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LIVE DISTANCE CLASS MEETINGS:

January 19, February 16, March 16, April 19, 2021

4:30 – 6:30 PM

—ATTENDANCE (or substitute assignment) IS REQUIRED TO PASS COURSE---

Modules 1 & 2

Module 1 will give you the opportunity to:

1. Record your attitudes and beliefs about family, school, and community partnerships before the course of study begins (Assignment 1.1)
2. Complete ***Speaking Up for Every Child School Level Reflection Rubric*** (Assignment 1.2)
3. Complete ***School-Level Inventory Starting Points Checklist*** (Assignment 1.3)

Module 2 is the deep study module. You will be asked to:

1. View a 72- minute video and study a number of online resources that will serve as your 'textbook' throughout the course. No sketch notes are required.
2. Complete a mind map on the six types of partnerships (Assignment 2.1), and
3. Complete Sketch Notes (Assignment 2.2) on **FACE**, in general.

**Highlighted assignments require school or other human resources; all others may be done 'on your own.'*

Module 1: Establishing the Baseline

Family and Community Engagement (FACE) in my world.

Educators often carry a variety of attitudes and beliefs about the rights, roles, and responsibilities of family and community stakeholders. Similarly, schools and districts have policies, procedures, and activities that reflect their level of commitment to engaging those family and community stakeholders as partners in the educational process. This module will provide an opportunity to explore your personal perspectives and real life experiences at the beginning of this course and before any study occurs. Use the prompts below to guide your study and reflection. There are no right or wrong answers!

Assignment 1: Record your personal attitudes and beliefs.

What roles do family members and/or the community play in your classroom or school?

How important is FACE to the work you do? Why or why not?

How much do you already know about FACE and current research and strategies? Explain.

What was the most effective FACE activity in your class/school last year? Why?

What was the least effective FACE activity in your class/school last year? Why?

Assignment 1.2: Speaking Up for Every Child School Level Reflection Rubric

The *Speaking Up for Every Child School Level Reflection Rubric* is designed to allow one to think about how schools speak up for every student at the school level. Download the rubric and use it to guide your thinking about your school, marking your informal assessment of your school as you begin this study.

Rubric:

<http://nmengaged.com/wp-content/uploads/2017/05/Speaking-Up-for-every-Child-Rubric-Toolkit-2017.pdf>

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Assignment 1.3: School-Level Inventory Starting Points Checklist

The *School-Level Inventory* may be used to assess school-wide progress in strengthening partnerships between school personnel and the school's families and community members. Download the document and use it as another tool for thinking about how your school is doing. You do not need to share this now with others—just use it, yourself, to think where your school stands. Link: <http://nmengaged.com/step-2/> Scroll down to see this:



SCHOOL-LEVEL STARTING POINTS INVENTORY: FAMILY, SCHOOL, AND COMMUNITY PARTNERSHIPS

Meet with your Action Team to complete the *School-Level Starting Points Inventory: Family, School, and Community Partnerships* to begin to assess strengths and needs around family-school partnerships within your school community.



[\(Download WORD\)](#)



[\(Download PDF\)](#)

Module 2: What do we mean by Family and Community Engagement (FACE)?

Research-Based Foundation for Family and Community Engagement

A number of projects are in place around the country that focus on research and practice as it relates to family and community engagement. In this module you will have the opportunity to explore some of their websites with an eye to services and resources available. You will use these sites throughout the course to inform the work you will plan and implement in your own school or classroom.

Key Family and Community Engagement Study Resources

IMPORTANT: View one of these videos before any further study. It will form the framework for the entire course:

- I have prepared my one-and-only narrated PowerPoint presentation for this course and it is available at this link: <https://youtu.be/GK3xJYMYRmM> This presentation will provide an overview of the content (first), followed by a walk-through of each module and assignment. I hope you will find it helpful and that you will refer to it often throughout the course as you have questions about assignments.
- Video Dr. Joyce Epstein bij CPS AVS National Congres Ouderbetrokkenheid 2012 (this one shows her slides) <https://www.youtube.com/watch?v=SZ0vdvxfXU>
- Dr. Joyce Epstein, NPC & EPA conference 2013 <https://www.youtube.com/watch?v=8NjvqaUg7l4>
Refer to the TYPES OF PARTNERSHIPS PPT that was emailed to you as a non-narrated resource to accompany this presentation.
- Joyce L. Epstein – Center Stage Live video (no slide visuals) <http://www.centerstagelive.com/index.php/speaker/joyce-l-epstein>
Refer to the TYPES OF PARTNERSHIPS PPT that is attached in Blackboard to accompany this presentation.

Take some time to carefully study these two websites which will serve as your primary textbook for this course:

- National Network of Partnership Schools, Johns Hopkins University**
<http://nnps.jhucsos.com/> or <http://www.partnershipschools.org>
This project is directed by Dr. Joyce Epstein, a leading researcher in the area of family and community engagement. **We will use this model to guide each module in this course, so do spend some extra time looking at the resources available**

on this site. You will be asked to revisit this site over and over throughout the semester. I have also included a brief PowerPoint presentation to introduce the important areas of the website.

☐ **Working Together: School, Family, and Community Partnership New Mexico Toolkit**

<http://nmengaged.com/>

This Toolkit is rich in resources designed to strengthen connections between schools, families, and communities as they work together in partnerships to support student success across all grade levels. It is most effective when used with integrated groups of educators, school staff, families, and community members.

Other resource materials you may want to explore:

Other Website Resources

☐ **Harvard Family Research Project**

<http://www.hfrp.org/>

This multifaceted project includes an arm that focuses on FACE. Click on the Family Involvement tab to link to research, strategies, and especially outstanding webinars that are excellent resources for teachers and schools seeking research-based methods for improving connections with families.

☐ **Turnaround Principle #8 - Family & Community Engagement**

<http://www.doe.in.gov/outreach/turnaround-principles/turnaround-principle-8-family-community-engagement>

The Indiana Department of Education has developed an extensive collection family and community engagement resource materials that are all housed on their website. Take some time to explore!

☐ **The Center for Parent Information and Resources**

Find links to resources and products related to children with disabilities, NICHCY Legacy resources, as well as links to every state's Parent Center.

☐ **National PTA**

National organization site provides news and events, advocacy information, tool kits, and guidance for parents and teachers.

☐ **Flamboyant Foundation — Family Engagement Rubric**

A rubric that provides educators a vision for family engagement, helps teachers effectively plan, assists with teacher professional development and teacher reflection and self-assessment

☐ **School Community Network — Family Engagement Tool**

PDF booklet for a school team with a 2-year plan based on assessed needs and effect practice, with rich library of resources.

Other Print Resources

- ~~[National Standards for Family-School Partnerships](#)~~
- The Power of Parents: Research underscores the impact of parent involvement in schools
<http://edsources.org/wp-content/publications/Power-of-Parents-Feb-2014.pdf>
- Epstein's Framework of Six Types of Involvement
<https://www.sps186.org/downloads/table/13040/6TypesJ.Epstein.pdf>
- Partnering with Families and Communities
http://www.ascd.org/ASCD/pdf/journals/ed_lead/el200405_epstein.pdf
- San Diego State University – Parent Involvement
<http://go.sdsu.edu/education/parent/involve.aspx>
- **Classic Article: A Comprehensive Framework
http://www.corwin.com/sites/default/files/upm-binaries/6799_epstein_ch_1.pdf
- The Power of Family School Community Partnerships: A Training Resource Manual
http://www2.nea.org/mediafiles/pdf/FSCP_Manual_2012.pdf
- ~~[What Research Says About Family School Community Partnerships](#)~~
http://www.ndpc-sd.org/documents/2012ITS/family_school_community_partnerships.pdf
- Epstein's Six Types of Parent Involvement
<http://www.livestrong.com/article/78816-epsteins-six-types-parent-involvement/>
- School Leadership: How to Team with Families
<http://www.middleweb.com/30066/school-leadership-how-to-team-with-families/>
- New Mexico Parent Information and Resource Center (uses NNPS model)
http://parentsreachingout.org/cd/pdfs_es/fclearning.pdf
- Center for Public Education Back to school: How parent involvement affects student achievement (full report)
http://www.centerforpubliceducation.org/Main_Menu/Public_education/Parent_Involvement/Parent_Involvement.html
- [*Family Engagement Framework: A Tool for California School Districts - English*](#)
- [*Family Engagement on Education- Seven Principles for Success National Resource Center of Charter School*](#)
- ~~[Building Blocks – A Down East Partnership for Children Newsletter](#)~~
- ~~[Family Engagement, Diverse Families, and Early Childhood Education Programs: An Integrated Review of the Literature NAEYC Research paper](#)~~

- [Partnering with Families and Communities](#) by Joyce Epstein and Karen Clark Salinas - Educational Leadership Volume 61, No 8

Additional Video Resources

- Dr. Joyce Epstein on schools and families
https://www.youtube.com/watch?v=z1T_5qVy1gU
- Dr. Joyce Epstein, NPC & EPA conference 2013
<https://www.youtube.com/watch?v=8NjvqaUg7l4>
- Dr. Karen Mapp on the Recipe for School Improvement
<http://www.youtube.com/watch?v=PO2dZsshoMg>
- Dr Karen Mapp on Parents as Agents of Change
<http://www.youtube.com/watch?v=AMZqHVDiw7w>
- Dr Karen Mapp on student success
<http://www.youtube.com/watch?v=Y3sZquFe9Ug>
- What really matters
<http://www.debbiepusher.com/video/parent-to-parent/>
- How Do We Build Effective Parent Partnerships in Inclusive Schools?
<http://www.youtube.com/watch?v=g2-sw-v40Gs>
- Parents & Teachers, Working Together, Help Students' Succeed
http://www.youtube.com/watch?v=b_vjtSflhe0
- Principles of teaching - partnership with parents
<http://www.youtube.com/watch?v=FRwMUnCjVrc>
- Family School and community partnerships Bureau Videos of the month
<http://www.familyschool.org.au/index.php/resources/videos-month/>
- Parents assisting with writing activities
<http://www.youtube.com/watch?v=CUaHVFhwjs8>
- Illustrations of effective practice – engaging parents in the education process
https://www.youtube.com/watch?v=YUXJSr_apsM
- Secondary – Parent Engagement
<http://vimeo.com/94936460>
- [Dr. Joyce Epstein on Schools and Families](#)

- ☐ [The ABCs of Parent Involvement](#)
- ☐ [Increasing Parent Engagement through Absent Narratives](#)
- ☐ [SWIFT in 60: Trusting Family Partnerships](#)
- ☐ [SWIFT in 60: Trusting Community Partnerships](#)
- ☐ Building relationships between parents and teachers: Megan Olivia Hall at TEDxBurnsvilleED
<https://www.youtube.com/watch?v=kin2OdchKMQ>

***There are many other resources online—just search “family and community engagement”
and you will find many to explore.***

Assignment 2.1: National Network of Partnership Schools Reference

Complete this NNPS 'ready reference' that you will use to inform your work this semester.

What is meant by family and community engagement (FACE)?

What are the benefits of partnership programs for parents or caregivers?

What are the benefits of partnership programs for teachers?

What are the benefits of partnership programs for students?

Name the three types of focused goals for partnership plans.

1.

2.

3.

Name, define, and give an example of each of the six types of partnerships:

Type 1:

Define

Example

Type 2:	
Define	Example
Type 3:	
Define	Example
Type 4:	
Define	Example
Type 5:	
Define	Example
Type 6:	
Define	Example

Assignment 2.2: Sketch Notes

Complete a **Sketch Notes Entry** to document general take-aways from your study of resources. The purpose of this is to be sure you have included some information in your developing Sketch Notes Journal.

Module 3

Module 3 is a deep dive into each of six types of partnerships. You will complete two types of assignments for this module, but note that the first section has six parts (one for each type), and the second section offers three choices.

In Assignments 3.1 through 3.6, you will be asked to complete a lot list of activities for each of the 6 types of partnerships:

Assignment 3.1 – Parenting

Assignment 3.2 – Communicating

Assignment 3.3 - Volunteering

Assignment 3.4 – Learning at Home

Assignment 3.5 – Decision Making

Assignment 3.6 – Collaborating with the Community

Assignment 3.7: You will be asked to select one activity from the following group of three choices for deeper study:

Choice 1 – Newsletter, Home Visit Plan

Choice 2 – TIPS Homework

Choice 3 – School Improvement Council Meeting

Module 3: Epstein's Six Types of Partnerships

This module will focus on a deeper study of each of Epstein's types of partnerships. The goal for this module is to better understand each type so that authentic and effective goal-directed plans can be developed that include activities from each type. You will complete two assignments for this module, but note that the first assignment has several parts.

In Assignments 3.1 through 3.6, you will be asked to **complete a jot list of activities for each of the 6 types of partnerships:**

Assignment 3.1 - Parenting

Assignment 3.2 – Communicating

Assignment 3.3 - Volunteering

Assignment 3.4 – Learning at Home

Assignment 3.5 – Decision Making

Assignment 3.6 – Collaborating with the Community

Assignment 3.7: You will be asked to **select one activity from the following group of three choices for deeper study:**

Choice 1 – Newsletter, Home Visit Plan

Choice 2 – TIPS Homework

Choice 3 – School Improvement Council Meeting

Type 1: Parenting

Epstein's model for developing partnerships includes a multi-pronged approach that focuses on six types of engagement. Type 1 – Parenting – is grounded by the theory that parents (or caregivers) are students' first and most important teacher. When parenting strategies are in place that are developmentally appropriate, students are more likely to arrive at school ready to learn and continue in school as learners. Many parents do not have opportunities to enroll in child development or parenting courses. They are often busy, stressed, and struggling to make ends meet. Parents report that the pressures of an ever-changing society make it even more difficult for them to parent effectively. In this module, you will have the opportunity to explore the school's role as a support for parents in their important roles.

Key Parent Education Study Resources

Use the following resources to study the school's role in parenting and parent education.

- Parent Education to Strengthen Families and Reduce the Risk of Maltreatment
<https://www.childwelfare.gov/pubs/issue-briefs/parented/>
- The Center for Parenting Education
<http://centerforparentingeducation.org/>
- National Parenting Education Network
<http://npen.org/>
- What is parent Education?
<https://parenteducation.unt.edu/resources/publication-university-north-texas-center-parent-education-partnership-texas-council-fam-2>
- Office of Family Science
<http://parenteducation.unt.edu/>
- PEP: Parent Encouragement Program
<http://pepparent.org/>
- Providing Information and Training to Parents and School Staff
<http://www2.ed.gov/pubs/FamInvolve/local3.html>
- Parent Educational Advocacy Training Center (PEATC)
<http://www.peatc.org/>
- Social and Emotional Learning: Strategies for Parents
<http://www.edutopia.org/social-emotional-learning-parent-resources>
- The Parent Project
<http://www.parentproject.com/index.php/about-us/54-parenting-tip-of-the-month-april-2015>

Assignment 3.1: Parenting Jot List. Use what you have learned to create a list of **at least five Type 1: Parenting** activities or resources that you might use during the school year and share with colleagues.

Activity or Resource	Goal of Activity	Notes

Type 2: Communicating

Epstein's model for developing partnerships includes a multi-pronged approach that focuses on six types of engagement. Type 2 – Communicating – is grounded by the theory that effective communication with parents yields strong and positive partnerships that, in turn, yield increases in student academic and life success. Many parents have not previously enjoyed positive school experiences, either as a student or as a parent. Parents also lead busy and stress-filled lives that create time, transportation, and energy challenges. There are many techniques for communicating with family and community stakeholders, and we know that one size does not fit all. In this module you will have the opportunity to explore a variety of communication strategies, some with which you have wide experience, and others you may never have tried.

Key General Communicating with Parents Study Resources

Use the following resources to study techniques for communicating effectively with family and community stakeholders.

- Study Type 2 activities on the NNPS website at:
<http://nnps.jhucos.com/publications-products/type-2/>
- Working Together Toolkit
<http://www.cesdp.nmhu.edu/toolkit/improving-communication/index.asp>
- Communicating with Parents: Strategies for Teachers
<http://www.adi.org/journal/ss05/Graham-Clay.pdf>
- 20 Tips for Developing Positive Relationships With Parents
<http://www.edutopia.org/blog/20-tips-developing-positive-relationships-parents-elena-aguilar>
- 7 Effective Parent Teacher Communication Tips
<http://www.teachhub.com/parent-teacher-communication-tips>
- 11 Ideas for Better Communication with Parents
<http://www.nea.org/home/59822.htm>
- Effective Communication Between Parents and Teachers
http://theparentacademy.dadeschools.net/pdfs/Effective_Communication.pdf
- Tips for Highly Successful Parent Teacher Communication
<http://teaching.about.com/od/pd/a/Parent-And-Teacher-Communication.htm>
- Teaching Secrets: Communicating With Parents
<http://www.edweek.org/tm/articles/2011/06/21/tillery.html>
- A Teacher's Guide to Communicating with Parents
<https://www.edsurge.com/news/a-teacher-s-guide-to-communicating-with-parents>

- ❑ What a Lesson Plan for Parent Engagement Looks Like
http://blogs.edweek.org/teachers/teaching_ahead/engaging-and-communicating-with-parents-a-teacher-guide/
- ❑ Principals Share Lessons Learned About Communicating With Parents, Others - See more at
http://www.educationworld.com/a_admin/admin/admin511.shtml#sthash.WwV58EVC.dpuf
- ❑ What a Lesson Plan for Parent Engagement Looks Like
http://blogs.edweek.org/teachers/teaching_ahead/engaging-and-communicating-with-parents-a-teacher-guide/
- ❑ Communicating With Parents
<http://www.p21.org/news-events/p21blog/1870-communicating-with-parents>
- ❑ Communicating with Parents - Over 400 of Them!
<https://www.classdojo.com/stories/communicating-with-parents---over-400-of-them/>

Assignment 3.2: Use what you have learned to create a list of **at least five Type 2: Communicating** activities or resources that you might use during the school year and share with colleagues.

Activity or Resource	Goal of Activity	Notes

Specialized Communicating with Parents Study Resources

There are a number of specialized forms of communication that can be effectively used in classrooms and schools. You may already be using some of these, or maybe you have never considered them. Take the time to explore at least two resources in each of three topic areas: Conferences, Newsletters, Home Visits.

Home Visits

Home visits by teachers were popular decades ago, especially for young children, but today more and more teachers and schools are re-examining the value of this commitment of time, emotional energy, and financial resources. Use some of the provided resources to explore this family and community engagement strategy.

- Home Visits & Academic Parent Teacher Teams: A Winning Combination
<http://www.today.com/video/teachers-make-house-calls-see-payoff-in-classroom-52666947535>
- Teachers make house calls, see payoff in classroom
<http://www.today.com/video/teachers-make-house-calls-see-payoff-in-classroom-52666947535>
- Home Visits: Reaching Beyond the Classroom
<http://www.edutopia.org/blog/home-visits-reaching-beyond-classroom-jill-thomas>
- Family Engagement that Works: Parent-Teacher Home Visits
<http://www.edutopia.org/blog/family-engagement-works-parent-teacher-home-visits-anne-obrien>
- There's No Place Like Home Visits with Parents
<http://www.nea.org/home/34090.htm>
- Knock Knock, Teacher's Here: The Power Of Home Visits
<http://www.npr.org/sections/ed/2015/08/26/434358793/knock-knock-teachers-here-the-power-of-home-visits>
- The Positive Effects Of Teacher Home Visits
<http://www.projectappleseed.org/#!teacher-home-visits/c14k>
- Should teachers visit student homes?
https://www.washingtonpost.com/blogs/class-struggle/post/should-teachers-visit-student-homes/2011/08/17/gIQApbzoMJ_blog.html
- Parent/Teacher Home Visits: Creating a Bridge Between Parents and Teachers as Co-Educators
https://www.neafoundation.org/content/assets/2012/03/pthv_full_issue_brief_5.pdf
- Teacher Home Visits: The Importance of Sharing a Meal
<http://www.edweek.org/tm/articles/2014/03/10/kp-kilgore.html>

- Teacher Home Visits
<http://educationnext.org/teacher-homevisits-school-family-partnerships/>
- Home visits forge school, family links
http://www.educationworld.com/a_admin/admin/admin342.shtml
[Parent Teacher Home Visit Project](#)
<https://www.youtube.com/watch?v=qK8J3RKYigY>
- Parents as Teachers is approved model for federal home visiting
<http://www.parentsasteachers.org/resources/federal-home-visiting-program>
- The Parent Teacher Home Visit Project
<http://www.pthvp.org/>

Parent-Teacher-Student Conferences

- When Students Lead Parent-Teacher Conferences
http://www.ascd.org/publications/educational_leadership/apr96/vol53/num07/When_Students_Lead_Parent-Teacher_Conferences.aspx
- Student-Led Conferences: Empowerment and Ownership
<http://www.edutopia.org/practice/student-led-conferences-empowerment-and-ownership>
- Student-led conferences: A growing trend
http://www.educationworld.com/a_admin/admin/admin112.shtml
- Student-Led Conference Faculty Handbook
<http://schools.nyc.gov/NR/ronlyres/74094537-E265-44BE-A841-EBE5C6139714/0/WHEELSStudentLedConferenceHandbook20082009.pdf>
- A Step-by-Step Plan for Student-Led Conferences at the Elementary Level
<https://www.teachingchannel.org/blog/2013/03/20/student-led-conferences/>
- A Guide to Student-Led Conferences
<http://www.edudemic.com/guide-to-student-led-conferences/>
- Parent-Teacher Conference Tip Sheets for Principals, Teachers, and Parents
<http://www.hfrp.org/var/hfrp/storage/fckeditor/File/Parent-Teacher-ConferenceTipSheet-100610.pdf>
- Tips for Parents: Parent-Teacher Conferences
<http://www.colorincolorado.org/article/tips-parents-parent-teacher-conferences>
- New Teacher Survival Guide: The Parent-Teacher Conference

<https://www.teachingchannel.org/videos/parent-teacher-conference-tips>

- ☐ 20 Questions to Ask During a Parent-Teacher Conference
<https://www.care.com/a/20-questions-to-ask-during-a-parent-teacher-conference-1309201640>
- ☐ 5 Resources for Parent-Teacher Conferences
<http://www.edutopia.org/blog/parent-teacher-conference-resources-matt-davis>
- ☐ Parent-Teacher Conferences Preparing for and Conducting Parent-Teacher Conferences
<http://www.nea.org/tools/parent-teacher-conferences.html>
- ☐ Tips for New Teachers Making the Most of Parent-Teacher Conferences
<http://www.ascd.org/ascd-express/vol6/612-wilson.aspx>

Also, search (especially Pinterest):

- parent teacher conference checklist and search images for examples
- parent teacher conference checklist template

Newsletters

- ☐ Effective communication with Classroom Newsletters
<http://www.teachhub.com/effective-communication-classroom-newsletter>
- ☐ 1000+ Ideas about Class Newsletters on Pinterest
<https://www.pinterest.com/explore/class-newsletter/>
- ☐ Pinterest Newsletters
<https://www.pinterest.com/explore/class-newsletter/> (this is a duplicate)
- ☐ Teaching Tip: Newsletters Made Easy
<http://www.scholastic.com/teachers/article/teaching-tip-newsletters-made-easy>
- ☐ Amazing Newsletters
<https://www.amazingclassroom.com/newsletters/>
- ☐ Why No One Reads Your Classroom Newsletter
<http://corkboardconnections.blogspot.com/2015/02/why-no-one-reads-your-newsletter.html>
- ☐ Is Your Parent Newsletter the Best It Can Be?
http://www.educationworld.com/a_admin/admin/admin414_a.shtml
- ☐ How to create in publisher
<https://www.youtube.com/watch?v=k-vhRVtmQdk>

Type 3: Volunteering

Epstein's model for developing partnerships includes a multi-pronged approach that focuses on six types of engagement. Type 3, Volunteering, is the type of engagement usually associated with FACE. It has historically taken the form of bringing cupcakes for parties, chaperoning field trips, serving in booster clubs, or the like. All of these activities are valuable and hold a strong and important place in the school and class community, however Epstein suggests that family and community volunteers can be more broadly leveraged if they are used in a more strategic, goal-based manner. For example, volunteers have typically been defined by their physical presence within the school building. Epstein suggests that the definition of a volunteer should be expanded to include the efforts of those who are unable to volunteer on site during school hours. She identifies a number of ways to include parents in these non-traditional volunteer roles. Another NNPS re-definition includes the identification of audience members as volunteers. Many times family members who attend performances and other events do not consider themselves as volunteers. Publically identifying them in that role, and then later inviting them to participate in volunteer recognition events, can validate their efforts and the important roles they play and lead to increased comfort within school activities and build stronger connections with teachers and school leaders. In this module, you will have the opportunity to explore some ways that volunteer roles can be redefined and enhanced.

Key Volunteering Study Resources

- Parental Involvement in Schools (Excellent data here)
<http://www.childtrends.org/?indicators=parental-involvement-in-schools>
- Involvement Matters: What To Tell Parents
<https://www.ptotoday.com/pto-today-articles/article/399-involvement-matters-what-to-tell-parents>
- 5 Tips for Engaging Parent Volunteers in the Classroom
<http://www.edutopia.org/blog/strategies-for-engaging-parent-volunteers-karen-bantuveris>
- Powerful parents transform schools
<http://www.greatschools.org/gk/articles/powerful-parents-transform-schools/>
- Tips for Welcoming Parent Volunteers Into Your Classroom
http://www.educationworld.com/a_curr/voice/voice094.shtml
- The Busy Mom's Guide to Volunteering in School
<http://www.parenting.com/article/school-volunteering-ideas>
- When Elite Parents Dominate Volunteers, Children Lose
http://parenting.blogs.nytimes.com/2014/01/19/a-balanced-school-needs-a-balance-of-volunteers/?_r=0

- What Are the Benefits of Parent Involvement in Schools?
<http://www.livestrong.com/article/142517-what-are-benefits-parent-involvement-schools/>
- Thinking 'Out of the Box' on Recruiting Parent Volunteers
http://blogs.edweek.org/edweek/k-12_parents_the_public/2010/09/a_few_years_ago_an.html
- 5 reasons you should volunteer at your child's school
<http://www.ocregister.com/articles/child-374635-reasons-volunteer.html>

Assignment 3.3: Use what you have learned to create a list of at least five **Type 3: Volunteering** activities or resources that you might use during the school year and share with colleagues.

Activity or Resource	Goal of Activity	Notes

Type 4: Learning at Home

Epstein's model for developing partnerships includes a multi-pronged approach that focuses on six types of engagement. Type 4 – Learning at home – is focused on continuing formal educational processes outside of school and with the parent or caregiver. Involving families with their children in learning activities at home, including them in homework and other curriculum-related activities can lead to stronger partnerships and greater student success. This is oftentimes a tricky task, however, because homework and school-driven learning activities can sometimes be burdensome or unfamiliar and complicated. In this module, you will have the opportunity to explore strategies for supporting continued learning at home while concurrently enhancing the parent-child bond and parent-school partnerships.

Key Learning at Home Study Resources

Teachers Involve Parents in Schoolwork

Researchers and educators designed, implemented, and tested a partnership process called **Teachers Involve Parents in Schoolwork (TIPS) Interactive Homework**. With TIPS, any teacher can regularly keep more families informed and involved in their children's learning and help more students complete their homework. TIPS Interactive Homework is part of a comprehensive program of school, family, and community partnerships and is an example of a Type 4— Learning at Home activity. Read more: <http://nnps.jhucsos.com/tips/> . Be sure to follow all of the links!

More on Epstein's interactive homework:

<http://www.centerforpubliceducation.org/Main-Menu/Public-education/Parent-Involvement/Example-TIPS-homework-high-school-PDF.pdf>

OLD Epstein article—interesting from historical perspective:

<http://files.eric.ed.gov/fulltext/ED250351.pdf>

Interactive Homework Spurs Parent Involvement, Study Finds

http://blogs.edweek.org/edweek/inside-school-research/2012/12/interactive_homework_parent_involvement.html

How can connecting schools and communities help teachers with lesson planning?

http://www.thirteen.org/edonline/concept2class/familycommunity/demo_sub1.html

Other Resources

Parental Involvement in Homework: A Review of Current Research and Its Implications for Teachers, After School Program Staff, and Parent Leaders

<http://www.hfrp.org/publications-resources/browse-our-publications/parental-involvement-in-homework-a-review-of-current-research-and-its-implications-for-teachers-after-school-program-staff-and-parent-leaders>

~~(comes up Global Family Research Project Archive)~~

- Wisconsin RTI Center
http://www.wisconsinrticenter.org/assets/files/Family%20Engagement%20Module/Activity%207_Handout_TIPS%20Part%201.pdf
- Costs and Benefits of Family Involvement in Homework
http://www.davidsongifted.org/db/Articles_id_10703.aspx
- Training Teachers to Design Interactive Homework
<http://www.vtaide.com/png/ERIC/Interactive-Homework.htm>

Assignment 3.4: Use what you have learned to create a list of at least five Type 4: Learning at Home activities or resources that you might use during the school year and share with colleagues.

Activity or Resource	Goal of Activity	Notes

Type 5: Decision Making

Epstein’s model for developing partnerships includes a multi-pronged approach that focuses on six types of engagement. Type 5 – Decision Making – seeks to engage family and community partners in activities and processes that empower them to assume a school ownership role. This type presents many challenges. Teachers and school leaders sometimes struggle with relinquishing some of the perceived power, and family members often do not view themselves as qualified to be school decision makers. We know, however, that the greater the perceived ownership family and community members have, the more likely they will be involved and invested in the school and her programs. As a result of their parents’ and community members’ emotional investments, students are more likely to be successful. In South Carolina, the School Improvement Council is the most common platform from which parents serve as decision makers. In this module, you will have the opportunity to explore strategies for engaging family and community partners in authentic and empowering decision-making roles.

Key Decision Making Study Resources

- South Carolina School Improvement Council
<https://sic.sc.gov/>

Assignment 3.5: Use what you have learned to create a list of at least five **Type 5, Decision Making** activities or resources that you might use during the school year and share with colleagues.

Activity or Resource	Goal of Activity	Notes

Type 6 – Collaborating with the Community

Epstein’s model for developing partnerships includes a multi-pronged approach that focuses on six types of engagement. Type 6 – Collaborating with the Community – seeks to leverage community partners in ways that advance the school’s agenda and, in turn, student success. There are many and varied challenges associated with these types of activities, including those related to geography, economics, social and cultural history, and norms. The benefits, however, of high quality, authentic community partnerships are well-documented. In this module, you will have the opportunity to explore ways to engage community businesses and industries, government, faith-based, and social groups as authentic partners.

Key Collaborating with the Community Study Resources

- Family-School-Community Partnerships 2.0 Collaborative Strategies to Advance Student Learning
http://www.nea.org/assets/docs/Family_School_Community_Partnerships_2.0.pdf
- Building Community Partnerships: Resource Roundup
<http://www.edutopia.org/article/community-business-partnerships-resources>
- School-Community Partnerships: A Guide
<http://smhp.psych.ucla.edu/pdfdocs/guides/schoolcomm.pdf>
- School-Community Learning Partnerships: Essential to Expanded Learning Success
<http://expandinglearning.org/expandingminds/article/school-community-learning-partnerships-essential-expanded-learning-success>
- The Power of Family School Community Partnerships A Training Resource Manual
http://www2.nea.org/mediafiles/pdf/FSCP_Manual_2012.pdf
- OHIO COMMUNITY COLLABORATION MODEL FOR SCHOOL IMPROVEMENT
<https://education.ohio.gov/getattachment/Topics/Other-Resources/Family-and-Community-Engagement/Models-for-Family-and-Community-Engagement/Community-Partnerships.pdf.aspx>
- Benefits of School/Community Partnerships:
http://durangoschools.org/sites/default/files/documents/communitypartnerships/partnership_benefits.pdf

Assignment 3.6: Use what you have learned to create a list of **at least five Type 6, Collaborating with the Community** activities or resources that you might use during the school year and share with colleagues.

Activity or Resource	Goal of Activity	Notes

Assignment 3.7: Choice Activity Deeper Study. You have had the opportunity to explore each of the six types of partnerships. While all six types are research-based and very important, in this activity you are **required to plan for only one of the three choices below.** **Again---plan only---you do not have to implement.** Select one activity from the following three choices for deeper study:

Choice 1: Choose one Type 2: Communicating strategy to further develop.

You may develop a formal plan or template for conducting parent-student-teacher conferences, you may create a plan or template for a regular newsletter, you may create a specific plan for home visiting, or you may have another idea (but please get that approved in advance). While you are NOT required to implement this strategic plan, do think in terms of both using this strategy and sharing it as a best practice with colleagues. Conclude by completing the final prompt for reflection.

Planned Activity	
What is the research base for this activity? (Why is this a worthwhile <u>communication strategy</u> for your students/families?)	
What is the goal for you and your activity? Why did you specifically select this communication strategy as a focus for your work?	
Outline for implementation (<i>What steps will you follow for implementing this activity? Include details within a <u>template you develop</u> and attach, a <u>list of specific action steps</u> one might follow to implement, or a narrative description).</i>	
Evaluation Plan (<i>While you are not required to implement this plan, it is important to think about how you would collect data that will enable you to know if this communication strategy accomplishes your goal. Again, some detail is needed here, and that detail may be presented in any format you deem appropriate—actual evaluation tool you develop, narrative descriptions, or other representations.</i>)	

Choice 2: Use what you have learned to create a **TIPS-style homework assignment**.

While you do not have to implement this homework assignment, do develop something that you might use during the school year and share with colleagues. You may use one of the NNPS blank templates linked below or create a new parent-child homework format (that still includes the NNPS elements) that works best for your needs. Conclude by completing the final prompt for reflection.

- Science Template:
<http://nnps.jhucsos.com/wp-content/uploads/2014/04/TIPStemplate-science.pdf>
- ELA and other subjects Template
<http://nnps.jhucsos.com/wp-content/uploads/2014/04/TIPStemplate-language-arts.pdf>
- Math Template:
<http://nnps.jhucsos.com/wp-content/uploads/2014/04/TIPStemplate-elementary-math.pdf>
<http://nnps.jhucsos.com/wp-content/uploads/2014/04/TIPStemplate-middle-math.pdf>

Choice 3: Attend and reflect on a School Improvement Council meeting or similar family-school-community partnership activity.

Use the Self-Assessment Profile linked below to guide your **study of SIC at your school**. Conclude by completing the final prompts for reflection.

- School Improvement Council Self Assessment Profile
<https://sic.sc.gov/sites/default/files/Documents/SICs%20%26%20SIC%20Leaders/SIC%20Self-Assessment%20Profile.pdf>

REQUIRED Reflection:

How important, currently, is your SIC to the work you do? Explain.
How important could your SIC be to the work you do? Explain.
What recommendations would you make for continuing the work of your SIC?

Modules 4, 5, & 6

Now is the time to begin thinking very specifically about your school, class, students, and families.

You will collect demographic data in **Module 4** (Assignment 4).

You will consider under-served populations in **Module 5** (Assignment 5).

****You will survey (Assignment 6.1) school staff in **Module 6** to gauge their thinking about family-school-community partnerships.**

****You will survey (Assignment 6.2) families in **Module 6** to gauge their thinking about family-school-community partnerships.**

You will complete a Family Friendly School Checklist (Assignment 6.3) in **Module 6** to think about your school in a formal way.

You will complete a Data Summary (Assignment 6.4) in **Module 6** to analyze data from both surveys.

**Highlighted assignments require school or other human resources; all others may be done 'on your own.'*

Module 4: Who are my families and my community stakeholders?

Understanding our families and communities can enable us to better serve their needs. In this module you will have the opportunity to explore the demographics of your families and community. Using the recommended resources or others you find appropriate, collect data about your students, their families, and the communities in which they live and record that information on the template provided.

Study Resources

US Census website (Easy to find by searching 'SAIPE')

<http://www.census.gov/did/www/saipe/>

This website will enable you to identify specific demographic data about your state, your county, and your school district.

Kids Count Data Book (Annie E. Casey Foundation)

<https://scchildren.org/resources/kids-count-south-carolina/>

This resource will enable you to identify specific demographic data about your state and your county.

South Carolina School Report Card

<https://ed.sc.gov/data/report-cards/sc-school-report-card/>

This resource will enable you to collect specific district- and school-level data.

Assignment 4: Demographic Data Worksheet

Understanding the demographics of the populations we serve can help to inform the strategies we plan. Use the resources, above, to complete the data worksheets below.

		US	SC	District	School	Implications
	Median Income					
Poverty	All ages - number					
	All ages - percent					
	Under 5 - number					
	Under 5 - percent					
	Ages 5-17 - number					
	Ages 5-17 - percent					
	District Index					
	School Index					
Low Income	Number					
	Percent					
Kids Count Indicators <i>(Select and report on a minimum of 5)</i>						

Other district and school data can be helpful for planning for the needs of students and their families. Record the following information about your district and school:

	District		School		Implications
	#	%	#	%	
Distribution by race/ethnicity					
Second language learners					
Migrant students					
<i>Others?</i>					

What are the implications of these data points for your practice, specifically in terms of FACE?

--

Do you find it more helpful to know numbers or percentages in each category? Why or why not?

--

Final thoughts?

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Module 5: Welcoming ALL families – How are we doing?

It is sometimes difficult to reach out effectively to under-represented groups and to push aside barriers to their authentic engagement. This module is designed to give you the opportunity to think about who might typically be under-represented in schools and to focus specifically on those populations and the work you are doing in support of them in your school.

Read and study the New Mexico document, “Ideas for Engaging Underrepresented Groups: Key Strategies for Working with Specific Groups” <http://nmengaged.com/wp-content/uploads/2017/05/Ideas-for-Engaging-Under-Represented-Groups-Toolkit-2017-a.pdf>

Assignment 5. Underserved Populations. Use this worksheet adapted from the from National PTA Diversity and Inclusion Toolkit as a guide in reviewing and planning for culturally and linguistically responsive practices in your school community. First, describe your community in each of the six areas, then reflect on each area in terms of gaps, roadblocks, skills and talents, and possible actions. There may be some duplication---that is fine.

Families Represented in the School Community <i>Describe your community and consider:</i>	Identified Gaps in Family Representation	Roadblocks to Family Engagement	Skills, Talents, and other Assets That Could Benefit School Community	What School Staff Can Do to Engage Diverse Families
Race/Ethnicities				
Preferred Languages				
Age Ranges				
Family Structures				
Economic Makeup				
Education Backgrounds				

Adapted from: National PTA Diversity and Inclusion Toolkit,2016. <http://www.pta.org/diversity>

Module 6: What do school staff and parents and community stakeholders think?

Many times schools and districts take actions in support of **FACE** without including stakeholders in the process. This module is designed to give you the opportunity to better understand the attitudes, beliefs, and needs of those involved in the process and those for whom we provide services. Use a survey below or create one of your own that will enable you to collect important data. While a larger sample generally yields the most reliable data, you may survey your entire school or only your class or team. You may partner with others in your school or district, if you wish. No specific data template is provided because data will vary based on the survey questions you choose to include, however you will report your results, including data analysis and implications for practice.

Assignment 6.1. Conduct a survey about FACE at your school with teachers and school leaders. You may use one of the links below for guidance, another survey you identify that is appropriate for your school and your goals, or you may create a new one of your own. Analyze data, and report and reflect using the prompts below. *(You may use a paper-pencil version, or create an online survey that you distribute by email (like Survey Monkey) and which automatically analyzes the data.)*

Study Resources and sample surveys

- <http://nmengaged.com/step-2/>
- <http://www.cesdp.nmhu.edu/toolkit/index.asp>
- http://www.ipsd.org/uploads/PDAC/Family_Friendly_Strategies_Checklist.pdf
- <http://www.idra.org/images/stories/survey.pdf>
- <http://www.idra.org/images/stories/survey.pdf> (duplicates of bullet # 4)
- <http://www.doe.in.gov/sites/default/files/turnaround-principles/turnaround-principles-rubric-tp-8.pdf>
- <https://www.surveymonkey.com/r/2PTYG2X>
- <https://www.panoramaed.com/family-school-relationships-survey>
- <http://www.doe.in.gov/sites/default/files/turnaround-principles/turnaround-principles-rubric-tp-8.pdf>
- <http://nmengaged.com/step-2/#1492474846298-5f2b986b-0a80>
- <http://nmengaged.com/step-3/>
- <http://www.cesdp.nmhu.edu/toolkit/docs/pdfs/improving-communication/A%20Family%20Friendly%20Schools%20Walkthrough%20Checklist%202014.pdf>
- http://www.ipsd.org/uploads/PDAC/Family_Friendly_Strategies_Checklist.pdf
- <http://www.idra.org/images/stories/survey.pdf> (duplicates of bullet #4)
- <http://www.idra.org/images/stories/survey.pdf>
- <http://www.doe.in.gov/sites/default/files/turnaround-principles/turnaround-principles-rubric-tp-8.pdf> (duplicate of bullet #6)
- <https://www.surveymonkey.com/r/2PTYG2X>
- <https://www.panoramaed.com/family-school-relationships-survey> (duplicate of bullet #8)
- <http://www.doe.in.gov/sites/default/files/turnaround-principles/turnaround-principles-rubric-tp-8.pdf> (duplicate of 6,9,16)

Assignment 6.1: School Survey

Use the prompts below to record the results of this activity. Attach your survey, including raw data to help tell the story.

What was the goal of your survey? What did you want to learn?

Who responded to your survey? *(you'll need some identifying data points for this, like grade level, years teaching, gender, race, response percentage, etc.---any you choose or think are important to the goal of your study. Add additional lines as needed.)*

Complete the chart below:

Survey Data Point	Implications for Practice

Reflection:

What do you take-away from these survey results, based on your identified goal (above)?

What have you learned that you might share with your school leaders or fellow teachers?

- **Assignment 6.2:** Conduct a survey about FACE with family and community stakeholders. You may use one of the links above, another survey you identify that is appropriate for your school, or you may create a new one of your own. Survey parents, especially, and include community stakeholders, if you wish. Analyze data, and report and reflect using the prompts below. You may use one of these surveys or one of your own design to solicit information from your stakeholder groups. Look at the surveys located on the New Mexico site (6 separate surveys—one for each type) either in whole or part. They are parent friendly and focused on the six types of partnerships, so they will be easy to align with the course format (click on each of the six tabs across the top at this site: <http://nmengaged.com/step-2/#1492474846298-5f2b986b-0a80> or here: <http://nmengaged.com/step-2/> Use the prompts below to record the results of this activity:

Assignment 6.2: Parents and Community Stakeholders Survey

Use the prompts below to record the results of this activity. Attach your survey, including raw data to help tell the story.

What was the goal of your survey? What did you want to learn?

Who responded to your survey? *(you'll need some identifying data points for this, like family demographics, gender, race, response percentage, etc.--- any you choose or think are important to the goal of your study. Add additional lines as needed.)*

Survey Data Point <i>(key topics in your survey)</i>	Implications for Practice

What do you take-away from this survey, based on your identified goal?

What have you learned that you might share with your school leaders or fellow teachers?

Assignment 6.3. Complete A Family-Friendly School Walkthrough Checklist.

This checklist is designed to allow schools to assess their “family friendly” practices. This tool gives school leaders the opportunity to evaluate how inviting and “customer friendly” their school is to families and the community. It can also help to point out various areas that may have been previously overlooked and can be easily addressed.

Download the checklist and use it to guide your thinking about your school. While you may invite others to complete the study along with you and as recommended in the instructions, it is not required for this assignment.

A Family-Friendly School Walkthrough Checklist link:

<http://nmengaged.com/wp-content/uploads/2017/05/Family-Friendly-Schools-Walkthrough-Checklist-English-Toolkit-2017-1.pdf>

Assignment 6.4: Analyze your survey data using this adapted New Mexico Data Summary Guide.

Assignment 6.4: Data Summary Guide

Use this guide to help you to organize and to ask some probing questions about your data.

Spend some time looking at the trends across your survey data and summarize it here to select one or two areas to focus on in your next activity. These rubrics found at this site will not align perfectly, but are an excellent resource to help with analyses: <http://nmengaged.com/step-3/>

Assessment Tool	What immediately jumps out to you in the responses?	What are some strengths of your school community?	What data points indicate areas of greatest need?	Which of the six areas are you considering from this data? (Check all that apply)
Family Survey				Parenting Communicating Volunteering Learning at Home Decision Making Collaborating w/ Community
Staff Survey				Parenting Communicating Volunteering Learning at Home Decision Making Collaborating w/ Community
Family, School, and Community Partnerships Inventory				Parenting Communicating Volunteering Learning at Home Decision Making Collaborating w/ Community

Putting It All Together

Based on your Data Collection points (Student Survey, Family Survey, Staff Survey, and the Inventory), what are the areas that stand out to you that the team would like to work on? **Select one or two areas only** Explain Why.

Key Area	Why

Modules 7, 8, & 9

You will take what you have learned about the different types of partnership activities and use that information to craft three goal-based partnership plans:

Welcoming School Climate (Assignment 7)
Academic Goal (Assignment 8)
Behavior Goal (Assignment 9).

NOTE: Next, you will actually implement **a portion of one** of the three plans you develop in Module 10 (Assignment 10).

**Highlighted assignments require school or other human resources; all others may be done 'on your own.'*

Module 7: Creating a Welcoming School Climate Planning

Epstein's model for developing partnerships includes a focus, in part, on developing a welcoming school climate. In this module, you will have the opportunity to consider the importance of school climate and then to create a plan for the same in your school. (Note that later in this course you will be required to implement a portion of one of the plans you develop in Modules 7, 8, and 9.)

Key Welcoming School Climate Study Resources

Read and study from this list of resources, your own resources, or those available within the searchable database available on the Center website. Use them to develop a plan designed to advance an identified goal for behavior. Use them to develop a plan for creating a welcoming school climate.

- **Stanton Network School Welcoming Walkthrough Report Summary and Recommendations of Welcoming Walkthrough, Parent Surveys and Teacher Surveys
http://www.norwichpublicschools.org/uploaded/documents/_sta/sgc/welcoming-walkthrough-report-sta-040114.pdf
- Measuring School Climate: A Toolkit for Districts and Schools
<http://www.coloradoedinitiative.org/wp-content/uploads/2014/08/Measuring-School-Climate-Toolkit.pdf>
- All In: Using Advisory to Transform School Climate
<http://www.coloradoedinitiative.org/resources/all-in-using-advisory-to-transform-school-climate/>
- Does Your School's Atmosphere Shout "Welcome"?
http://www.educationworld.com/a_admin/admin/admin424.shtml
- Safe and Welcoming Schools
<https://coe.uga.edu/outreach/programs/safe-welcoming-schools>
- School Climate
<http://character.org/key-topics/school-climate/>
- The National School Climate Center (NSCC) School Climate Improvement Road Map
<http://www.schoolclimate.org/climate/roadmap.php>
- School Climate District Guide
<http://www.schoolclimate.org/climate/districtguide.php>
- Cultivating Caring Learning Communities Toolkit
<http://www.schoolclimate.org/educators/documents/CultivatingCaringLearningCommunities.pdf>

- A Resource and Promising Practices Guide for School Administrators & Faculty SECTION I: SCHOOL CLIMATE AND CULTURE
<http://www.p12.nysed.gov/dignityact/rgsection1.html>
- ENGAGE! In Welcoming All Families
<http://onevoice.pta.org/?p=3312>
- School Climate – Edutopia
<http://www.edutopia.org/topic/school-climate>
- A Feelings Walking Tour: Surveying Your School Culture and Climate
<http://www.edutopia.org/blog/feelings-walking-tour-surveying-school-climate-maurice-elias>
- PROMOTING A POSITIVE SCHOOL CLIMATE: A Resource for Schools
<http://www.edu.gov.on.ca/eng/parents/ResourceDocEng.pdf>
- Sample Best Practices for Parent Involvement in Schools
<http://education.ohio.gov/Topics/Other-Resources/Family-and-Community-Engagement/Getting-Parents-Involved/Sample-Best-Practices-for-Parent-Involvement-in-Sc>
- National School Climate Standards - National School Climate Center
<http://www.schoolclimate.org/climate/documents/school-climate-standards-csee.pdf>

Assignment 7: Use what you have learned to create a partnership plan that focuses on developing a welcoming school climate. You must list (include enough of a description for me to clearly understand your intent for the activity) a **minimum of ten activities across a minimum of five of the six types.**

Goal: Create a welcoming school climate.
Type 1: Parenting
Type 2: Communicating

Type 3: Volunteering

Type 4: Learning at Home

Type 5: Decision Making

Type 6: Collaborating with the Community

Module 8: Partnership Planning with an Academic Goal

Epstein’s model for developing partnerships includes a focus, in part, on increasing students’ academic success. In this module, you will have the opportunity to identify an academic goal and then to create a plan for the same in your school. Your academic goal should generally relate to academic content—for example “increase math MAP scores by X%” or “increase the pass percentage on US History EOC by X%.” (Note that later in this course you will be required to implement a portion of one of the plans you develop in Modules 7, 8, and 9.)

Assignment 8: Use what you have learned to create a partnership plan that focuses on your defined academic goal. You must list (include enough of a description for me to clearly understand the activity) **a minimum of ten activities across a minimum of five of the six types.**

Academic Goal: (define your academic goal clearly here)	
Type 1: Parenting	
Type 2: Communicating	
Type 3: Volunteering	
Type 4: Learning at Home	
Type 5: Decision Making	

Type 6: Collaborating with the Community

Module 9: Partnership Planning with a Behavior Goal

Epstein’s model for developing partnerships includes a focus, in part, on increasing students’ socio-emotional success, specifically by using partnerships to address behavior-related goals. In this module, you will have the opportunity to identify a behavior goal and then to create a plan for the same in your school. Your behavior goal should generally relate to a student behavior that is associated with school and life success—for example “increase student attendance by X%” or “reduce behavior referrals during the morning hours by X%.” *(Note that later in this course you will be required to implement a portion of one of the plans you develop in Modules 7, 8, and 9.)*

Study Resources

Read and study from your own resources or those available within the searchable database available on the Center website. Use them to develop a plan designed to advance an identified goal for behavior.

Assignment 9: Use what you have learned to create a partnership plan that focuses on your defined behavior goal. You must list (include enough of a description for me to clearly understand the activity) **a minimum of ten activities across a minimum of five of the six types.**

Behavior Goal: (define your behavior goal clearly here)	
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Type 1: Parenting

Type 2: Communicating

Type 3: Volunteering

Type 4: Learning at Home

Type 5: Decision Making

Type 6: Collaborating with the Community

Module 10: Partnership Plan Implementation

In Modules 7, 8, and 9, you developed a variety of partnership activities that were, together, focused on accomplishing a specific goal (welcoming school climate goal, academic goal, and behavior goal). **This module requires you to implement portions of one of the three plans and to reflect on that plan and the outcomes.**

Assignment 10: Select one of the three plans you developed in Modules 7, 8, or 9 and **implement a minimum of 5 activities across at least four different types.** Use the template below to report and reflect on your Partnership Plan Implementation. Though not required, I would welcome the opportunity to see photos of your activities. Remember that “Outputs” refers to the things you do, or even things that the partners do, while “Outcomes” refers to what happened that is directly related to your goal. For example your goal might be to ‘reduce absenteeism.’ An output might be to give students alarm clocks, while an outcome might be that late arrivals were reduced by x%.

Goal: (define your project goal clearly here)		
Type 1: Parenting		
Activity (Outputs)	Goal-focused Outcomes	
Type 2: Communicating		
Activity (Outputs)	Goal-focused Outcomes	
Type 3: Volunteering		
Activity (Outputs)	Goal-focused Outcomes	
Type 4: Learning at Home		
Activity (Outputs)	Goal-focused Outcomes	

Type 5: Decision Making	
Activity (Outputs)	Goal-focused Outcomes
Type 6: Collaborating with the Community	
Activity (Outputs)	Goal-focused Outcomes
Reflection <i>(What are your take-aways from this project? Discuss changes you noted in students and teachers. Discuss changes you noted in parent or community partners.)</i>	

Module 11

You will take what you have learned about the different types of partnership activities and apply that information in an effort to engage the family partners of a specific student (Assignment 11) who might not already be positively connected with the school.

**Requires school or human resources.

Module 11: Action Research

This module will provide the opportunity for you to document and reflect on **the engagement of one student's family partners across a six week period**. The objectives of this activity are to:

- identify a student who may especially benefit from enhanced family-school partnerships
- implement strategies to cultivate stronger relationships with their family partners
- record on-going patterns of engagement over a six week period
- reflect on the process and its outcomes

Assignment 11: Identify a student who will be your subjects for this study. You may select any student for this project. You may select a student who may be struggling or you may select a student who is not achieving at desired levels of academic and/or behavioral success. You may identify a subject for your study based on your existing (or non-existent) relationship with their parents or caregivers. Work to cultivate a relationship with family partners. Collect data over a six week period. Reflect on your study.

Student	
Why selected:	
Define and describe the desired outcome (goal) for student as a result of enhanced family-school partnership	
Before the study begins:	
Describe student, pre-treatment	
Describe status of family-school partnership, pre-treatment	
List possible strategies (outputs) you may use to accomplish your goal:	

Week 1	
Outputs (teacher actions)	Outcomes (parent responses)
	Outcomes (student responses)
Week 2	
Outputs (teacher actions)	Outcomes (parent responses)
	Outcomes (student responses)
Week 3	
Outputs (teacher actions)	Outcomes (parent responses)
	Outcomes (student responses)
Week 4	
Outputs (teacher actions)	Outcomes (parent responses)
	Outcomes (student responses)

Week 5	
Outputs (teacher actions)	Outcomes (parent responses)
	Outcomes (student responses)
Week 6:	
Outputs (teacher actions)	Outcomes (parent responses)
	Outcomes (student responses)
Reflection – After the study ends	
Changes in teacher?	
Changes in parent?	
Changes in student?	
Goal met? Why or why not?	
Next steps?	

Module 12

You will document your shifts in thinking (Assignment 12) that have occurred, in part, as a result of your study in this course.

Module 12: I used to think.... And now I think...

Assignment 12: Take some time to think about the shifts in your beliefs that have occurred, at least in part, as a result of this study. Record them in the template below.

I used to think...	And now I think...