United Tribes Technical College

EDU 338 Family and School Collaborations Syllabus
EDU 338 A Spring 2018

Instructor and Class Information

Instructor Name	Brenda Rhone
Email	brhone@uttc.edu
Phone	701-221-1788
Mobile	701-220-9276
Office Location	Education Building Room 122
Office Hours	Monday & Wednesday - 9:00-11:00
	or By Appointment

Section Number	A
Start Date	1/9/2018
End Date	5/4/2018
Meeting Times	11:00 -11:50 Tuesday & Thursday
Location	Education Building B02

Course Information

Course Number	EDU 338
Course Title	Family and School Collaborations

Course Description

This course provides an opportunity for teacher candidates to reflect not only on present issues in schools, but the opportunity to review innovative initiatives and models around the country that give a voice to teachers and families on behalf of children. The course will provide teacher candidates an opportunity to design constructive ways to empower families and teachers to be more effective in creating "schools our children deserve".

Total Credits	2.00

Textbooks

Lawrence-Lightfoot, S. (2011). The Essential Conversation. Ballantine Books. ISBN-13: 978-0345475800.

External Standards

Relationship between ND ESPB Elementary Education Standards, Outcomes and Course Assessments

State Standard & Program Outcome	Assessment/Assignment	Required Artifacts for Portfolio
50015. The program requires the study of practices and behaviors of developing career teachers— **5c**. Collaboration with Families	Service Learning Project	Reflection
BS Program Outcome 6 Professional Partnerships: To develop effective communication skills so that viable partnerships between colleagues, students, and families can be nurtured (Core Beliefs 1 and 4; Relatedness, Respect, Responsibility; INTASC Standards 7, 9 and 10	Interviews and completed community resource guide	Community Resource Guide

The Teacher Education unit seeks to improve the quality of education in America by producing reflective professional educators who have demonstrated competency in the knowledge, skills and dispositions necessary for effective teaching through a coherent program of study. Using the INTASC (Interstate New Teacher Assessment and Support Consortium) standards, as well as the philosophy of the department's conceptual framework, Teacher Education has established candidate outcomes that are assessed throughout the Teacher Education program(s)

The Teacher Education program is based on shared core beliefs that incorporate the 4Rs - Relatedness, Relevance, Respect, and Responsibility.

    Relatedness is evidenced by believing and behaving as if you are a relative to another person or thing. It is demonstrated and reinforced through collaborations with children and families.

    Relevance is meaningful and

authentic learning experiences tied directly to state and national standards. Candidates learn and experience reflective practice through hands-on practice in the classroom under mentor and instructor guidance.
They are provided the opportunity to study concepts that are meaningful and relevant to one's life and interests.

Respect is an important traditional Native value. Respect is demonstrated through candidate contributions and their
Respect of others' contributions. The disposition of respect is demonstrated through courtesy, kindness, and acceptance of individuals and their contributions.

Responsibility is a core value of Native cultures as well as the culture of teaching. Candidates are expected to demonstrate accountability for their actions and decisions as they engage in their general education and teacher education curriculum.

Course Objectives

1. **Understand the importance of establishing and maintaining positive collaborative relationships with families.**

2. **Explore interpersonal relationship skills conducive to effective, reciprocal relationships with families, affirming and respecting family choices and goals for their children and learning how to communicate effectively with families.**

3. **Understand the importance of accepting differences in families and in their social and cultural backgrounds.**

4. **Analyze essential elements of family system theories, and demonstrate knowledge of the dynamics of roles and relationships within families and communities.**

5. **Identify strategies for providing families with information regarding a range of family-oriented services that are designed to help families' identified needs.**

6. **Demonstrate the ability to communicate effectively with other professionals and agencies that support children's development, learning and well-being.**

7. **Describe the processes for conducting effective parent teacher conferences and communicating well with families.**

1.Grading Scale

Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
Failing	Below 60%

Evaluation of Student Performance (Including Grading Policy)
Evaluation Criteria: A course grade is earned based on the percentage of possible points and will follow the UTTC grading system. The following is a breakdown of percentage points earned:

50% Projects & Assignments 30% Course Participation 20% Assessments

2.Communication

All students are required to regularly check their MyUTTC account to obtain information on course assignments, detailed instructions, and announcements. Students are expected to check their student account regularly for any updates or coursework changes. It is important to provide the instructor and/or academic advisor with your current email address, phone numbers and alternate contact information. Class cancellations, emergency information, or other announcements can be conveyed in a timely manner if we have your current contact information.

3.Attendance Policy

Attendance and completion of assigned readings is the equivalent of participation since your ideas and your work with classmates contribute to everyone's understanding and achievement. Significant tardiness will be considered an absence. If you arrive late, you may be considered absent for that class period.

Every student is responsible for obtaining the necessary information required in the event of an absence. It is the student's responsibility to contact one of their peers to obtain information concerning assignments, handouts, and any changes or announcements.

Student grades will be impacted by the frequency and quality of participation in class.

4.Policy for Late Submission

Each student is responsible for obtaining the necessary information required in the event of an absence. It is the student's responsibility to contact one of his or her peers to obtain information concerning assignments, handouts, and any changes or announcements.

The assignments and course requirements (homework) must be completed by the due date and are collected at the beginning of the class period. If an assignment is not handed in at the beginning of the class period, it is considered late. Late work will not receive full credit if it is accepted at all. All late work (if prior arrangements have been approved by the instructor) must be personally handed to the instructor. The amount of points deducted for late work is at the discretion of the instructor.

5.Cell Phone

Out of respect for the other students and the instructor, it is advised that cell phones are turned off during class times. If the student is expecting an important phone call (e.g. case worker, Housing, clinic), the instructor must be informed ahead of time and the cell phone set to a silent ring. If such a phone call is received during class time, the student will answer the call by quietly removing him or herself from the classroom. This also includes texting during class; it is not acceptable. Students may not use class time to check social media accounts, voicemail, and/or personal emails.

6.Student Behavior

UTTC students will conduct themselves in a responsible and respectful manner at all times in the classroom, in the hallways, in the Library, the Cafeteria, and any other location on campus. Student behavior that interferes with learning in the classroom will not be tolerated. This behavior includes chronic tardiness, threatening confrontations, intoxication, inappropriate physical contact, lewd or disrespectful language or gestures directed at the instructor or at fellow students, bullying, direct or indirect intimidation, and conversations with other

students that are not related to classroom topics.

Faculty are expected to maintain professional management of classroom activities prior to, during and after class times. As such, if a student demonstrates behavior that disrupts or interferes with classroom activities, an instructor reserves the right to ask the student to leave the classroom, to contact campus security, to request mediation by the academic department chair or an academic/personal counselor, or to file a formal complaint subject to a student disciplinary hearing.

7.Plagiarism and Academic Integrity

Plagiarism is the term for taking credit for work that is for not your own. This means you cannot take material from articles, books or websites you find in the library and present it as your own work; you cannot let your friends prepare your assignments for you; and you cannot copy an assignment from a student who took the same course in another semester. Plagiarism is taken seriously because this is a place for learning and new ideas; your assignments are evidence of your learning, your original ideas.

Providing work that is not your own, or that is not unique to the assignment, is inappropriate as a form of dishonesty. The consequences of plagiarism are serious: you will be given an F on the specific assignment, or the entire course, at the instructor's discretion. If you need advice on how to appropriately cite the work of others, please ask. As long as you acknowledge an idea is not your own, and provide the original source, it is generally not plagiarism.

Examples of violations of academic integrity are lying about the reason for an absence, or signing someone else's name to a sign-in sheet when they were not present. Please keep in mind that students generally ask their instructors for recommendations, whether for jobs or for scholarships.

8.Students with Disabilities

United Tribes Technical College recognizes its responsibility for making reasonable accommodations to ensure there is no discrimination on the basis of a disability. The Disabilities Services Office coordinates reasonable accommodations, support services, and appropriate referrals for the purpose of removing barriers and providing an equitable learning environment. If you have a disability, please contact the Disabilities Services (DS) office located in the Education Building Room 123 and speak to the DS Coordinator. The Coordinator can also be reached at (701) 255-3285, ext. 1516.

CANDIDATE ACCOUNTABILITY AND ASSESSMENT OF LEARNING

1. **Reflections**
    - Reading logs and reflection questions will be assigned throughout the course to ensure that the teacher candidate is reading the assigned literature of the text and supplemental readings. Reflection will be related to any or all of the following material: (1) lecture (2) discussion/discussion starters (3) media presentation (4) classroom exercises (5) guest speaker.
2. **Assessments**
    - Periodically teacher candidates will be assessed of their understanding of information related to the course.
3. **Case Studies**
    - Case studies will be assigned throughout the course to assess the teacher candidate's ability to apply their knowledge to scenarios.
4. **Service Learning Projects: (TaskStream Artifact)**
    - Candidates will be involved in a service learning project within the Bismarck/Mandan or UTTC College Campus Community

Level 1 Continuous	Level 2 Connected	Level 3 Challenging
Over the course of the event each candidate will reflect *before* the experience, *during* the experience, and *after* the experience."	The candidates will make theoretical connections that tie the SLP with professional pedagogical practices.	The candidates will uncover new understanding, raise questions, and identify solutions to challenges that they faced.

Major Project #1:Family Cultural History

Cross-cultural competence begins with knowing about and appreciating one's own cultural background. Sometimes it is difficult to see that we have a "culture," especially if we are from a dominant culture in our community. The Family Cultural History assignment is designed to help candidates explore their personal and family cultural history as a basis for understanding and working with families of diverse backgrounds. When you reflect upon these questions please look back to your elementary school years as a timestamp.

Please follow the bullets below to guide you as your write your personal/family cultural history:

- Identify your family's cultural/ethnic background (include parents and grandparent's histories)
- Family structure: marital status of your parents, number and gender of siblings, relatives living in the household, extended family
- Holiday celebrations: food, rituals, people included in celebration
- Religion (if practiced): how was your religion observed? Was it a big part of family life, or a Sunday observance? How has it affected you today?
- Discipline: how were you disciplined as a child? Were all children disciplined in the same way? Do you plan to discipline your children in the same way?
- Gender roles: were there specific roles or expectations for women and girls, and for men and boys?
- Values: what "messages" were given to you as a child? A "message" might be something like: "always respect your elders", or "you need to learn to be independent , or "keep family matters private." How have those messages shaped who you are as a person today?
- How involved were your parents in school events, with homework, etc.?
- Would you consider your family to have been a loud and boisterous family, or a quieter, more reserved family? When you had family get-togethers, what kinds of things did you do? Were there dysfunctional parts of your family: alcohol or drug abuse, gang involvement, neglect, jail time, other? How did that affect you? Does it still affect you today?
- What is the best thing about your family as you were growing up? What is one thing that you would like to have been different?
- Finally, as you reflect on your answers to these questions explain how you will bridge family/school/community relationships based on your own personal cultural history as a culturally competent professional educator.

Major Project #2: Community Agency Interview (TaskStream Artifact)

The instructor will present you with a case study. Candidates will identify 2 needs that exist in the family within the case study. Identify 2 (two) community agencies, which provide the appropriate resources to address the needs you have identified and write up the information following the questions given below. In addition, you will visit one of the agencies and complete an interview with an agency representative.

Candidates will include the following information:

· Person interviewed and their position in the agency
· Address/phone number/web site
· Hours of Operation
· Area served
· Fees/ how to qualify (eligibility)
· Services provided
· How this agency could assist the family identified and any issues or question brought up as a result of this interview/community visit.

Major Project #3   Final: Community Resource Guide (TaskStream Artifact)

Generating a connection between families and the community is often overlooked by educators. Candidates will generate a community resource that can be given to families to inform them of services in the community that they may not be aware that exist. For this project, students will create an electronic Community Resource Guide. Presentations of the community resource guide will be given a week prior to finals. The guide will be designed using technology of the candidate's choice: Power Point, Glogster, Prezi, etc. and should follow this format:

Name of Community Agency Community Served by Agency Services Available to Participants Visual Representation of Services (pictures, clip art, logos, etc) Hyperlinked URL for Agency Home Page	You must have at least one entry (page) for each of the following: ⬜ Food Bank ⬜ Low Cost Child Care/Preschool Education (Head Start, State Preschool, etc.) ⬜ Health Clinic ⬜ Low Cost Counseling Services ⬜ Services for Children with Disabilities ⬜ Low Cost Clothing/Shoes ⬜ Parenting Classes ⬜ Domestic Violence Shelters ⬜ Child Protective Services

Reflection Log Rubric

Criteria	Strong 3	Proficient 2	Developing 1	Beginning 0	Score
Depth of Reflection	Response demonstrates an **in-depth** reflection on, and personalization of a theory, concept, and/or strategy presented in the required reading or class activity.	Response demonstrates a **general** reflection on, and personalization of a theory, concept, and/or strategy presented in the required reading or class activity.	Response demonstrates a **minimal** reflection on, and personalization of a theory, concept, and/or strategy presented in the required reading or class activity.	Response demonstrates a **lack** of reflection on, or personalization of a theory, concept, and/or strategy presented in the required reading or class activity.	
Evidence of Application of Knowledge	Response shows **strong** evidence of synthesis between the teacher candidate's selected theory, concept, and/or strategy presented in the reading and how they will apply it to their future teaching practice.	Response shows **proficient** evidence of synthesis between the teacher candidate's selected theory, concept, and/or strategy presented in the reading and how they will apply it to their future teaching practice.	Response shows **little** evidence of synthesis between the teacher candidate's selected theory, concept, and/or strategy presented in the reading and how they will apply it to their future teaching practice.	Response shows **no** evidence of synthesis between the teacher candidate's selected theory, concept, and/or strategy presented in the reading and how they will apply it to their future teaching practice.	
Engaged Writing	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no spelling or grammar errors in the reflection.	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than two spelling or grammar errors in the reflection.	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are three to five spelling or grammar errors in the reflection.	Writing is unclear and disorganized. Thoughts ramble and make little sense. There are more than five spelling or grammar errors in the reflection.	
Submission Deadline	Yes			No	
				Score _____/12	

Case Study Rubric

Criteria	Strong 3	Proficient 2	Developing 1	Beginning 0	Score
Identifying Issues	The teacher candidate demonstrates a strong understanding of multiple problems in the case study.	The teacher candidate demonstrates a proficient understanding of multiple problems in the case study.	The teacher candidate demonstrates a developing understanding of multiple problems in the case study.	The teacher candidate demonstrates an inadequate understanding of multiple problems in the case study.	
	The teacher candidate demonstrates a strong understanding by identifying that some issues were more important than others and explained why.	The teacher candidate demonstrates a proficient understanding by identifying that some issues were more important than others and explained why.	The teacher candidate demonstrates a developing understanding by identifying that some issues were more important than others but did not explain why.	The teacher candidate demonstrates an inadequate understanding by not recognizing that some issues were more important than others.	
Perspective Taking	The teacher candidate presents an insightful and thorough analysis of the multiple characters in the case.	The teacher candidate presents a thorough analysis of most the characters in the case.	The teacher candidate presents one perspective of a character in the case.	The teacher candidate does not present a perspective of any characters in the case.	
Interventions	The teacher candidate presents an insightful and thorough analysis of how the issue(s) in the case study can be resolved.	The teacher candidate presents a thorough analysis of how the issue(s) in the case study can be resolved.	The teacher candidate presents a weak analysis of how the issue(s) in the case study can be resolved.	The teacher candidate does not present an analysis of how the issue(s) in the case study can be resolved.	
Engaged Writing	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no spelling or grammar errors in the reflection.	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than two spelling or grammar errors in the reflection.	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are three to five spelling or grammar errors in the reflection.	Writing is unclear and disorganized. Thoughts ramble and make little sense. There are more than five spelling or grammar errors in the reflection.	
Submission Deadline	Yes			No	
				Score _____/18	

Class Schedule

Date/Session	In-Class Topic	Assignment/Project
Week 1	Set up Google Folders Your Family	Your family project
Week 2	Your Family - Perceptions What is a family? "That's a Family" (Chasnoff)	Read Introduction - Lawrence-Lightfoot
Week 3	What is a family? "An Unlikely Partnership" - Video	Ch. 1 - Lawrence-Lightfoot
Week 4	Case Study 1 - Climbing the Mountain: Dr. Derstrom's Story	Case Study 1 - Climbing the Mountain: Dr. Derstrom's Story
Week 5	Collaborating with Parents Parents in the Classroom Edutopia resource - Parent Participation in School	Ch. 2 - Lawrence-Lightfoot Edutopia resource - Parent Participation in School
Week 6	Collaborating with Parents Social Media	Edutopia Resource - Using Technology to Connect with Parents Social Media project (for Midterm)
Week 7	Parent Involvement - Historical Perspectives	Lawrence - Lightfoot - Ch. 3
Week 8	Case Study 2 - One Last Chance, Again: Frank's Story	Case Study 2 - One Last Chance, Again: Frank's Story
Week 9	Parents and Teachers	Lawrence - Lightfoot - Ch. 4 Completed Social Media project – Share and respond
Week 10	Spring Break	
Week 11	Community Resources	Community Interview Lawrence - Lightfoot - Ch. 5
Week 12	Begin - Community Resources	Community Resource Guide
Week 13	Parents and Teachers	Lawrence - Lightfoot - Ch. 6
Week 14	Case Study 3 - To Break the Chain: Aunt Rhoda's Story	Case Study 3 - To Break the Chain: Aunt Rhoda's Story
Week 15	Parent Contacts for Individual Students	Positive Contact/Corrective Contact
Week 16	Catch Up Week	Family Stories – Identify Resources
Week 17	Finals	Community Resource Brochure