

Home-School Relations

T & L 312 * Fall 2007

College of Education and Human Development

Department of Teaching and Learning

Room 210, Wednesdays 1-3:30 p.m., 3 credits

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Office hours: *Appointments may be scheduled as needed.*

Required Texts:

Olsen, G. & Fuller, M.L. (2002). *Home-school relations: Working successfully with parents and families*. New York: Allyn Bacon.

Self-selected parenting literature

Conceptual Framework:

The teacher education programs at the University of North Dakota are grounded on constructivist principles. Throughout our programs, we support the development of teachers who are learners, active agents of learning and articulate visionaries.

Course Description and Goals:

This course explores home-school relations. The content will include history, parental involvement in schools, parent-teacher conferences, home visits, parent programs, and resources for parents and teachers. At the conclusion of the course, the student will be able to:

- Identify benefits for children, parents, and teachers when parents and teachers work together to establish and maintain a partnership. (ESPB-ECE-8.8.3)
- Explain the basis for establishing strong home school relations to help the teacher, parent, and child. (INTASC #7)
- Identify steps helpful in establishing a relationship prior to the child's entrance into the classroom.
- Identify techniques a teacher uses to convey information, interest, and support to parents and their children. (INTASC #6)
- List factors that facilitate productive parent-teacher conferences and utilize parents in the classroom.

- Create opportunities for students to teach their colleagues using a variety of instructional methods. (INTASC #3)
- Describe the types of relationships a teacher should establish with colleagues, parents, and agencies. (INTASC #10)
- Distinguish between individual and group motivation techniques and engage in an environment that promotes positive social interaction. (INTASC #5)
- Compare the benefits of the different assessment techniques used to determine which techniques are most appropriate to the area of home-school relations. (INTASC #8).
- Demonstrate their application of the class through limited experience in the field. Students can use reflection and comparisons to better understand the dynamics of home-school relations. (INTASC #9)

Instructional Practices: This course will use a variety of instructional practices, including lecture, small and large group discussion, guest speakers, videos, written class reflections, and student presentations.

Course Requirements and Professional Behavior:

1. **Participation:** It is expected that you attend this class. In such a setting, course content cannot be effectively recreated; therefore, **attendance** is extremely important. In-class participation activities cannot be made up unless prior permission is given by the instructor (family emergency, illness).
2. **Preparation:** Please come to class having reflectively read the readings. **Be prepared** to make insightful and interesting comments during the class discussions.
3. **Courtesy and cell phones:** Please refrain from chit chat during class. **Cell phones-** The use of cell phones, beepers, and other personal communication devices are not to be used in class. Please turn them off before entering the classroom unless you have instructor permission. Then you may turn your phone to vibrate, and quietly leave the room to take the call. No texting please. (Refer to the UND Code of Student Life, Section 2-3-D-1)
4. **Assignments:** All **assignments** are to be handed in on the due date and should be completed in a professional manner. Papers should be typed using 12 pt font and using APA format. Late assignments that are not prearranged will result in a reduction of points.

Assignments/Points and Grading:

(subject to change or adaptation)

Participation/in-class reflections.....	100
In-class Case Study: Parent-Teacher Conference.....	50
Presentation.....	80
Personal Teaching Reflection.....	20
Book Review.....	100
Bullying Interviews & Paper.....	100
Final.....	50
Total Possible Points.....	500

Grading Scale

A= 100-92% B=91-84% C= 83-76% D=75-68% F= 67% and Below

Incomplete Grades: The mark "I", Incomplete, will be assigned only to the student who has been in attendance and has done satisfactory work up to a time within four weeks of the close of the semester, including the examination period, and whose work is incomplete for reasons satisfactory to his or her instructor. (See p. 36 of 2003-05 UND Catalog for complete policy statement for undergraduates.)

Other Policies:

Dispositions- Professional dispositions are formally and/or informally monitored throughout the teacher education program. Faculty, instructors and/or cooperating teachers may request a one-on-one meeting with a teacher candidate to discuss areas of strength or concerns. Written documentation of this conference may be included in the candidate's permanent file. Specific procedures are delineated on the form, "Professional Dispositions for UND Teacher Education".

Exceptionalities- If you have emergency medical information to share with me, if you need special arrangements in case the building must be evacuated, or if you need accommodations in this course because of a disability, please make an appointment with me.

If you plan to request disability accommodations, you are expected to register with the Disability Support Services (DSS) office- 190 McCannel Hall, 777-3425. You can view the DSS website at www.und.nodak.edu/dept/dss.

Essential Functions- All teacher education students must be able to perform the essential functions expected of a student in a field-based classroom experience as described in the Student Teacher Handbook, p. 11 (Guidelines for Student Teachers). Reasonable accommodations will be afforded to student teachers with disabilities as required under the Americans with Disabilities Act of 1990. Students who can no longer perform the essential functions of teacher candidates must report that to the Director of Teacher Education and suggest any accommodations that they think will enable them to perform as teacher candidates. The director will then determine if the suggested accommodations are reasonable or if there are any other reasonable accommodations that can be made. If accommodations cannot be made, the students will not be able to remain in the teacher education program.

Plagiarism- All work handed in as original must be your own work. Refer to the UND Code of Student Life publication for the policy on plagiarism. The instructor has the right to record a failing grade in the case of academic dishonesty.

Grievance Procedures- *Students are encouraged to voice their perceptions of all relevant academic matters in class and to the professor outside of class. Should an academic grievance arise, it is the Department of Teaching and Learning policy to proceed as follows:*

- 1. Any student with an academic grievance should discuss the grievance with the professor, and request mediation with the person.*
- 2. If the grievance is not resolved as faculty level, the student may discuss it with the program coordinator, and request mediation.*
- 3. If the grievance is not resolved at the coordinator level, the student may discuss it with Dr. Glenn Olsen, chair of the Teaching and Learning Department and request mediation.*
- 4. If the grievance is not resolved at the Department level, the student may discuss it with the Associate Dean of Teaching and Learning Department and Dr. Barbara Combs, Director of Teacher Education and request mediation.*
- 5. If the grievance is not resolved at the Director level, the student may appeal it to the Department's Grievance and Appeals committee.*
- 6. If the grievance is not resolved at the Department level, the student should discuss it with Dr. Dan Rice, Dean of the College of Education and Human Development and request remediation. Further details regarding grievance policy of the college can be found on the EHD home page on the internet.*

7. *If the grievance is not resolved at the college level, the student may request a review of the grievance by the Academic Standards Committee of the University. The ASC will consult with all parties involved in the grievance, will document its findings, and will make recommendations to the Vice President of Academic Affairs who will then render the disposition of the grievance within fifteen days following receipt of the ASC recommendations.*
It is the student's responsibility to initiate and advance the grievance.

T & L 312, Home School Relations Course Outline
 (subject to change or adaptation)
 Fall, 2007

Date	Course Topics	Readings & Assignments Due
Aug. 22	<ul style="list-style-type: none"> • Introduction to the course • Book share • Pick topic for presentation 	
Aug. 29	<ul style="list-style-type: none"> • History of families and rationale for family involvement in schools • Group collaboration for presentation 	-Chapters 1&2 -Bring in a family picture or drawing. -Go to www.stepfamily.org and read stats about divorce. Bring in 1 interesting stat.
Sept. 5	<ul style="list-style-type: none"> • Diversity and Families • <u>We All Sing with the Same Voice</u> • <u>Victor</u> • In class book & video viewing response 	-Chapter 3
Sept. 12	<ul style="list-style-type: none"> • Field Trip/PIC • In-class Reflection 	
Sept. 19	<ul style="list-style-type: none"> • Parents' Perspectives on Parenting & Teachers and Parenting • <i>Group Presentation: Parenting</i> • Parenting magazine articles 	-Chapters 4 & 5
Sept. 26	<ul style="list-style-type: none"> • <i>Group Presentation: Parent-Teacher Communication</i> • Case Study: Parent-Teacher Conference 	-Chapter 6
Oct. 3	<ul style="list-style-type: none"> • <i>Group Presentation: Parent Involvement in Schools</i> • <i>Group Presentation: Fatherhood, Society, and Schools</i> • Guest speaker- Military families & deployed fathers/mothers 	-Chapter 7 -Chapter 14
Oct. 10	<ul style="list-style-type: none"> • <i>Group Presentation: Disabilities</i> • Guest Speakers: GFPS Special 	-Chapter 8

	Education Teachers	*3 questions for Guests*
Oct. 17	<ul style="list-style-type: none"> • <i>Group Presentation: Parent Involvement Models</i> • Guest Speaker: Head Start • In-class Reflection • <i>Parent resources projects</i> 	-Chapter 9 **Parenting Resources Project Due**
Oct. 24	<ul style="list-style-type: none"> • <i>Group Presentation: Poverty</i> • Ruby Payne Activities 	-Chapter 12
Oct. 31	<ul style="list-style-type: none"> • <i>Group Presentation: Violence</i> 	-Chapter 11
Nov. 7	<ul style="list-style-type: none"> • <i>Group Presentation: Educational Law and Parental Rights</i> • Speaker: 	-Chapter 10 *3 questions for Guest*
Nov. 14	<ul style="list-style-type: none"> • <i>Group Presentation: Bullying</i> 	-Chapter 15
Nov. 21	<ul style="list-style-type: none"> • NO CLASS: Independent Work on Bullying Project 	
Nov. 28	<ul style="list-style-type: none"> • <i>Bullying Project due</i> • School Choices in-class Reflections • Home-School Panel • Advocacy 	-***Bullying Project Due*** -Chapter 13 -Questions for Panel -Chapter 16
Dec. 5	<ul style="list-style-type: none"> • Final 	

ASSIGNMENT GUIDE

1. PARTICIPATION/IN-CLASS REFLECTIONS

You will be graded on several in-class activities. Each activity is worth 5 points.

2. IN-CLASS CASE STUDY AND PARENT-TEACHER'S CONFERENCE

In class, you will be participating in a case study in which you will be expected to prepare a mock parent-teacher's conference. You will have thirty minutes to prepare and fifteen minutes to conduct the mock conference. You will work in pairs so that everyone will have an opportunity to play the part of the teacher. The grade will be based on the conference preparation worksheet and overall delivery of the conference.

3a. PRESENTATION

You will work with a small group to prepare a presentation about a topic listed on the syllabus. You will be given 1 hour to present on your topic. A rubric will be distributed in class to aid you in your preparation.

Please include research other than your text to make the presentation more rich and interesting; you should include at least three resources other than the text in your presentation. You will be required to submit the following: outline, reference page and a handout. Your presentation should include a multimedia presentation or power point. If lecturing, please limit to 15-minute blocks.

Some Sources for Information:

Magazines

<i>Child Abuse and Neglect</i> <i>Child Study: A Journal of Parent Education</i> <i>Children Today</i> <i>Childhood Education</i>	<i>Child Welfare</i> <i>Child Care Information Exchange</i> <i>Teaching Pre-K-8</i> <i>Young Children</i>
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Internet Sites: Refer to list in class text, or add your own.

Possible Adult Learning Activities

Multi-media presentation, including Power Point Videos Speakers or "authorities on the topic" Parents come in individually or as part of a panel	Small group discussions within the class Pair up to discuss the presentation/topic Quiz (not part of grade)—could be pretest/post test Games or Ice breakers
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3b. PERSONAL TEACHING REFLECTION

The week following your presentation, you will submit a 1-3 page reflection about your teaching experience. Please include the following:

- 1) Define the objectives of your presentation? Were the objectives of your presentation met? Provide examples to support this conclusion.
- 2) Did you utilize different learning modalities and were the learners actively engaged? Please provide examples.
- 3) Did you feel prepared? Why or why not? Favorite moments? What could you have done differently?
- 4) Did you feel that your group worked well as a team? Please provide specific examples?
- 5) What did you learn about yourself as a teacher?

4. PARENTING RESOURCES PROJECT (CHOOSE 1 OF THE FOLLOWING PROJECTS)

A) Read a book pertaining to a topic presented in the syllabus. A listing of appropriate books is found in your book, or you can find your own and get instructor permission. Good resources for books are located at the Parent Education Center, the Grand Forks Public Library, Lake Agassiz Elementary School Library, or the Chester Fritz Library. You may also choose to purchase a book.

Your book review consists of three parts:

1. A brief summary of the book, its focus, the audience, and a synopsis of the three main points.
2. Any practical information that you can use in your classroom, and a personal connection to the book.
3. Finally, would you recommend this book to someone? Who would you recommend it to and why?

This paper should be 2-4 pages in length, double-spaced using size 12 font. Please remember to cite any sources that you use, using APA formatting.

B) Create an annotated bibliography of 10 websites that pertain to your selected topic. Use APA format and 12 pt font. Rate the site with 5 stars being the best and 1 star the worst. Describe what you found on the website and to whom the website would be useful. Tell any other important or interesting information that you found. You may not cut and paste information.

C) Create a center on for your classroom or your school. Include a display board with at least 10 community resources. Create a brochure for parents that will invite them to your center and include effective parenting tips. Turn in: a picture of your center, and a brief description of how you would use the center at your school or in your classroom, a copy of the brochure, and a bibliography in APA format.

D) Read 10 children's books found in the text resources. Create an annotated bibliography in APA format listing the books. Provide a summary of each book and to whom the book would be useful. Also, bring in your favorite to share to the class, and create a book review that is unique and creative. Use 12 pt font.

5. BULLYING INTERVIEWS AND REFLECTION PAPER

For this assignment, you will be required to interview a child, a parent, and a teacher about bullying issues. For your paper, you will summarize the results of the interviews, looking for common themes. Write your thoughts about bullying based on your survey and information found in your chapter. You may also want to use the resources listed at the end of the chapter. This paper should be approximately 4-5 pages in length, double-spaced, 12 pt font. Please remember to cite any sources that you use, using APA formatting.

6. FINAL PERFORMANCE ASSESSMENT

The final will be a performance task in which you will be given problems regarding parent involvement; your task is to find the solutions.