



OAKLAND CITY UNIVERSITY

SCHOOL of EDUCATION
GRADUATE STUDIES

EDUC 611 Schools, Families and Communities

Fall 2019

Arranged (Communication via email)

Dates: 8/24/19 to 11/2/19

Professor Contact Information

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COURSE DESCRIPTION

Theory and practice to join families, communities, and schools to promote children's learning, development and success in school. Presentation and discussion of strategies that provide educators the tools for building effective partnerships with parents as well as ideas on effective civic participation are the major concepts in this course. Students will place emphasis on the development of a partnership plan in which parents and community resources are fully integrated. (3 credit hours)

Prerequisite Studies

None.

Diversity in the Oakland City School of Education

The School of Education (SoE) is committed to a core set of values that are reflected in a culture that promotes development of personal and professional integrity and engagement for the benefit of our society. As an academic community, the faculty and staff of the School of Education values:

- Diversity in all of its manifestations;
- Respect for the individual and deviating perspectives that challenge us;
- Collaboration; and
- Creativity in thought and action.

To further the mission of diversity in the School of Education, SOE has a primary goal that:

Encourages and supports an environment which presents and values diversity defined in accordance with CAEP Professional Standards as differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographic area.

The SoE is dedicated to preparing educators who value diversity in all its forms, differentiate instruction to accommodate diverse student populations, and interact with others in a professional and ethical manner. The SoE utilizes multiple indicators on clinical evaluations, dispositions assessments, and alumni and employer surveys to evaluate performance related to diversity.

Course Objectives

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. **(InTASC #9)**

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. **(InTASC #10)**

Elementary education teachers have a broad and comprehensive understanding of professional environments and expectations and demonstrate the ability to collaborate with others to improve student learning, to engage in continuous professional growth and self-reflection, and to adhere to legal and ethical requirements of the profession **(IN Developmental standard #6)**

Learning Objectives

Student will learn some of key principles and basic issues involved in connecting family, community, and schools and how they can be applied in schools and communities. They will also learn tips and strategies, “asking the right questions” that will help them to devise their own plans for connecting family, community, and schools:

- Students have the ability to apply skills and strategies for establishing collaborative relationships with parents/guardians, other professionals, and community partners to support and enhance student learning Understand the ways technology can enhance communication between family, community and school.
- knowledge of diverse family and community characteristics, structures, dynamics, roles, relationships, and values, and the ability to use this knowledge to build effective partnerships with diverse families and communities

Instructional Design

Students will explore curriculum theory through course readings, lectures and presentations, group discussions, independent research, and simulations.

Barger-Richardson Learning Resource Center

The Barger-Richardson Learning Resource Center is the student gateway to library resources at

Oakland City University through www.oak.edu/library/Discover.html or coming to campus (605 W. Columbia Street, Oakland City, IN 47660). To ask questions or make comments about library services please call (812) 749-1269 or visit www.oak.edu/library/Ask.html.

Required Course Materials

Textbooks

Santana, Luz, Rothstein, Dan, Bain, Agnes (2016). *Partnering with Parents to Ask the Right Questions*. Alexandria, VA.: ASCD. ISBN 978-1-4166-2267-6-3

Tentative Course Outline

The topics in this course will be explored according to the following learning schedule.

Unit	Lesson Title and Topic(s)	Take-aways	Assignment
1	Introduction and the Right Question Strategy	Making the development of strong school family partnership easier. Teaching parents the process of Question Formulation Techniques and its advantages	Chapter 1
2	Partnerships through Teacher initiated Change and School Initiated Change	Teachers can easily integrate a simple process into their work that builds partnerships with parents. Integrating the Right Question Strategy into existing school activities to engage parents in problem solving	Chapter 2 and 3
3	An IEP Partnership through Parent Liaison-Initiated Change and ELL and Parent-Initiated Change	Building parents skills to participate more effectively in decisions affecting their children. The role of community organizations in equipping ELL parents to partner with their children's schools	Chapter 4
4	Partnerships to increase equity through district level change and Conclusion	Schools can engage parents and the community to increase equitable outcomes	Chapter 5
5 & 6	Facilitating Partnerships with the Right Questions	Ensuring that the Partnership is working and effective.	Chapter 6

Course Assignments and Assessments

Assignment	Grade Value
1. Provide a summary and critical reflection of each chapter	100
2. Parent & Community Partnership Plan	100
3. Research Paper	200
Total	400

Assignments:

1. Critical Reflection

Provide an annotated review (critical reflection) of each text chapters using the following format:

- Use a title page
- Explanation of text chapter (Key concepts of text)
- Analysis and evaluation of strengths
- Analysis and evaluation of weaknesses
- How information can contribute to your leadership praxis
- Quotes placed at end of each review (Minimum of 5 quotes you deem important to remember).

Note: An annotated review is a critical reflection of the reading. It is more than just a book review or a “I like the entire book.” You must show reflection, critical thinking, and interaction with the contents of the book.

2. Parent and Community Partnership Plan

Based on the “Right Question” Strategy and other processes covered in the text. students will develop a partnership plan that will aid in an effective classroom communication with all constituents.

3. Final Research Paper

“A large part of the problem [of the achievement gap] is that many educators do not understand what it means to engage in educational practices that promote equity. Equity involves more than simply ensuring that children have equal access to education. Equity also entails a focus on outcomes and results” (Boykin & Noguera, 2011, p. viii)

In consideration of the above quote, this assignment will offer you an opportunity to expand your understanding of public education as a system that both expands and diminishes equity.

For this assignment, you will explore the following question: *What are the tensions within efforts to reform public education and how do these debates shape your thinking and actions as a teacher?*

Follow the steps below to successfully write this scholarly paper.

1. Pick an educational initiative/idea introduced through class (readings, discussion, materials). This should be one of interest to you and one that you see as benefitting your own understanding.
2. Research who this initiative/idea is designed to benefit (a group of students targeted by the initiative).
3. Find peer-reviewed research articles and review class readings that address the initiative/idea and its impact on students. Take notes as you read.
4. Write your paper. Include the following as headings so that you and the reader [your instructor] will know exactly where you are headed and whether you have addressed all of the content requirements.

FORMAT:

Introduction (this is where you introduce your topic, establish its significance (hook), Consider this an advanced organizer for the paper

Part One (Titled: Initiative/Idea)

- Description of the initiative/idea
- Background and historical information of initiative/idea
- Strengths of the initiative/idea
- Weaknesses of/challenges to the initiative/idea
- Implications for teachers (What does this initiative/idea mean for teachers? You will want to think about what is essential for teachers to consider, know, and do within this initiative/idea)

Part Two (Titled: The students)

- Background of the student population targeted by the initiative (may include US, VA, DC demographics)
- Classroom/school implications for young learners in this population (How has this population of students historically experienced education? How do identity characteristics of this population intersect with characteristics of school?)
- Implications for teachers such as yourself (compare/contrast your background) teaching this population of students (You must first deconstruct and then describe relevant aspects of your identity. Then you must analyze how these pieces of your identity potentially intersect with teaching this student population. Use first person here to then generalize to a broader population of teachers like you.)

Part Three (Titled: Conclusions)

- Conclusions: Based on what you have presented in your research paper; this is where you draw conclusions about the impact of the initiative on students. Who is benefitted and how? Who

is disadvantaged and how? What does that mean for the group of students targeted by the initiative?

Grading Scale

The University grading system consists of letter grades and grade points. The grading system for graduate programs is as follows:

A = 97-100%	B+=89-92%	C+=77-80%
A- =93-96%	B=85-88%	C=73-76%
	B- 81-84%	

Graduate Grading System

Points	Grade	Value	Definition
389-400	A	4.0	Superior
373-388	A-	3.7	Excellent
357-372	B+	3.3	High Average
341-356	B	3.0	Average
325-340	B-	2.7	Low Average
308-324	C+	2.3	Below Average, Counting as Graduate Credit
292-307	C	2.0	Below Average, Counting as Graduate Credit
0-291	F	0.0	Failure
	I		Incomplete
	WE		Instructor Withdrawal Excessive Absences
	AU		Audit
	EC		Education Continuing, Ed D
	WP		Work in Progress 3-years limit, Ed. D
	W		Withdrawal Official Approval

Course Policies

The following policies apply to anyone participating in this course.

- Academic Honesty** – Students are expected to respect and uphold accepted standards of honesty in writing examinations or submitting written work to instructors. Plagiarism, though occurring in many forms, in essence involves the presentation of another person's work as if it were the work of the presenter. The results of research must be properly documented, and quoted material must be so designated. Students guilty of plagiarism or cheating may be suspended from the course and receive a failing grade.

- **Accommodations for Students with Special Needs** – Oakland City University actively supports the Americans with Disabilities Act which protects qualified individuals with disabilities from discrimination. Oakland City University will work with students and other associates to provide reasonable accommodations as provided in the Act. If a student or another associate believes he/she needs accommodations for **class**, he/she should contact Karen Nasserri, the 504 coordinator at 812-749-1483 or by email: knasserri@oak.edu. Her office is located in the Kennedy Center, room 203. If unavailable, Academic Affairs can be reached at (812) 749-1238. All **other** accommodations, please contact Student Life at (812) 749-1421.
- **Bad Weather Policy** – Oakland City University uses the Nixle Emergency Notification System to contact staff, students, and members of the community about upcoming events, class cancelations due to severe weather, and on-campus emergencies. Students are encouraged to register for Nixle (www.nixle.com) to receive e-mail notifications about campus emergencies.
- **Respect for Divergent Viewpoints and Diversity** – Students and faculty are to show appropriate respect for each other, and for divergent viewpoints expressed in the classroom. Such respect does not require agreement with or acceptance of divergent viewpoints.
- **Standards for Student Behavior** – As a denomination- affiliated university, the policies and guidelines of Oakland City University mandate student behavior to be consistent with Christian principles. Some behavior that is acceptable by the general public may not be acceptable on the Oakland City University campus.

Students at Oakland City University are expected to conduct themselves in an appropriate adult manner on and off campus and to conform to standards of propriety at all times. They should act with consideration for the rights of other students and for the reputation of the school and the community.

Inappropriate actions or activities occurring on or off-campus which may reflect upon the integrity or character of Oakland City University will be addressed based on the guidelines and policies of disciplinary action found in this handbook. The University reserves the right to dismiss a student whose conduct is detrimental to the general welfare of the school or community.

For a further explanation concerning the Christian principles which Oakland City University follows as well as the General Baptist Concepts of Morality, a copy of the General Baptist Social Principles Handbook may be obtained through the University Bookstore, or you may ask for the desk copy from any Resident Hall Director, Resident Assistant, or the Office for Campus Life.

- **Use of Inclusive Language** – Students are expected to use non-sexist inclusive language as appropriate in the completion of course assignments and participation in classroom discussions. The use of male gender terms to describe individuals, groups, titles, or roles that can include the female gender should be rewritten to more accurately reflect that both genders are being addressed. In cases where only one gender is clearly intended, language should be used that reflects that gender.

Targeted Standards of Course Learning

The following mission statements and attached document, Standards for Reference, are to be applied in the teaching of the course as appropriate to the school and degree program enrolled in taking the course.

OCU Vision Statement

To become a leading faith-based university that provides a Christian learning environment preparing students for service.

OCU Mission Statement

Oakland City University is a Christian faith-based learning community dedicated to the enhancement of intellectual, spiritual, physical and social development for positive leadership.

OCU School of Education Mission Statement

The School of Education at OCU is a collaborative learning community dedicated to:

- The preparation for gainful employment through academic excellence
- The promotion of Christian ethical and moral values
- The enhancement of each student practitioner’s intellectual, physical, spiritual, and social development
- Community service through positive leadership

School of Education – Graduate Programs Conceptual Framework and Objectives

The purpose of the Conceptual Framework (CF) as it relates to graduate studies in the School of Education (SOE) is to provide a foundation and organizational system through which candidates accomplish the primary objective of the program.

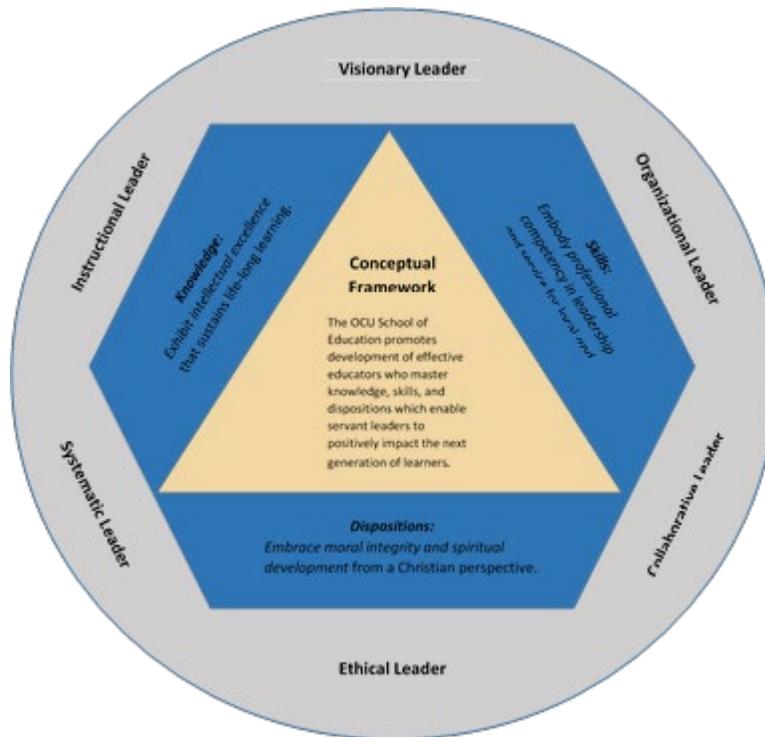
This objective is to advance the knowledge, skills, and disposition of those serving in leadership positions in the educational and business communities.

The OCU School of Education promotes development of effective educators who master knowledge, skills, and dispositions which enable servant leaders to positively impact the next generation of learners. The learning outcomes that flow out of the primary objective are to develop a student that:

- has advanced skills in one’s specialized content area(s) and has the knowledge of and uses the tools of inquiry as part of the on-going educational process while demonstrating

ethical leadership in creating positive working or learning environments for employers and students;

- has advanced knowledge of human development and uses the information to support the advancement of humankind's intellectual, social, and personal development within a business or educational community environment;
- has an in-depth understanding of diversity issues in life and their inherent value;
- models a variety of current leadership skills that assist employees/students to become critical thinkers and analytical problem solvers;
- guides, facilitates, and supports the success of all learners by providing leadership in curriculum development learning assessment, instructional supervision, and program evaluation conducive to student learning, personnel professional growth, and district and organizational accountability;
- uses collaboration within a positive organizational or learning environment with his or her employees, students, and work community;
- effectively uses a variety of communication techniques that foster inquiry and collaboration within the work environment;
- develops a leadership style that incorporates technological delivery systems with colleagues that enhance business and educational communication and community support;
- reflects on his or her leadership techniques and styles and experiences and adapts them to meet business, education, or community needs as he or she flourishes professionally through active participation in professional organizations, community organizations, and community service activities; and
- serves the community and assists as a community resource person in the community in which he or she is employed.



Goals and Standards for EDUC 611

The goals of OCU's School of Education, Elementary Education Master of Arts in Teaching/Transition to Teach Programs are set forth by meeting those standards and expectations provided by CAEP, InTASC, and the Indiana Department of Education (IDOE).

CAEP

1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.

1.2 Providers ensure that candidates use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice.

3.1 The provider presents plan and goals to recruit and support completion of high-quality candidates from a broad range of backgrounds and diverse populations to accomplish their mission. The admitted pool of candidates reflects the diversity of America's P-12 students. The provider demonstrates efforts to know and address community, state, national, regional, or local needs for hard-to-staff schools and shortage fields, currently, STEM, English-language learning, and students with disabilities.

InTASC

Standard 9: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Indiana Department of Education Developmental and Pedagogical Standards

Standard 6: The Professional Environment Elementary education teachers have a broad and comprehensive understanding of professional environments and expectations and demonstrate the ability to collaborate with others to improve student learning, to engage in continuous professional growth and self-reflection, and to adhere to legal and ethical requirements of the profession.

Assignment Rubrics

Parent & Community Partnership Plan

Candidate _____

	Highly Effective 3.75, 4	Effective 3 , 3.25, 3.5	Improvement Necessary 2, 2.5, 2.75	Ineffective 1, 1.25, 1.5, 1.75
<p>Depth of Plan: The plan introduces parents to the components of the <i>Right Question Strategies</i>.</p> <p><i>InTASC 9 and 10 Developmental Standard 6</i></p>	<p>Plan provides detailed strategies for Asking questions using the Question Formulation Technique, participate in decisions using the Framework for Accountable Decision Making and Playing three roles for partnering in their child's (children's) education, support, monitor, ad advocate.</p>	<p>Plan provides clear strategies for Asking questions using the Question Formulation Technique, participate in decisions using the Framework for Accountable Decision Making and Playing three roles for partnering in their child's (children's) education, support, monitor, ad advocate.</p>	<p>Plan provides some detailed strategies for Asking questions using the Question Formulation Technique, participate in decisions using the Framework for Accountable Decision Making and Playing three roles for partnering in their child's (children's) education, support, monitor, ad advocate.</p>	<p>Plan lacks strategies for Asking questions using the Question Formulation Technique, participate in decisions using the Framework for Accountable Decision Making and Playing three roles for partnering in their child's (children's) education, support, monitor, ad advocate.</p>
<p>Required Component: The teacher uses evidence to continually evaluate the effects of his/her decisions on others and adapts professional practices to better meet learners' needs.</p> <p><i>InTASC 9 Developmental 6.2</i></p>	<p>The plan clearly shows protocols to guide reflective analysis and evaluation of practice while able to evaluate the effects of her/his actions on learners, parents, and community members.</p>	<p>The plan shows protocols to guide reflective analysis and evaluation of practice while able to evaluate the effects of her/his actions on learners, parents, and community members.</p>	<p>The plan shows a few protocols to guide reflective analysis and evaluation of practice while able to evaluate the effects of her/his actions on learners, parents, and community members.</p>	<p>The plan lacks clarity showing protocols to guide reflective analysis and evaluation of practice while able to evaluate the effects of her/his actions on learners, parents, and community members.</p>

<p>Required Component: Use structure in plan that will allow for on data analysis and future planning</p> <p><i>InTASC 9 and 10 Developmental 6.1</i></p>	<p>The plan affords insightful opportunities for the educator the to gather, synthesizes and analyze a variety of data from sources inside and outside of the school to adapt instructional practices and other professional behaviors to better meet learners' needs.</p>	<p>The plan affords the educator the opportunity to gather, synthesizes and analyze a variety of data from sources inside and outside of the school to adapt instructional practices and other professional behaviors to better meet learners' needs.</p>	<p>The plan the lacks opportunities for the educator the to gather, synthesizes and analyze a variety of data from sources inside and outside of the school to adapt instructional practices and other professional behaviors to better meet learners' needs.</p>	<p>The plan does not afford the educator the opportunity to gather, synthesizes and analyze a variety of data from sources inside and outside of the school to adapt instructional practices and other professional behaviors to better meet learners' needs.</p>
<p>Required Component: Teacher practices the profession in an ethical manner</p> <p><i>InTASC 9 Developmental 6.4</i></p>	<p>The teacher uses a deepening understanding of cultural, ethnic, gender and learning differences to reflect on the needs of learners and to design and implement strategies to better meet the needs of learners.</p>	<p>The teacher uses a understanding of cultural, ethnic, gender and learning differences to reflect on the needs of learners and to design and implement strategies to better meet the needs of learners.</p>	<p>The teacher uses a little understanding of cultural, ethnic, gender and learning differences to reflect on the needs of learners and to design and implement strategies to better meet the needs of learners.</p>	<p>The teacher does not show understanding of cultural, ethnic, gender and learning differences to reflect on the needs of learners and to design and implement strategies to better meet the needs of learners.</p>
<p>Required Component: The teacher collaborates with learners, families, colleagues, other school professionals, and community members to ensure learner growth.</p> <p><i>InTASC 10 Developmental 6.3</i></p>	<p>The teacher builds ongoing communities of support for student learning, through exchanging information, advice and resources with families and colleagues.</p>	<p>The teacher has basic knowledge of building ongoing communities of support for student learning, through exchanging information, advice and resources with families and colleagues.</p>	<p>The teacher lacks understanding of building ongoing communities of support for student learning, through exchanging information, advice and resources with families and colleagues.</p>	<p>The teacher does not builds ongoing communities of support for student learning, through exchanging information, advice and resources with families and colleagues.</p>

<p>Required Component: The bibliography shows the teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners’ experiences, cultures, and community resources into instruction.</p> <p><i>InTASC 9 & 10 Developmental 6.7</i></p>	<p>The bibliography includes multiple perspectives in the presentation and discussion of content that include learners’ personal, family, community, and cultural experiences and norms.</p>	<p>The bibliography includes a less than two perspectives in the presentation and discussion of content that include learners’ personal, family, community, and cultural experiences and norms..</p>	<p>The bibliography includes lacks perspectives in the presentation and discussion of content that include learners’ personal, family, community, and cultural experiences and norms.</p>	<p>The bibliography includes multiple perspectives are not included in the presentation and discussion of content that include learners’ personal, family, community, and cultural experiences and norms.</p>
<p>Required Component: The bibliography shows the teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others</p> <p><i>InTASC 9 & 10 Developmental 6.9</i></p>	<p>The bibliography provides in-depth understanding regarding collaboration with colleagues and others to give, receive and analyze feedback on the effects of their actions on learners, colleagues and community members and to apply it to improve practice.</p>	<p>The bibliography provides some understanding regarding collaboration with colleagues and others to give, receive and analyze feedback on the effects of their actions on learners, colleagues and community members and to apply it to improve practice.</p>	<p>The bibliography provides basic understanding regarding collaboration with colleagues and others to give, receive and analyze feedback on the effects of their actions on learners, colleagues and community members and to apply it to improve practice.</p>	<p>The bibliography does not support understanding regarding collaboration with colleagues and others to give, receive and analyze feedback on the effects of their actions on learners, colleagues and community members and to apply it to improve practice.</p>
<p>Required component: The bibliography shows the teacher understands basic laws related to learners’ rights and Teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse)</p> <p><i>InTASC 9 (i) ACEI 5.1</i></p>	<p>The bibliography offers detailed information on structured individual and group professional learning opportunities to reflect on, identify, and address improvement needs and to enable him/her to provide all learners with engaging curriculum and learning experiences.</p>	<p>The bibliography offer some information on structured individual and group professional learning opportunities to reflect on, identify, and address improvement needs and to enable him/her to provide all learners with engaging curriculum and learning experiences</p>	<p>The bibliography provides minimal information on structured individual and group professional learning opportunities to reflect on, identify, and address improvement needs and to enable him/her to provide all learners with engaging curriculum and learning experiences</p>	<p>The bibliography lacks detailed information on structured individual and group professional learning opportunities to reflect on, identify, and address improvement needs and to enable him/her to provide all learners with engaging curriculum and learning experiences</p>

<p>Writing Structure and Conventions</p>	<p>Proper, standard writing conventions are used with highly effective sentence and paragraph construction. Thoughts expressed are coherent and logical. Flow of the paper is excellent. Errors in grammar, spelling, and syntax are minimal.</p>	<p>Proper, standard writing conventions are used with effective sentence and paragraph construction. Thoughts expressed are coherent and logical. Minor flaws in the flow of the paper. Errors in grammar, spelling, and syntax are a minimal.</p>	<p>Proper, standard writing conventions lacking with poor sentence and paragraph construction. Thoughts expressed lack coherence and logic. Flaws in the flow of the paper. Errors in grammar, spelling, and syntax are problematic.</p>	<p>Proper, standard writing conventions lacking with poor sentence and paragraph construction. Thoughts expressed lack coherence and logic. Paper is disjointed with numerous error in grammar, spelling, and syntax.</p>
<p>Total number of points</p>				

Final Research Paper

EDUC 611

Candidate _____

Reflective Practitioner Rubric	Highly Effective 3.75, 4	Effective 3, 3.25, 3.5	Improvement Necessary 2, 2.5, 2.75	Ineffective 1, 1.5, 1.75
Description of the education initiative ACEI 5.1	Presents appropriate and complete description of the education initiative, and includes multiple and different supporting references	Presents appropriate description of the education initiative, but is incomplete and/or includes only some supporting references	Presents some description of the education initiative, but is not sufficient and/or lacks supporting references	Lacks description of the education initiative
Significant historical background information regarding the education initiative ACEI 5.1	Presents appropriate and complete significant historical and background information of the education initiative, and includes multiple and different supporting references	Presents appropriate significant historical and background information on the education initiative, but is incomplete and/or include only some supporting references	Presents some significant historical and background information on the education initiative, but is not sufficient and/or lacks supporting references	Lacks significant historical and background information on the education initiative
Strengths and weaknesses of the education initiative ACEI 5.1	Presents appropriate and complete discussion of strengths and weaknesses of the education initiative, and includes multiple and different references	Presents appropriate strengths and weaknesses of the education initiative, but is incomplete and/or includes only some supporting references	Presents some strengths and weaknesses of the education initiative, but is not sufficient and/or lacks supporting references	Lacks strengths and weaknesses of the education initiative
Implications of the education initiative for teachers ACEI 5.1	Presents appropriate and complete implications of the education initiative for teachers, and includes multiple and different supporting references	Presents appropriate implications of the education initiative for teachers, but is incomplete and/or includes only some supporting references	Presents some implications of the education initiative for teachers, but is not sufficient and/or lacks supporting references	Lacks implications of the education initiative for teachers in the identified population
Background information about the targeted population of students ACEI 3.2	Presents appropriate and complete background information about the targeted population of students and includes multiple and different supporting references	Presents appropriate background information about the targeted population of students, but is not complete and/or includes some supporting references	Presents some background information about the targeted population of students, but is not sufficient and/or lacks supporting references	Lacks background information about the targeted population of students

Classroom/school implications for students in this population ACEI 3.2	Presents appropriate and complete implications for students in the targeted population; includes multiple and different supporting references	Presents appropriate implications for students in the targeted population, but it is not complete and/or includes only some supporting references	Presents some implications for students in the targeted population, but it is not sufficient and/or lacks supporting references	Lacks implications for students in the targeted population
Implications for teachers such as yourself teaching this population of students ACEI 3.2	Presents appropriate and complete background information about the culture, knowledge, and attitudes of the identified preservice teacher and includes multiple and different supporting references	Presents appropriate background information about the culture, knowledge, and attitudes of the identified preservice teacher, but is not complete and/or includes some supporting references	Presents some background information about the culture, knowledge, and attitudes of the identified preservice teacher, but is not sufficient and/or lacks supporting references	Lacks background information about the culture, knowledge, and attitudes of the identified preservice teacher
Conclusions regarding the impact of the initiative on students ACEI 3.2	Presents appropriate and complete conclusions regarding the impact of the initiative; includes multiple and different supporting references	Presents appropriate conclusions regarding the impact of the initiative but it is not complete; includes some supporting references	Presents some conclusions regarding the impact of the initiative but conclusions may be vague, and/or lacks supporting references	Lacks conclusions or conclusions presented are illogical based on the rest of the paper, and/or lacks any supporting references
			Total Points	

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Courseware Usage

This syllabus is intended to reflect accurately all aspects of the course learning experience. However, Oakland City University or the professor reserves the right to modify any portion of this syllabus as necessary because of events and circumstances that occur during the course.

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