

## **Family & Community Engagement**

Offered to you by  
The Public Education Foundation  
*For Nevada Endorsement*  
3 SUU Credits = 45 Hours

*To qualify for credit, Southern Utah University requires that learners must complete 15 hours of contact time per credit hour in any given course.*

**Course Description:** In this education course, you will learn what family engagement is and why it matters to the success of students and schools. You will learn the difference between involvement and engagement and how each can have positive effects on student learning.

Specifically, you will learn the importance of family engagement that describes what family members do at home, at school, with their children outside of school, and in the community to support their children's progress and learning. You will also learn about school and community programs and partnerships to help families extend their reach.

Such engagement is essential for school improvement. It is also increasingly recognized as an integral element for proficient practice as an educator.

Students will be able to:

- identify the family groups represented in their individual school communities and what specific actions are needed to develop and sustain comprehensive family engagement
- examine the core beliefs of the family role in partnering with schools
- describe the strengths and challenges associated with strong family engagement within a specific context
- develop a communication plan to inform, engage and provide family and community members with timely information and ways to support students
- investigate education law and parent rights so that the engagement plan that is developed is legally, ethically and educationally sound
- work with community agencies, partners, and organizations to provide a directory of services available to families.
- Define and develop strong advocacy among stakeholders
- Develop a comprehensive plan to support recruitment of family and community members, train participants and partner with various agencies to extend the positive reach of the school

Final Assessment:

- Develop a comprehensive plan to implement and improve Engagement, Involvement and Support in a chosen school. This plan will include multiple elements that reflect consideration of parents' and stakeholders' needs and interests, as well as a connection to the greater support network.

Rubric for Assignments and Reflections: (200 points total)

- On time submission (2 points)
- Response to feedback provided by instructors for work improvement (2 points)
- Organization of assignments to support objectives (2 points)
- Clear, concise writing with obvious connections to readings, class discussions, surveys, or other online materials (4 points)
- Each reflection is worth 10 points
- YaYa Box and Showcase your School assignments are worth 50 points each
- Participation in virtual meetings and online activities is worth 50 points

## Session Agendas

Text: *Powerful Partnerships – A Teacher’s Guide to Engaging Families for Student Success* (Mapp, Karen; Carver, Irene; Lander, Jessica; 2017)

**Cohorts will be identified based on interest to be held between  
January 2022 – December 2022**

### Workshop 1 – Setting the Stage for Engagement

#### Session 1

##### **(3 Virtual Face to Face)**

- Welcome & Introduction
- Ice Breaker – Modeling what we do with families (Cell Phone Picture)
- Review of Agenda & Expectations
- Family Engagement Vs. Parent Involvement – Define and utilize a T-chart to show differences
- Family Engagement as a strategy (not add-on)
- *Five Essential Supports - Organizing Schools for Improvement Study* (Jigsaw Activity)  
(<https://qrisnetwork.org/sites/all/files/materials/OrganizingSchools.pdf>)
  - What is the essential support?
  - What impact has this essential support had when carried out in schools?
  - Overall Question: What other challenges do we face at educators that impact FE and student success?

#### Session 2

##### **(3 Online Hours)**

- Perceived barriers to family engagement- Reflection (Yourself, Other Educators, Families)- Make a chart to show different perspectives
- Examine Introduction – *Powerful Partnership*
  - Why Family Engagement? Benefits for students, families, teachers, schools, and community.
  - Video resource from *Powerful Partnerships* (p.15) ([scholastic.com/PartnerResources/](http://scholastic.com/PartnerResources/)) Use the word "effective" to get into video links.
  - Reflection Assignment (p. 15)
- What do you bring to the plate? Examining your past and present
  - “YaYa” Box – Create a digital box that explores and reflects who you are as a person. What has impacted you the most in life? What is important to you as a person?

### **Session 3**

#### **(3 Virtual Face to Face Hours)**

- Ice Breaker – Share your YaYa Box in assigned groups
- Discussion on perceived barriers (from chart in Session 2) and review research on impact of family engagement on students, families, educators, and community.
- Family Engagement impact on teacher retention – why teachers leave. *The Schools Teachers Leave* (Chicago Consortium Study - <https://consortium.uchicago.edu/publications/schools-teachers-leave-teacher-mobility-chicago-public-schools>)
- Examine Your Core Beliefs – Introduction to Core Belief Video (Resource from *Powerful Practices* p. 20)
  - Connect YaYa Box experience to reflection in *Powerful Partnerships* (p. 19)
  - Participate on a poll survey – Four Core Beliefs and your level of agreement/disagreement of each
  - Discuss why someone would agree/disagree with each belief (perspective)
- Core Beliefs 1 and 4 Reflection (Group Work)
  - Core Belief 1 – Hopes and Dreams Discussion
    - Reflect upon your hopes and dreams for your own children. As a partner in education, how would knowing parents hopes and dreams make a difference in your classroom in educating the child?
    - The one question all educators should be asking.
  - Core Belief 4 – Responsibility for Cultivating and Sustaining Partnerships
    - Reflect to barriers – what about feeling welcome?
    - Think about a parent who might be reluctant, too busy, or have many other excuses for not engaging with you as a teacher. What strategies might you use to become a partner (authentic invitation to partner)?

### **Session 4**

#### **(3 Online Hours)**

- Examine Chapter 1 *Powerful Partnerships*. Add your reflection on a blog.
  - Core Belief 2 - Think about the students you are currently teaching or have recently taught. What strengths or funds of knowledge do their families bring to the plate that would help with their children's success? (Use information from Pages 23-26 to think about their strengths.)
  - Core Belief 3 - What would it look like and sound like in your classroom/school if families and school staff are equal partners?
- Core Beliefs - Putting it Altogether. View Partnership Clip (*Powerful Partnerships* p. 35 Your Colleagues Reflect) Which of the four core beliefs resonates most with you (that you can honestly agree with)? Which one do you feel you will have to work on to truly believe in it? What will you do to overcome those beliefs? (Written Reflection)
- Family Engagement Policies- expectations for school and teachers
  - Review State ([www.doe.nv.gov/Family\\_Engagement](http://www.doe.nv.gov/Family_Engagement)) and CCSD family engagement policies ([http://ccsd.net/district/policies-regulations/pdf/1140\\_P.pdf](http://ccsd.net/district/policies-regulations/pdf/1140_P.pdf)). Each is based upon the National Standards for Family-School Partnerships (<https://www.pta.org/home/run-your-pta/National-Standards-for-Family-School-Partnerships>)
  - Based upon National Standards- What is your school's climate and culture for family engagement/partnerships? What is your school doing well? What needs more work? As a classroom teacher, what standard(s) do you feel you could impact the most? (Think about the connection between Standards 1 and 2) (Written Reflection)

## **Session 5**

### **(3 Virtual Face-to-Face Hours)**

- Ice Breaker - Think about someone in your work or at home with whom you enjoy collaborating. Create a “banner” that represents this.
  - The banner may answer the following: Why specifically do you enjoy working with this person? What makes it a productive working relationship? How do your strengths and weaknesses complement one another? (Tie this to working with families - same thing. Discuss - How do we create these partnerships?)

Introduction to the Dual Capacity Framework - Version 2.0 - Focus on the Challenges and Lack of Opportunities. Why has it been such a challenge for families and for educators to engage with one another? (this video is from the 1.0 version - discuss differences between this and 2.0)

<https://www.>

- [.com/watch?v=NxgnNXyfjUE&feature=youtu.be](#)
- Explore and Analyze the 4 Versions of Family-School Partnerships
  - Utilize rubric to evaluate where your school currently is in terms of partnership. (Rubric & p. 37-42 *Powerful Partnerships*)
  - Discussion in groups - How might it look differently from the perspective of the administrator or parent?
- Jigsaw Activity - *Partners in Education - A Dual Capacity-Building Framework for Family–School Partnerships*. - <https://www2.ed.gov/documents/family-community/partners-education.pdf>
  - Review the assigned Case Study - pages 13-23.
    - How did each of the schools in the case study do all three to build the type of relational trust needed for solid family engagement?
    - Is there anything you feel they could have done to enhance?

## **Session 6**

### **(3 Online Hours)**

- Explore Chapter 2 *Powerful Partnerships*
  - 5 Process Conditions (6 based upon new Dual Capacity Framework 2.0). *Powerful Partnerships* p. 42-57; Video Clip - [scholastic.com/PartnerResources](http://scholastic.com/PartnerResources)
- View the Karen Mapp Video (1.05) <https://www.scholastic.com/teachers/videos/teaching-content/establishing-framework-family-engagement/> - This will lead to the next reflection activity.
- Module Culminating Activity – p. 47 *Powerful Partnerships* (Written Reflection)
  - Based on the analysis of your definition of family engagement, your core beliefs, and knowledge of the process conditions, where are you in terms of your partnership with families? (This is the starting point).
  - Determine ways that you can begin to move forward in this journey.

## **Workshop 2 – Establishing Communication for Engagement**

## **Session 7**

### **(3 Virtual Face-to-Face Hours)**

- Ice Breaker - Shape Test Personality Activity (in groups)
  - Do you agree or disagree with the description for your shape? Why?
  - How does your personality impact/shape the way you communicate with others?
  - How do you like people to communicate with you?
- An Effective Communication Model - Relate to National Standard 2
  - Why is it important? (Role-play)
  - Sender, Receiver, Back to Sender, Active Listening (Two-Way); What are the challenges/barriers?
  - Types - Verbal vs. Non-Verbal
- Small group discussion - Ways Schools Traditionally Communicate with Families
  - “Inventory” all of the ways teachers/school communicate with families (i.e. Infinite Campus, Parent Link, Website, Facebook, email, Class Dojo, phone calls, text, newsletters, etc.)

- Based upon the effective communication model, what are the pros and cons of each? Which are best for two-way communication? How can those that aren't two-way be changed so that they do allow families to communicate with us?
- Groups share their findings and determine what elements we need to know from families in order to provide the best communication possible.
- Based upon small group/shared group discussion, develop a google survey you could give to families within the school community to determine communication needs. (Share examples). Post surveys for shared drive.

## **Session 8**

### **(3 Online Hours)**

- Explore Chapter 3 and 6 - *Powerful Partnerships* and *Support Your Work with Family-Friendly Resources*
  - p. 49-51. View video - Partnership Clip p. 50 *Powerful Partnerships*. Hoover Dempsey Study (Vanderbilt University) -Welcoming, Honoring, Connecting
  - p. 51-56 and p 121-127 Foundational Strategies - Welcome Phone Call or First Letter
    - Produce a list of important questions and topics to cover in the first phone call or letter. (Utilize list given in book and add/modify to make it your own)
  - p. 56-64 - Home Visits
    - Written reflection (Blog) - Dynamics of Home Visits in Las Vegas (pros and cons, removing the barriers)
  - p. 65-71 - The Invitation Into the Classroom
    - Importance of the Ice Breaker (reflect upon all of our face-to-face sessions as well as reading).
    - Find an icebreaker or develop a new one that might be helpful in planning a successful family event within your school community or classroom. Share this activity on shared drive.

## **Session 9**

### **(3 Virtual Face-to-Face Hours)**

- Ice Breaker- Small Groups (Select participant to share their ice breaker from previous session). Reflect- How will this work with families? (Think about diverse group of participants)
- What does your school or classroom communicate? (Family-Friendly Schools)
  - Explore the article, Is your School Family-Friendly? <https://www.ptotoday.com/pto-today-articles/article/398-is-your-school-parent-friendly>. Small groups focus on the elements of staff, physical environment, written materials, and procedures & policies. What should be included in each to show that your classroom or school is family-friendly? (Create List)
  - Download Family-Friendly Schools Checklist to compare/contrast with list developed (<https://education.ky.gov/districts/SBDM/Documents/Family%20Friendly%20School%20Checklist.pdf>). What elements were you missing? Is there anything on the resources list that should be included?
  - Complete the checklist for your school/classroom along with the reflection. In small groups, what are the common areas that are being done well and that need more work?
  - Whole group - Where to begin the work of family-friendly schools (Share resources with participants for each "level" - i.e. already family-friendly, need a little work, etc.

## Workshop 3 – Developing Advocacy and Decision-Making for Authentic Engagement

### Session 10

#### (3 Online Hours)

- Explore the Joining Together to Create a Bold Vision for Next Generation Family Engagement Engaging Families to Transform Education - Carnegie Challenge Paper [https://production-carnegie.s3.amazonaws.com/filer\\_public/f8/78/f8784565-4bd6-4aa3-bd80-2b98fd43380e/parent-engagement-2018.pdf](https://production-carnegie.s3.amazonaws.com/filer_public/f8/78/f8784565-4bd6-4aa3-bd80-2b98fd43380e/parent-engagement-2018.pdf)
  - Select one of the high leverage areas considered to be a core building block for next generation family engagement. What exists now and what could exist in the future when it comes to empowering families using this strategy? (Written reflection)
- Revisit the National Standards for Family-School Partnerships -Standards 3, 4 and 5. ([National Standards for Family-School Partnerships](#))
  - For each standard, what would it look like/sound like/feel like if you were utilizing the strategies suggested in each standard within your classroom and with families? (Add to group blog)

### Session 11

#### (3 Virtual Face-to-Face Hours)

- Ice Breaker - Decision Making Four Square (Would you Rather?)
- Revisit the Dual Capacity Framework 2.0 - Focus on Organizational and Process Conditions
  - Organizational Conditions - Use the CCSD Strategic Plan - Family Engagement. Does the strategic plan include all of the process conditions?
  - Best practices Video - Flamboyant (Listen for the 6 process conditions) <https://www.youtube.com/watch?v=XCaz8RTbzcc&feature=youtu.be>
- Relational Trust - Utilize the article to focus on key components of this type of trust. <http://www.ascd.org/publications/educational-leadership/mar03/vol60/num06/Trust-in-Schools@-A-Core-Resource-for-School-Reform.aspx>
- Links to Learning - Utilize Snapshots: Carlin Springs Teamwork Night APTT <https://vimeo.com/316130964> . Group Discussion with the following:
  - How is this links to learning experience different than what you typically see in a family night?
  - How does this relate to the other process conditions (asset-based, culturally responsive, collaborative, interactive)?
- Asset Based - Explore the Gerardo Lopez (2001) Study (*New Wave of Evidence*). Group discussion with the following:
  - How does this article change your thinking about educators who say that if parents are not at the school, they are not engaged?
  - How can you find out what assets/strengths families do have to share?
- Culturally Responsive -Community and Family Toolkit (ELL Families) <https://www.tesol.org/docs/default-source/advocacy/tesol-community-and-family-toolkit.pdf?sfvrsn=>
  - Explore pages 23 to 25 to discuss culturally response strategies. (Largest population in CCSD is Hispanic).

- Respond to the ways that they are addressed here, and other ways you have engaged at your school (blog response).
- Collaborative & Interactive - Define and give examples of each.
- Review all six process conditions and introduce a retooling document (to be used in groups during online session).

## **Session 12**

### **(3 Online Hours)**

- Revisiting Parent Involvement vs. Family Engagement - Retooling a Family Event (Group Work)
  - Utilize the tool with all process conditions to rework a family event so that it engages, not just involves families/parents.
  - Post the event in the shared drive (all can use these events).
- Explore Chapter 4 of *Powerful Partnerships*, Transforming Parent Conferences & IEP Meetings
  - Reflection - P. 101 (*after viewing the video clip*).
- View the recorded video from an expert in the Special Education field sharing information on parental rights and how we can create more positive relationships with families to support these rights.
  - After viewing the video, what is something you already do to support families who have children with special needs? What is something you will modify and/or change in your practices to better support the families?

## **Workshop 4 – Working with the Greater Support Network**

### **Session 13**

#### **(3 Virtual Face-to-Face Hours)**

- Ice Breaker- Setting the Stage for Supporting the School Community
  - Explore the article [How to Grow a Sense of Community With a School Garden](#) by Juliana Urtubey, George Lucas Educational Foundation September 3, 2019
  - Group Discussion- Draw a picture of what the garden represents in terms of supporting the collaboration of families and schools with the community to make connections with learning opportunities, community service, and civic participation.
- Revisit the National Standards for Family-School Partnerships -Standards 6 ([National Standards for Family-School Partnerships](#)).
- CCSD Equity & Diversity - Presentation on inclusiveness in school communities beginning with “us”.
  - Relationship building role play - importance of building positive relationships without asking for something in return.
- CCSD Community Partnership Office - Presentation on how to promote your school as the center of the community.
  - Small groups - Work on foundation of oral presentation that showcases their schools that answers, “Why would/should a potential community partner, a new family within the community, or a person in general (Oprah, Governor of Nevada, etc.) want to visit your campus?” Role-play what will be stated in order for the community to engage with the school.
  - Create a document which showcases your school to enhance presentation.



## **Session 14**

### **(3 Online Hours)**

- Explore the paper *Cultivating a Community of Champions for Children*, WKKF - W.K. Kellogg Foundation (2019) <https://www.wkkf.org/resource-directory/resource/2019/07/cultivating-a-community-of-champions-for-children-through-transformative-family-engagement>
- Explore the paper *Family-Centered Community Change - Supporting families, Strengthening Neighborhoods* - Annie E. Casey Foundation (2019) <https://www.aecf.org/resources/family-centered-community-change-report/>
  - Using information from the two papers, write a reflection on the various methods of motivation and the practical application for motivating families and community stakeholders.
- Work in small groups to work on finalizing oral presentations and documents that showcases the school, Provide feedback.
- Compile a list of your 3 highest achieving students and your 3 lowest achieving students. There is more to teaching children than the academic parts, so this will help you understand the non-academic values that parents instill in their children. Contact the parents of each of these 6 students and talk to them about family values that they instill in their children, such as:
  - Are there special times in your lives where family members are honored?
  - How do you celebrate holidays?
  - How do you talk to your children about school?
  - What are your expectations for your child at school?

## **Session 15**

### **(3 Face-to-Face Hours at Public Education Foundation - Teacher Exchange)**

- Ice Breaker - In groups, participants will share their 3 to 5 minute presentation & flyer showcasing their schools. Question/response after each presentation.
  - Discuss - What will this look like out into your community (using one of the businesses on your spreadsheet?)
- Public Education Foundation - Family Learning Program presentation (PACT, Family Service Learning, Parent Workshops)
  - Small group discussion/writing - Think about all that you have learned throughout this class. What best practices does this program use in order to improve family engagement within schools and the community? (Share ideas with the whole group)
- Teacher Exchange Membership - materials to utilize during PACT Time (tour)
  - Participants create a Family PACT time Tool Kit using items from the Teacher Exchange. The tool kit will focus on grades Pre K – 2, 3-5, 6-7-8 (MS) and/or a Tool Kit for HS – 9-12.
- Pair Share opportunity to “show and tell” how this professional responsibilities domain: Standard 4: Family and Community Engagement will be used within their school setting.

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