



**Your
Education
Ally.**

By Teachers,
For Teachers.

Course Syllabus

Name:

Date:

Today is a Great Day to Learn Something New!

Professional learning to meet your needs.

Engaging and applicable, ELEVATE courses are the core of Teaching Channel. We offer a variety of courses that meet the continuing education needs of teachers from across the country. Teaching Channel courses work perfectly for license renewal needs, working to move up through salary schedules, or for professional learning to support improved student outcomes.

Teaching Channel provides continuing education graduate credit courses that have been approved and endorsed by regionally accredited colleges and universities from across the United States.



Current University Partners (See a current list of academic partners on our website)

Continuing Education courses are approved by our regionally accredited (HLC, NECHE, WSCUC, NWCCU) partners by review of syllabi, content, and coursework expectations. (Indicate anticipated university/college partner below, if applicable.)

Course Creation and Evaluation:

Courses are created and evaluated by educators with a master's degree or higher in an education-related field and five or more years of classroom experience in PreK-12th grade education. Course evaluators provide personalized, specific feedback for assignments and rubric-based grading aligned with best practices in professional education.

Spring Term

Registrations Accepted
July 16-March 15
Coursework Due*
April 15

Summer Term

Registrations Accepted
December 16-July 15
Coursework Due*
August 15

Fall Term

Registrations Accepted
March 16-October 22
Coursework Due*
November 15

*Or first business day after the 15th if due date falls on a weekend.

Coursework Details

The Rigor of Teaching Channel Graduate-Level, Continuing Education Courses.

Professional Learning Model

Our research-based Professional Learning Model is used to design ELEVATE continuing education courses. The model includes five elements used to guide professional learning and to positively impact student outcomes:



Course Content

ELEVATE Courses are self-paced, and per standard practice in the field, each credit carries the equivalent of fifteen hours of content and coursework. Participants explore resources that include a solid balance of research and applicability. All courses feature video clips, research-based articles, and interactive elements to enhance and support learning. To receive credit, participants must complete the following requirements according to expectations outlined in our course rubric:

Response Questions: Connect new learning from course resources to current pedagogy.

Resource Review: Find resources related to the course topic to extend learning and solve problems of practice.

Applications: Complete a variety of assignments encouraging participants to implement new learning in their classrooms or schools.

Reflection: Write a reflection paper that activates critical thinking and inspires the transformation of future professional practice.

All coursework is to be completed in the Teaching Channel online environment.

Course Name	Engaging Parents for Student Success
Course Number	OL 5844
Course Credits	3 or Flex Credit

NOTE: This syllabus is an outline of the course requirements and is subject to change; the coursework will be completed and submitted in the online environment where you will have full access to a variety of media, links, and other online tools required to satisfactorily complete this course.

Course Description:

Learn how engaging families as your partners in teaching and learning will empower your students to achieve. Discover pro-engagement approaches, ways to foster participation, and how to motivate parents, students, and community members to work as a team to ensure student achievement and learning. This course will explore strategies to help you establish positive, constructive relationships with the parents of your students, and ways to improve and focus on parent-teacher communication.

Goals and Objectives:

Upon completion of this course, participants will be better prepared to:

1. Use provided prompts specific to family engagement in education to describe assumptions and insights of practitioners, researchers and self, including how the information relates to professional educational practice.
2. Design and analyze classroom tools that will assist parents in understanding the importance of their role in the education of their student, personalize opportunities for engagement and increase communication.
3. Prepare an activity to collaborate with families or colleagues on conferences or home visits.
4. Develop an implementation plan to create new opportunities for family engagement.
5. Develop resources for families or colleagues to challenge the status quo related to family engagement.
6. Document, in writing, strengths and assets of families.

Required Text/Reading:

Text(s): Mapp, K. L., Carver, I., & Lander, J. (2017). *Powerful partnerships: A teacher's guide to engaging families for student success*. New York, NY: Scholastic.

All readings and resources are linked within their respective assignments.

All coursework is to be completed in the Teaching Channel online environment.

Knowledge Base:

Knowledge base, in part, is affirmed in the writing and research of these references:

Brown, B. (2018). *Dare to Lead. Brave work. Tough conversations. Whole hearts.* New York, NY. Random House.

Grant, K. B., & Ray, J. (2019). *Home, school, and community collaboration: Culturally responsive family engagement.* Los Angeles: SAGE.

Latunde, Y. C. (2017). *Research in parental involvement: Methods and strategies for education and psychology.* New York: Palgrave Macmillan.

Morgan, N. S. (2017). *Engaging families in schools: Practical strategies to improve parental involvement.* London: Routledge.

Nelson-Royes, A. M. (2018). *Families as partners: The essential link in children's education.* Lanham, MD: Rowman & Littlefield.

Scully, P. (2018). *Families, schools, and communities: Building partnerships for educating children.* Upper Saddle River: Pearson.

Quaglia, R. J., Fox, K. M., & Young, D. (2018). *Parent voice: Being in tune with your kids and their school.* Thousand Oaks, CA: Corwin.

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Teaching Channel Course Rubric

All course submissions must meet general graduate level standards through the use of correct grammar, spelling, and mechanics. Each paragraph should be clearly organized and include 5 sentences or more. If work does not meet the above criteria, it will be returned to the student for resubmission.

Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Statement of Intention and Awareness	The evaluator will only review the Statement of Intention and Awareness for a response to each prompt. If a student does not respond to each prompt, the Statement will be returned to the student for resubmission. The student's Statement of Intention and Awareness will be evaluated as part of the Reflection.		
Investigation: Read and Respond	Coursework thoroughly and accurately addresses all question components by summarizing key concepts from readings. In at least half of the responses, the participant also makes inferences related to professional practice or supports answers with professional experiences.	Coursework thoroughly and accurately addresses all question components by summarizing key concepts from readings.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.

All coursework is to be completed in the Teaching Channel online environment.

Investigation: Resource Review Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Summary of Resource	Coursework summarizes the main ideas presented in the resource and includes at least one instance of critical analysis (i.e. asks questions, looks for gaps in information, disputes contradictions, etc.)	Coursework summarizes the main ideas presented in the resource.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Relation to Personal Assumptions or Course Content	Coursework provides more than one detailed example of how the resource supports or challenges personal assumptions and/or course content.	Coursework provides one example of how the resource supports or challenges personal assumptions and/or course content.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Impact on Professional Practice	Coursework provides more than one clear explanation of how the information in the resource could impact professional practice.	Coursework provides one explanation of how the information in the resource could impact professional practice.	

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Application Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Planning, Development and Execution	Coursework shows complete planning, development and/or execution of application, clear articulation of details and inclusion of polished required artifacts.	Coursework shows complete planning, development and/or execution of application and inclusion of required artifacts.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
	Coursework includes creative or innovative application of new knowledge and skills from course content to professional practice.	Coursework includes application of new knowledge and skills from course content to professional practice.	
Written Requirements	Coursework provides clear, logical, and organized responses to any writing prompts in the application. It also includes at least one detailed connection to course objectives, student learning goals or transformation of professional practice.	Coursework provides clear, logical, and organized responses to any writing prompts in the application.	

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Reflection Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Connection to Statement of Intention and Awareness	Coursework includes an evaluation of both learning goals articulated in the participant's Statement of Intention and Awareness from Module 1. Participant includes one future learning goal related to course content.	Coursework includes an evaluation of one of the learning goals articulated in the participant's Statement of Intention and Awareness from Module 1.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Summary of Learning	Coursework includes three or more detailed connections to specific assignments completed or course content viewed (assigned readings or videos).	Coursework includes two general connections to course content.	
Description of Positive Influence or Transformation	Coursework includes two or more specific ideas for changes in one's professional practice with timelines. OR Coursework includes two or more detailed action steps with timelines for positively impacting other stakeholders.	Coursework includes one general idea for changes in one's professional practice. OR Coursework includes one action step for positively impacting other stakeholders.	

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Module 1

1. Tell us about yourself!

Before we begin with course content, write 1 sentence about yourself. You will be asked to include this background in each of the modules submitted for the course. This provides context for your responses and enables the course evaluator to respond with feedback tailored to your specific role in education. Here are three examples to guide you:

- I'm a 4th grade teacher and teach all subjects.
- I'm a middle school counselor.
- I'm out of the classroom on leave this year, but next year I'll be back teaching 9th grade science.

2. Statement of Intention and Awareness

At Teaching Channel, we want your learning to be purposeful and applicable to your professional practice. To do that, research says learners need to first identify their motivations and goals. Next, learners assess prior knowledge and previous experiences so they can create deeper connections to the course material.

Using the guidelines below, please address the following in your Statement of Intention and Awareness, in a total of two paragraphs, or more:

- Share your motivation for learning about family engagement.
- Summarize your previous knowledge or experience with family engagement.
- List two learning goals you have for the course.

In Module 1, your evaluator will review your Statement of Intention and Awareness to ensure it is complete. It will be graded within your Reflection Requirement in Module 3, where you'll revisit your Statement of Intention and Awareness to identify your growth and learning from the beginning of the course to the end.

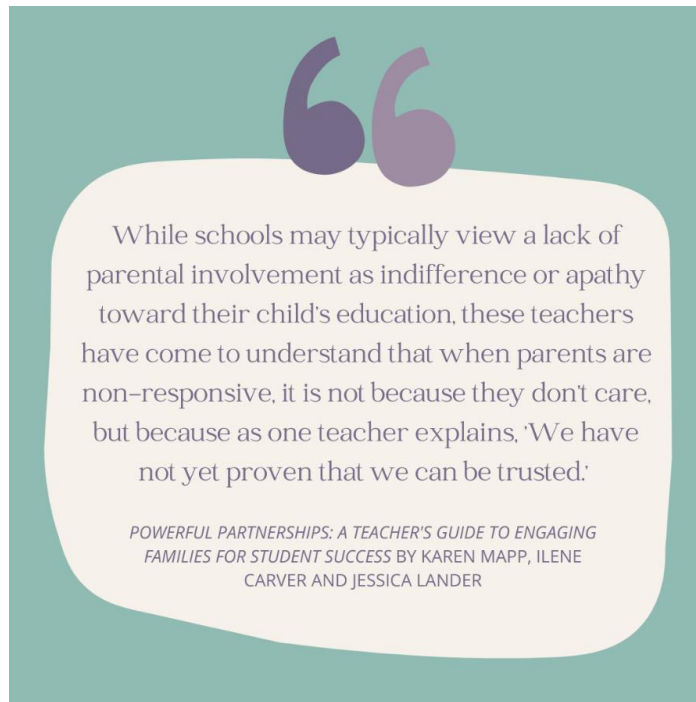
3. Investigation: Read and Respond

After reading the assigned resources, please respond in one paragraph or more for each prompt (unless otherwise noted). Please be sure that each paragraph meets our length requirement of 5 sentences, or more.

From the Introduction and Chapters 1-3 in the course text:

- A. Describe the impact positive family partnerships can have on the well-being and success of a teacher.
- B. Think of a time you partnered with a family to support a student in your classroom. Describe the outcome for the student, the family, and you.
- C. Explain how this quote from the text will inform your professional practice:

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- D. Explain which of the four core beliefs are reflected in the work you do with families and which of the four core beliefs you could embrace more closely.
- E. Articulate where you and your school are on the path to effective family-school partnerships. Use the Fortress through Partnership School descriptions to support your description.

From Chapters 4-6 in the course text:

- F. Summarize one idea to increase participation of family members in IEP meeting discussions.
- G. Explain how increased family engagement could decrease the disproportion of students in special education.
- H. Share an idea you have for reshaping academic assignments or projects so that families play a central and essential role.
- I. Describe a method to increase meaningful family engagement in grade-to-grade or school-to-school transitions.
- J. Share the most impactful piece of information from your reading to this point and how it will impact your professional practice moving forward.

Module 2

1. Tell us about yourself!

Provide a one sentence or longer explanation of your role in the field of education.

2. Application: A Powerful Look Inside

The authors of our text write, "Much of what we do as practitioners is shaped by our beliefs and

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values, and your decisions about how to engage families will be anchored by your beliefs about them and their communities.”

To truly understand what that implies, it is important to do some self-examination. For this application:

On your own, answer the following questions as honestly and detailed as you can.

- A. Think back to your own childhood and own school experience. How was your family connected or not connected to your school and educational experiences?
- B. How might these past experiences, positive or negative, shape your beliefs as a teacher about family engagement?
- C. What fears, hesitations, or apprehensions do you have about this work? What barriers will you have to overcome?
- D. What passions, beliefs, and commitments do you bring that will help this work?

Now, please select 2 of your responses to submit for this application requirement. The responses you choose should each be 1 paragraph or more in length. The power is in the inward examination!

3. Application: Strengths

“Schools often use a deficit-based lens versus a strength-based lens as it relates to families and communities,” but as you've learned, families have so much to offer!

Make a list of 10 or more positive characteristics that describe your families, including strengths and different types of knowledge and abilities that your families have. Focus on using asset-based language! After creating the list, develop an action plan including at least three concrete ideas to increase the use of the strengths, knowledge and abilities of your families. Submit the action plan for this application.

4. Application: Collaborate

Washington State Superintendent Judith Billings had it right- collaboration really makes a difference! To learn more about methods to collaborate with families, please complete one of the following options:

Option 1: The Power of Home Visits

The idea of home visits can cause angst in teachers, students and families, but they are an excellent way to welcome, honor and connect with families. For those reasons, it is important to learn more about them. For this application, complete the following:

- To begin, watch this great intro video
- Now, take time to dig into the Parent Teacher Home Visit website to find three resources you could use, or three ideas that are new to you.

All coursework is to be completed in the Teaching Channel online environment.

- Draft a one-page email to a colleague or your administrator outlining the benefits of home visits and sharing the resources and/or information you found.

Note: You don't have to send this email, but you certainly can! Please submit the email with your Module 2 work.

Option 2: Family Conferences

The purpose of family conferences is to create a space for collaboration while keeping the student at the center, but all too often, these meetings end up being one-sided with all parties feeling dissatisfied at the end. How can you change that?

Please complete A-C below to develop a tool to improve and clarify family conferencing.

A. Explore: Student Led Conferences

Student led conferences can truly create more family engagement (and student ownership for learning.) Check it out. (view video in online course)

Now, review the following article, "Student-Led Conferences Tool Kit," from Share Your Learning.

B. Explore: Caregiver-Teacher Conferences

Please read through the following articles, and complete the assignment that follows:

- "Best Practices During Virtual Parent-Teacher Conferences: 7 Pointers," from the Albert Team
- "Making the Most Out of Parent-Teacher Conferences During Distance Learning," by Kass Minor, Edutopia

C. Based on what you've read or seen in the resources, create a sheet of talking points for either student led conferences or typical caregiver-teacher conferences.

Please make sure your sheet:

- Is appropriate for the grade level of your students
- Is customized for your classroom
- Includes a minimum of 5 conversation starters to help families ask questions or engage in discussions about their learner or with their learner
- Is in a hand-out format

5. Investigation: Resource Review

To complete the Resource Review, identify two resources related to (but not directly from) the course content to enhance your professional practice, and deepen your understanding of the course content.

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Resources may include blog posts, podcasts, websites, videos, documentaries, films, articles, books, or journals, published within the last five years. To find a resource, we suggest a web search (Google, Bing, etc.) using terms or ideas from the course you'd like to learn more about, or that relate to your specific professional learning needs.

Please provide the resource title, author, copyright or publishing date, and URL (if applicable). Then, in two paragraphs or more per resource, respond to one or more of the following:

- Share information about how the resource information could impact your professional practice
- Explain how each resource supports or challenges your professional assumptions
- Summarize any questions that remain, i.e.: gaps in information or contradictions

To meet "A" criteria as outlined in the course rubric, for each resource, include two or more different examples of how the resource supports or challenges assumptions, *and* explain two ways this resource will impact your professional practice.

Module 3

1. Tell us about yourself!

Provide a one sentence or longer explanation of your role in the field of education.

2. Application: Challenge the Status Quo

Wouldn't it be great if we used back-to-school nights (or the equivalent in your school) to honor families, hear their voices and extend the learning community? Here's your opportunity to give those engagement opportunities another look. Please complete one of the following options.

Option 1: Intrinsic Motivation - New and Improved Back to School Night

The authors tell us, "There is no policy written anywhere that says Back-to-School Nights have to be done in the same predictable way." (In other words, boring old status quo!)

Challenge the status quo by creatively reinventing back-to-school night (or the equivalent in your school). To do so, write and submit a plan that includes the following:

- A method for invitation to ensure the family knows you want them there. This might be handwritten invitation, a plan for calling each family, or a different means to personally invite families. No robocalls!
- An ice-breaker to ensure families get to know each other and have an opportunity to develop a network.
- A script of what you will say to families. The text advises limiting this to three key points, and including opportunities for interaction.

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- An opportunity to allow the family to leave a letter, note or picture for the student to read or see later in the school year, or the very next day!

Option 2: External Influence - Share Your New Knowledge

Develop a 20-minute presentation for new(er) teachers, other colleagues or administration on key topics related to family engagement to challenge the current status quo in your school. You can format this in a presentation tool of your choice (ie, Slides, PowerPoint) or a detailed outline. Be sure to include all of the following:

- Benefits of family engagement
- Ideas to ensure families are welcomed, honored and connected at the beginning of the year and throughout the year
- Tips for communicating with families in person, via phone and email
- Strategies to engage families with their student's learning
- Two resources on improving family engagement

The length of your submission will vary depending on the amount of content on each slide and the time allotted for interactive components.

3. Application: Innovate

As a teacher, it's important to find innovative and creative ways to keep learners and families engaged. You may have to think outside the box and attempt new methods. For this application, choose one of the following options to innovate!

Option 1: Personalizing Engagement

Single parent homes, cultural differences, English learners, challenging work schedules, varying religious beliefs...families are all unique and have different needs. Most families want to be involved and engaged in their child's education, but don't know how or can't, due to personal, work, or family commitments. Teachers differentiate for students with varied needs every day, so it's time to think about how you might do the same to engage families.

For this option, think of a family you worked with in the past or you have heard about who was not engaged. Identify the roadblocks that impacted their engagement including:

- life factors
- differences
- action or inaction you or your school took or didn't take
- other factors

In three paragraphs or more, explain 2 roadblocks, and develop two innovative solutions for each. Additionally, please include 2 creative opportunities to involve these families in the future given their circumstances.

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Option 2: Communication

The non-profit Family Engagement Lab has a mission to empower families to assist students with learning, and this is most evident in their signature tool, FASTalk (Families and schools talk). Watch this video to learn more about this innovative system!

Consider how you can broaden your communication with your families, then, complete one of the following artifacts.

Artifact 1: Design a Space on Your Website

Design a space on your classroom website with the families of your students in mind. The “family communication section” allows you to communicate with the families of your students, and to help them stay connected to what their students are experiencing in your classroom. You could include information about upcoming events, supplies, homework—or any other information families would appreciate. Include one or more methods for families to contact you to accommodate family needs.

Be certain to include the web address or a screenshot of your website when you submit your coursework.

Artifact 2: Social Networking

To meet this requirement, explain, in one page or more, the following:

- Social networking tool(s) you currently use or plan to use in the future to communicate with the families of your students,
- Reasons for selecting the specific tool/s, and
- How you will use the tool(s) to communicate with families.

Examples of social networking tools include Snapchat, Instagram, Twitter, Weblogs (blogs) and Facebook, but there are many more. The tool, or tools, you select are up to you.

Artifact 3: “You Can” Emails

Reread the section in Chapter 6 outlining “You Can” letters. Write a letter (in email format) to the families of your learners to help them understand what their student will be learning in the next academic term (an overview) and how they can contribute to this learning at home. Include at least three “You Can” statements.

4. Application: Implement

Check out this video highlighting one parent’s involvement in her child’s school. (see online course)

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Now, you have the chance to use the ideas laid out in Chapter 5! Please complete the following steps to meet this requirement:

- A. Plan a new family engagement opportunity to implement in your classroom, school, or district. Some ideas might be:
 - Design an event or an activity to get families involved in reading with their kids. The activity or event could be anything that suits your age group and/or subject matter.
 - Develop a service-learning activity for your learners and their families to complete together.
 - Plan a “Show Your Strength” night to allow learners and families to demonstrate special skills or share knowledge.
- B. When planning, use best practices by including the 5 process conditions (Chapter 2) to ensure success. Your opportunity should include all of the following:
 - A link to learning
 - Relational spirit
 - Developmental
 - Collaborative
 - Interactive
- C. Describe your opportunity plan in one page or more with enough information that a colleague could conduct the plan in your place.

5. Reflection

In 2 or more double-spaced pages (12pt font), synthesize your learning by summarizing how your learning in this course has evolved your professional practice. To meet “A” criteria as outlined in the course rubric, your reflection should include:

- A comparison of your learning goals from your Statement of Intention and Awareness in Module 1 with your new learning, to assess how you’ve grown.
- One key takeaway from your learning.
- One future learning goal related to course content.
- Three or more detailed connections to specific course applications, information from readings, and other completed course activities.

And your choice of *one* of the following:

- Two or more specific ideas for changes to your professional practice with timelines for implementing changes.
- Two or more detailed action steps you’ll take to positively influence others (students, parents, colleagues, administrators, community members, etc.), including implementation timelines.

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