

## **I. EDUC 430-SCHOOL, COMMUNITY, AND PARENT INVOLVEMENT**

**II.** 2 credit hours-undergraduate, 2 or 3 credit hours graduate

### **III. Course Description**

This course concentrates on the teacher's role in building successful relationships between families, educators, schools, and communities. Strategies for increasing respectful family-school partnerships that enhance children's school success will be emphasized.

### **IV. Place in the Curriculum**

At the undergraduate level the course is an upper-level course required of special education and early childhood majors. At the graduate level the course may be taken as an elective.

### **I. Course Goals/Objectives:**

Upon successful completion of the course, the student will:

1. Identify home, school, and community influences on children's lives. (LD5)
2. Recognize and explain teachers' and schools' responsibilities to include families to enhance children's school success. (LD2)
3. Analyze personal experiences of working directly with families and describe methods to establish and maintain positive home-school partnerships. (LD5)
4. Describe family life cycles, transitions, and family social systems. (LR7)
5. Develop and demonstrate an awareness and sensitivity to a family's cultural values and norms and the influence this has on partnerships between home and school. (LR4)
6. Practice communication skills necessary for successful home, school, and community partnerships. (LD2)
7. Demonstrate strategies required for sharing information and assessment results with families in a confidential, respectful, and supportive manner. (LD5)
8. Discuss techniques to assist families in identifying their strengths, resources, and needs in relation to the child. (LD5, LD8)
9. Acquire and demonstrate skills to encourage parents to promote learning activities outside of school. (LD5)
10. Collaborate and model skills to involve families as resources in making connections between home and school (such as classroom volunteers, tutors, guest speakers, etc.). (LD5)
11. Identify and discuss functions of community resources and interventions as determined by mandates and needs of children and families. (LD5)

12. Collect and evaluate data that identifies state and local resources and appropriate referral strategies to link families with family-centered services. (LD5)
13. Practice skills and co-develop IEPs and IFSPs with parents and families. (LD5)
14. Describe the role of a child, family advocate. (LD5)

#### **IV. Contents (LR7)**

1. The Parent-School Connection: Serving Families in a Contemporary Context.
2. A Mosaic of Parent Involvement Across Time: Historical and Current Perspective Strategies for Building Partnerships.
3. Cross-Cultural Issues Involving Families and the Community.
4. Creating Community and School Linkages for Parents of Children with Special Needs.
5. Children of Divorced and Blended Families: Meeting the Needs of "New" Families.
6. "Born in Our Hearts" Families of Adoption: Partnerships Across Schools, Families, and Worlds.
7. The Care and Education of Children Living in Families with Alternative Lifestyles.
8. Assessing and Evaluating Parent-School Involvement: Issues and Strategies
9. Parent and Child Advocacy: The Role of the School and the Early Childhood Professional

#### **V. Methodology**

Lecture/discussion, guest speakers, films, videos, role-play, multimedia presentations, small group cooperative learning activities, and Internet. (T2, T3, T5, T7, T9, LD2, LR7)

#### **VI. Student Roles**

1. Students will have an experience working with families in the community and write a one page reflection paper on the experience (LD5)
2. Students will discuss, examine strategies, and role-play parent teacher conferences. Graduate students will write a one page paper on the effectiveness of their parent-teacher conferences (LD5)
3. Students will collect samples of strategies to communicate with parents using both oral and written communication. (LD2, LR4)
4. Students will experience writing a parent newsletter (LR5)
5. Given information from a case study, the students will analyze and then simulate an IEP meeting and an IFSP meeting through role-play (LD2) Graduate students are required to write a one-page paper on the role of the parent in the IEP or IFSP (LD2)

6. Students will attend one professional meeting, seminar, or conference relating to education, special education, early childhood education, or parent and families and write a one page reflection paper (LD5)
7. Students will (in groups) present a parent education meeting on a topic relevant to families. Graduate students will do this in their own classroom(LD5)
8. Students will plan a bulletin board to support and encourage families (LR5)
9. Students will conduct a home visit (LR5)
10. Students will create "Parent Kits" to assist parents with appropriate activities (LR5)
11. Graduate students will additionally do a project in their classroom that involves families. The breath and scope of this project may be such as to earn an additional hour of credit in the course (graduate students only). For the additional hour students would be involved in projects such as family research, publication, documentation, and presentation. This extra project would span a longer length of time such as an entire semester. The extra hour of credit would be the decision of the instructor and student together. Endorsement students needed only 2 graduate hours may take the graduate class for 2 hours.(LR7, LD5, T9, T5)

## **VII. Evaluation**

Response and analysis of written work (LD2, LR7)

Student oral and written expression (formal and informal) (LD2, LR4)

Group projects/presentations (LD5, LD8)

Individual presentations (LR7, LD2)

## **VIII. Bibliography (select references)**

Anderson, L. Parent power: The developmental classroom project. In S.G. Goffin & D.A. Stegelin (Eds.), *Changing Kindergartens: Four Success Stories*. (pp. 73-98). Washington, D.C.: National Association for the Education of Young Children. 1992.

Bauer, A.M., & T.M. Shea. *Parents and Schools: Creating a Successful Partnership for Students with Special Needs*. Upper Saddle River, NJ: Merrill/Prentice Hall. 2003.

Edwards, P.A., and L.S. Jones Young. *Beyond Parents: Family, Community, and School Involvement*. Phi Delta Kappan, 74(1), 72-80. 1992.

Epstein, J.L. *School/Family/Community Partnerships: Caring for the Children we Share*. Phi Delta Kappan. 76(5), 701-712. 1995.

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Merrill/Prentice Hall. 1997.

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Hamner, T.J. & P.H. Turner. *Parenting in Contemporary Society*. Needham Heights, MA. Allyn & Bacon. 1996.

Hochberg, M.R. *Building Villages to Raise Our Children: Staffing*. Cambridge, MA: Harvard Family Research Projects. 1993.

National PTA. *National Standards for Parent/Family Involvement*. Chicago, IL: Author. 1997.

Wright, K., & D. Stegelin. *Building School and Community Partnerships Through Parent Involvement*. Upper Saddle River, NJ: Merrill/Prentice Hall. (TEXTBOOK). 2003.