

Stone Child College
Parent Partnerships and Community Collaboration – EDU 305
Course Syllabus



Course Information

- A. Number: EDU 305
- B. Title: Parent Partnerships and Community Collaboration
- C. Credits: 2
- D. This course is offered Fall Semester

Personal Information

- A. Instructor: Kadene Drummer

Required Materials

- A. Resources from the Instructor
- B. Beyond the Bake Sale: The Essential guide to Family-School Partnerships by Anne T. Henderson, Karen L. Mapp, Vivian R. Johnson, and Don Davies
- C. Working With Parents: Building Relationships for Student Success by Ruby K. Payne, Ph.D.

Description

Parent Partnerships and Community Collaboration develops candidate skills and knowledge necessary to work effectively in partnership with parents, community members, and colleagues in education related endeavors. The course includes a service learning component in which candidates research community needs, design a project based on those needs, and provide volunteer service to implement the project.

Rationale

**“Let us put our minds together and see what life we can make
for our children.” -Tatanka-Iyotanka (Sitting Bull)**

This course provides candidates with the opportunity to assess and practice their communication, collaboration, and partnership skills to inspire learning in their classrooms and be leaders in their schools and communities. Developing partnerships with families, professionals, and colleagues requires a high level of interpersonal communication skills. Students will learn about Urie Bronfenbrenner’s Ecological Systems Theory while completing a community needs assessment, developing an action plan based on a community need, and providing volunteer service to meet the identified needs.



PERFORMANCE STANDARDS SUPPORTED IN THIS COURSE

PEPPS 10.58.501 (j) Candidates will be able to interact knowledgeably and professionally with students, families, and colleagues based on social needs and institutional roles;

PEPPS 10.58.501 (k) Candidates will engage in leadership or collaborative roles, or both, in content-based professional learning communities and organizations and continue to develop as professional educators;

InTASC Principle 10: Leadership and Collaboration The candidate 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.

Assessment Indicator: 4.4 Work collaboratively with students, families and colleagues to meet the needs of all learners

Course Objectives

Upon completion of this course students will be able to:

- A. Communicate more effectively with parents;
- B. Identify ways to involve parents in education programs and community activities;
- C. Identify and access available community and cultural resources, agencies, and services;
- D. Develop materials for parents that reflect cultural, community, state, and national resources;
- E. Collaborate with a community organization to provide service to the community based upon community needs, an action plan and evaluation;
- F. Analyze the impact of culture and diversity in the populations they serve;
- G. Practice specific strategies in resolving cultural conflicts to build relationships with children and families.

Course Requirements

- A. Attendance and participation in weekly class activities and discussions.
- B. *Community Service Learning Project Part One (documented 30 hours, research, design a project based on particular need, provide volunteer service)
- C. *Community Service Learning Project Part Two: Evaluation and Presentation
- D. Completion and participation of “In-class Activities” with reaction papers (must be in class to complete and receive credit).
- E. Weekly Reading/Journal Activity Assignments.

Grading System

Attendance and Participation	= 50 points
*Community Service Learning Project Part One	= 120 points
*Community Service Learning Project Part Two	= 60 points
Reflective Essay for InTASC Principle 10	= 75 points
Weekly Reading Activity Assignments (8 x 15 points)	= 120 points
Evidence Documentation Form	= 75 points

Total: 500 points

Grading

90 – 100%	A	450 - 500
80 – 89%	B	400 - 449
70 – 79%	C	350 - 399
60 – 69%	D	300 - 349
0 – 59%	F	Below 300

***Tutors are available for students.** Please contact the instructor if you have any questions or need a tutor.

RUBRIC FOR REFLECTIVE ESSAYS: InTASC PRINCIPLE 10

The essential elements assessed in the Reflective Essay are: 1) The writing of the essay must be clear and articulate and reflect the 6 traits of writing (Ideas—the main message; Organization—the internal structure of the piece; Voice—the personal tone and flavor of the author's message; Word Choice—the vocabulary a writer chooses to convey meaning; Sentence Fluency—the rhythm and flow of the language; Conventions—the mechanical correctness; 2) the essay must include an explanation of how the Principle applies to the candidate's teaching and student learning; 3) the essay must describe examples of evidence related to the candidate's experiences and artifacts or evidence being submitted; 4) the essay must include a summary statement on the candidate's goals for continued growth and the candidate's continued commitment to implementing the principle in future work.

Stone Child College's Education Department

Reflective Essay Rubric

Domain: _____ InTASC Principle: _____

Candidate: _____

Reviewed by: _____ /Date/s: _____

Essential Elements for the Reflective Essay	0 Unacceptable	1 Developing	2 Proficient	3 Exemplary
<p>In a thoughtful, articulate, and clearly written essay:</p> <p>(1) Explain how the principle is relevant or meaningful to your teaching and student learning;</p> <p>(2) Describe ways you have implemented the principle or examples of evidence that support your strengths;</p> <p>(3) Summarize your commitment to the principle and highlight your goals related to the principle.</p>	<p>Unacceptable (0) is defined to be a level of work lacking clear demonstration of more than one essential elements being assessed.</p>	<p>Developing (1) is defined to be a level of work that indicates all essential elements have been demonstrated, but one of those critical elements are underdeveloped to the degree it would be prudent for the candidate to receive additional preparation in the underdeveloped area.</p>	<p>Proficient (2) is defined to be a level of performance that indicates all assessed elements have been developed to the degree that it is reasonable to conclude the candidate has succeeded in meeting the stated expectations of the assessment.</p>	<p>Exemplary (3) is defined to be a proficient candidate who has developed beyond expectations in 50% or more of the essential elements being assessed.</p>

Score: _____ Comments and suggestions:

EVIDENCE DOCUMENTATION RUBRIC AND GUIDELINES

Evidence Documentation Form 1: The essential elements for this assessment are: The artifact must demonstrate the candidate’s ability **to work collaboratively with students, families and colleagues to meet the needs of all learners** (Assessment Indicator 4.4) by interacting knowledgeably and professionally with students, families, and colleagues based on social needs and institutional roles, and engaging in leadership or collaborative roles, or both, in content-based professional learning communities and organizations and continue to develop as professional educators.

Essential Elements	0 Unacceptable	1 Developing	2 Proficient	3 Exemplary
<p>The artifact must demonstrate the candidate's ability to work collaboratively with students, families and colleagues to meet the needs of all by interacting knowledgeably and professionally with students, families, and colleagues based on social needs and institutional roles; and engaging in leadership or collaborative roles, or both, in content-based professional learning communities and organizations and continue to develop as professional educators.</p> <p>3) The Evidence Documentation Form must reflect the 6 traits of writing.</p>	<p>Unacceptable (0) is defined to be a level of work lacking clear demonstration of more than one of the essential elements being assessed.</p>	<p>Developing (1) is defined to be a level of work that indicates all essential elements have been demonstrated, but one of those critical elements are underdeveloped to the degree it would be prudent for the candidate to receive additional preparation in the underdeveloped area.</p>	<p>Proficient (2) is defined to be a level of performance that indicates all assessed elements have been developed to the degree that it is reasonable to conclude the candidate has succeeded in meeting the stated expectations of the assessment.</p>	<p>Exemplary (3) is defined to be a proficient candidate who has developed beyond expectations in 50% or more of the essential elements being assessed.</p>

Level of Performance	0 Unacceptable	1 Developing	2 Proficient	3 Exemplary
<p>Assessment Indicator: Work collaboratively with students, families and colleagues to meet the needs of all learners</p> <p>Assessment: *Community Service Project</p>	<p>Unacceptable (0) is defined to be a level of work lacking clear demonstration of more than one of the essential elements being assessed.</p>	<p>Developing (1) is defined to be a level of work that indicates all essential elements have been demonstrated, but one of those critical elements are</p>	<p>Proficient (2) is defined to be a level of performance that indicates all assessed elements have been developed to the degree that it is reasonable to conclude the</p>	<p>Exemplary (3) is defined to be a proficient candidate who has developed beyond expectations in 50% or more of the essential elements being assessed.</p>

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