FITCHBURG STATE UNIVERSITY Academic Year 2017–2018 GCE #17-18-32

GRADUATE COUNCIL

NEW COURSE PROPOSAL

Please submit the typed original with all required signatures to the Graduate Council

Course syllabus must be attached and completed according to Fitchburg State guidelines

Form functionality most compatible using Adobe Acrobat 9 and newer.

Course Title: School-Community Partnerships

Banner limit of 30 characters, including punctuation, spaces, and special characters.

Banner Abbreviation: School Community Partnership

Faculty member(s) who are creating the course:

Contact Person: Janna Heiligenstein Graduate Program Proposing Change: EDLM-Education

Course Description:

This course prepares future administrators with a solid base of knowledge, skills, and dispositions in regard to fostering and sustaining meaningful partnerships with families and community to positively influence the development of students—cognitively, socially, and emotionally. Students apply course content to develop comprehensive programs for effective school, family, and community partnerships. Strategies for developing and maintaining strong public relations are also covered. This course has embedded experiential learning components.

Rationale for Offering the Course:

This course already exists in the hybrid on-campus EDLM program in a 16-week format and summer format. We are only proposing a new number and name for the course to identify it as part of the accelerated on-line EDLM program.

FITCHBURG STATE UNIVERSITY Academic Year 2017–2018 GCE #17-18-32

GRADUATE COUNCIL
NEW COURSE PROPOSAL

Is there a similar undergraduate course? ◯ Yes ◉ No If so, how does this graduate course differ?

Discipline Prefix: EDLM If more than one provide rationale:

Credits: 3 Brief rationale for level choice:

Level: ◯ 7000 ◉ 8000 ◯ 9000

Additional Requirements: Laboratory Hours: Pre-Practicum Hours: Practicum Hours:

Fieldwork Hours: x Other (specify):

Prerequisite course(s) if any:

This course will be: ☑ a Required Course ☐ an Elective Special/Note:

Course is a replacement for (Course Number/Name): EDLM 8034 (replaces Topics course)

Has the course been offered previously as a "Topics" course? ◯ Yes ◉ No

If yes, How often?

What is the Expected Average Enrollment?: 30

Which semester will this course first be offered?: How often thereafter to be offered?: Annually

Does this course affect offerings in any other department or program? ◯ Yes ◉ No If yes, please explain.

Is this an Extended Campus course? ◯ Yes ◉ No

FITCHBURG STATE UNIVERSITY Academic Year 2017–2018 GCE #17-18-32

GRADUATE COUNCIL
NEW COURSE PROPOSAL

Course syllabus must be attached and completed according to Fitchburg State guidelines.

☒ Course Syllabus is Attached Print Form

☒ Reviewed by Dean: Dean Bruno Hicks

Required Signatures—Graduate and Continuing Education New Course Approval

Course Developer: _____ Date: 3/20/18

Department Chair: Nancy Murray Date: 3/21/18

Graduate Council Chair: Renée M. Scapparone Date: 4/3/18
(Indicates Graduate Council approval)

President: Richard S. Laguday Date: 5/5/18

FITCHBURG STATE UNIVERSITY

Educational Leadership and Management
Comprehensive Syllabus

EDLM 8034
School-Community Partnerships
(3 credits)

Instructor:
Contact Information:
Office Hours: Technology mediated, by appointment.
Email:

Catalog Course Description:
This course prepares future administrators with a solid base of knowledge, skills, and dispositions in regard to fostering and sustaining meaningful partnerships with families and community to positively influence the development of students—cognitively, socially, and emotionally. Students apply course content to develop comprehensive programs for effective school, family, and community partnerships. Strategies for developing and maintaining strong public relations are also covered. This course has embedded experiential learning components.

Texts and Articles:

Anderson, S. (n.d). *How to create social media guidelines for your schoo*l. Edutopia.org. Retrieved from: https://www.edutopia.org/pdfs/edutopia-anderson-social-media-guidelines.pdf

Colorín Colorado (n.d.) How to reach out to parents of Ells. Retrieved from: http://www.colorincolorado.org/article/how-reach-out-parents-ells

Henderson, A. T., & Mapp, K. L. (2002). *A new wave of evidence: The impact of school, family and community connections on student achievement*. Austin, TX: Southwest Educational Development Laboratory. Retrieved from: https://www.sedl.org/connections/resources/evidence.pdf

McKenna, M. K., & Millen, J. (2013). Look! Listen! Learn! Parent narratives and grounded theory models of parent voice, presence, and engagement in K-12 education. *School Community Journal, 23*(1), 9-48. Retrieved from: https://eric.ed.gov/?id=EJ1004331

Minero, E. (2017) *Parental engagement in the digital age* Retrieved from: https://www.edutopia.org/article/parent-engagement-digital-age

NEA Education Policy and Practice Department | Center for Great Public Schools. (2008). NEA Policy Brief: Parent, family community involvement in education. Washington, D.C. NEA. Retrieved from: http://www.nea.org/assets/docs/PB11_ParentInvolvement08.pdf

Pekel, K., Roehlkepartain, E. C., Syvertsen, A. K., & Scales, P. C. (2015). Don't forget the families: The missing piece in America's effort to help all children succeed. Minneapolis, MN: Search Institute. Retrieved From: http://www.search-institute.org/downloadable/SearchInstitute-DontForgetFamilies-Report-10-13-2015.pdf

Parret, W. & Budge, K. (2016) *How can high-poverty schools engage families and the community?* Retrieved from: https://www.edutopia.org/blog/high-poverty-schools-engage-families-community-william-parrett-kathleen-budge

The Power of Public Relations in School http://educationnorthwest.org/sites/default/files/feb2001.pdf

School Public Relations: The Essential Ingredient to Student and School Success https://www.nspra.org/cap

U.S. Department of Education, (2016). *English learner tool kit* Retrieved from: https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/eltoolkit.pdf

U.S. Department of Education (2013). *Partners in education: A dual capacity-building framework for family–school partnerships. Retrieved from:* https://www2.ed.gov/documents/family-community/partners-education.pdf

Family and Community Involvement Resources

Community Involvement Resources:
http://www.doe.mass.edu/famcomm/f_involvement.html?section=ci_resources

Elmbrook School District's (WI) Community section of their webpage:
http://www.elmbrookschools.org/community

Engaging Families http://engagingwithfamilies.co.uk/

Families and Schools Together (FAST): How FAST Works/Structure, Why FAST Works/Research Projects and Why FAST Works/Theoretical Foundations https://www.familiesandschools.org/

Family Involvement Resources:
http://www.doe.mass.edu/famcomm/f_involvement.html?section=resources

Family-School Partnerships Framework: A Guide for Schools and Families. Australian Department of Education, Employment and Workplace Relations. Retrieved from: http://www.familyschool.org.au/files/9413/7955/4757/framework.pdf

Federation for Children With Special Needs: https://fcsn.org/facet1_og/fundamentals/ and https://fcsn.org/programs/

Florida http://www.fldoe.org/schools/family-community/activities-programs/parental-involvement.stml

Georgia Department of Education: ESSA State Plan, Policies, Compacts and Building Capacity http://www.gadoe.org/School-Improvement/Federal-Programs/Partnerships/Pages/Policies.aspx

Handbook on Family and Community Engagement
http://www.schoolcommunitynetwork.org/downloads/FACEHandbook.pdf

Measuring Your Family-School-Community Partnerships Retrieved from: https://dpi.wi.gov/sites/default/files/imce/fscp/pdf/tk-measure-prtshps.pdf

Parent and Family Engagement, Public Law 114-95 Section 1116, pp. 68-73. https://legcounsel.house.gov/Comps/Elementary%20And%20Secondary%20Education%20Act%20Of%201965.pdf

Partners in Education: A Dual Capacity-Building Framework for Family–School Partnerships https://www2.ed.gov/documents/family-community/partners-education.pdf

Regulations Enforced by the Office for Civil Rights https://www2.ed.gov/policy/rights/reg/ocr/index.html

SEC. 1116. [20 U.S.C. 6318] Elementary and Secondary Education Acts: Parent and Family Engagement http://www2.ed.gov/policy/elsec/leg/esea02/pg2.html#sec1118

Toolkit of Resources for Engaging Parents and Community as Partners in Education https://www2.ed.gov/parents/academic/help/resources.html

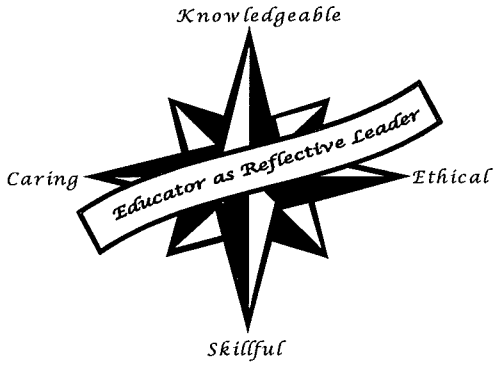
Villenas, S.A., & Deyhle, D. (1999). Critical race theory and ethnographies challenging the stereotypes: Latino families, schooling, resilience, and resistance. *Curriculum Inquiry, 29*(4), 413-445.

Other Resources:

Fitchburg State University Educator Preparation Programs. (2017). *Conceptual framework.* Fitchburg, MA: Author. Retrieved from http://www.fitchburgstate.edu/uploads/files/EducationUnit/FitchburgStateEducationUnitConceptualFramework_2012.pdf

Massachusetts Department of Elementary and Secondary Education. (2017). *Curriculum frameworks.* Malden, MA: Author. Retrieved from http://www.doe.mass.edu/frameworks/current.html

Massachusetts Department of Elementary and Secondary Education. (2017). *District standards and indicators.* Malden, MA: Author. Retrieved from http://www.doe.mass.edu/apa/review/district/StandardsIndicators.pdf



Fitchburg State University Education Unit Conceptual Framework

This course will address the dispositions of the Conceptual Framework in the following way(s):

Knowledgeable: As a result of the learning experiences in the course, students will become more cognizant of:

- Families and their role in the school
- The value of school-based public relations activities
- How to differentiate between and respond to various constituencies
- How to collaborate with families and the community
- Techniques used to communicate with families and/or community-based constituencies
- Characteristics for communicating with internal and external publics about annual progress, policies, crises, events, and services, through various channels such as newsletters, the web, public forums, and the press

Skillful: As a result of the learning experiences in the course, students will become better able to:

- Meaningfully engage families to support student learning
- Effectively communicate and collaborate with families and/or community-based constituencies
- Successfully apply communication theory and public opinion knowledge in a school setting
- Effectively problem-solve with various groups
- Write effective news releases, annual reports, and other forms of school communication
- Recognize what is and is not legal to put in public documents
- Design, implement, and evaluate a family engagement or school-community relations project working with a school administrator whose responsibilities include these tasks

Caring: As a result of the learning experiences in the course, students will become more competent in their ability to:

- Collaborate respectively with families, community members, and colleagues
- Discuss, analyze, and evaluate peer viewpoints

Ethical. As a result of the learning experiences in the course, students will become more competent in their ability to:

- Seek common ground with all stakeholders, such as families and the community-at-large
- Respond honestly and appropriately in a school crises

Reflective Leader. As a result of this learning experience, students will become more reflective administrators by:

- Recognizing through practice the value of communication to maintain honest and constructive relationships with the school community and responding accordingly

Field Experience: This course requires **field experience hours**. Field assignments will develop candidate knowledge, skills, and dispositions as leaders that foster family and community engagement at the level of interest (supervisor, director, or principal).

- **Family Interviews**
- **Administrator Interview**
- **Taking stock of the family and community engagement at candidate school site**
- **Development of partnership proposal plan**
-

Student Learning Objectives:

Upon successful completion of this course, students will have developed their capacities to:

- Design, implement, and reflect on a family engagement or school-community relations project under the tutelage of a school administrator (cooperating administrator) whose responsibilities include tasks in this area
- Demonstrate knowledge of the links between schools and community groups
- Develop and apply various techniques used to successfully communicate and collaborate with school publics/constituencies, such as families
- Apply the theoretical aspects of communication theory, public opinion, and their application to the school
- Analyze and evaluate the viewpoints of peers in a focus group setting
- Apply problem-solving strategies abilities and group facilitation skills to develop a school-community relations planning document
- Apply effective strategies for dealing with the media in school crises
- Apply knowledge of what is appropriate and legal to state in public documents (e.g., email messages, memoranda, blogs, social media)
- Develop plans to involve parents/families in the creation of school improvement plans
- Prepare and deliver a professional level oral presentation

Course Content:

Understanding School, Family, and Community Partnerships

- Applying research on school, family, and community partnerships
- Family, School, and community partnership fundamentals

A Practical Framework for Developing Comprehensive Partnership Programs

- Cultivating Effective and Meaningful School-Family-Community Partnerships
- Practical applications linking family and community
- Strategies for action in practice, policy, and research

Policy Related to Family Engagement

- Policy implications: federal, state, district, and school-level policies
- Section 1118(e) of the NCLB Legislation: 14 activities to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement

Using Data to Develop Vibrant and Sustainable Family-Community Partnerships

- Engaging stakeholders
- Using data to guide program development
- Evaluating Family and community partnerships

Communication

- School Public Relations, Community Relations and Family Engagement]
- Communications/Media
- Crisis communication
- School service communication
- Communicating finance information

Program Administration

- District and Superintendent
- Administrative Team
- Public Relations Director/Community Relations

Family Engagement in Action

- Organization Plan
- Team Responsibilities
- Budget for PR
- Responsibilities

Course Requirements:

It is recommended that students review the syllabus, course format, field experience requirements, and assignments **prior to** the beginning of the course to ensure they feel comfortable with the technology and to verify that they can access all the online materials needed to successfully complete the work required in this course. Another strong recommendation is that assignments, whenever possible, are done with data from the same school or district to help with connections and analysis.

Participation: Students are expected to engage in the activities and assignments for each module and to communicate with the instructor regarding any issues throughout the course. Participation in module discussions and reflections is expected. All students are responsible for meeting required deadlines on projects and assignments.

Readings: All readings are due before you start the activities for the given module. The readings along with the assignments are designed to prepare you to engage meaningfully in the discussions for that module.

Family Interviews: Students will interview two family parents/guardians. Identify two students with different backgrounds in terms of achievement, student services or programs they receive (e.g., ESL or special education), grade level or socio economic status. The purpose of the interview is to find out their goals for their child and how well the guardians/parents feel the school/district meets those goals and the needs of their child, how well they feel the school/district meaningfully involves them in their child's school and education, and what recommendations they have for the school/district to better serve their child and involve them as partners in their child's learning. This assignment serves as an exploratory introduction to the Fundamentals. Students will discuss their findings online. As part of their discussion, students will describe the questions they asked and document the responses and a summary of the differences/similarities between the two families interviewed for this assignment.

Administrator Interview: Students will interview one administrator to learn more about local policies related to family and community engagement at their school and district. This administrator should work at the same district, if not the same school, to which the children of the families interviewed attend. The purpose of the interview is to identify the ideology and process that local schools and/or districts use when developing and implementing local policies related to families and community involvement. You may record the interview if it is helpful or write detailed notes. Using those notes, create a 1-2 page summary of the information you learned. **Possible questions for the interview might include:** How do you develop, adopt and implement policy related to family and community engagement? Who is involved? What guided the policy development? What are the purposes of these policies? What resources are available to implement these policies? How effective are these policies in strengthening relationships between families, communities and schools?

Taking Stock of the Family and Community Engagement at Student School Site: Take stock of how well a school and/or district applies a framework and a rubric (to be shared as part of the course), indicating the school and/or district level of performance. Students provide a summary of the findings using the measurement and theoretical framework selected. Students provide an overall summary and list of recommendations as a conclusion to this assignment.

Family and Community Partnership Project: Based on the findings from the Taking Stock Assignment and using information from the interviews they conducted with families and administrators, students will select a priority area in which to focus for a Partnership Project. If possible, students will identify existing programs and services related to the priority area and gather evidence of family and community member participation and effectiveness. The key is to focus the priority area and to build on existing programs and services so the proposal is manageable. Examples of focus areas include, but are not limited to, family member attendance at student-related events, teacher and family member survey feedback on school communication and student learning support, family member use of learning resources and services for improving student learning; participation in policy and program decision-making groups; observations of family and community support of student learning; and/or focus groups with relevant parties.

The student will develop a proposal for the Partnership Project that improves family-community involvement/partnerships using rationale and justifications from the literature (readings and resources for the course) and evidence from the interviews or meetings attended. Students will write a compelling rationale/argument for the proposal, citing the relevant research and advocating on behalf of the families and community entities for recommended policies, programs, and practices. The paper will be written in APA format and a list of references will be attached.

Suggested sections for the proposal:

1. Title page or cover sheet
2. Table of Contents (optional)
3. Abstract: No longer than one page, concise description of the project, emphasizing the objectives, the significance or need, plan of execution, outcomes and dissemination.
4. Needs Assessment: State the problem to be addressed. Identify the target population for whom the project will have an impact and document the significance of the project for the intended audience. Use data to demonstrate a need for the project (your interviews and findings from taking stock assignment), compare it with what has already been done by others (use the literature from the readings and resources from the course), and explain why this project is key to the intended site, school or district.
5. Goals and Objectives: Brief statement of what the project will accomplish. Identify expected outcomes, and relate them to short-term and long-term (if applicable) objectives. Each goal should be a general statement of what will be achieved and objectives should be specific, measurable, and connected to a particular goal of the project.

6. Project Plan: List the steps or activities the project will execute, when each will be started and completed, where it will be done, and who will be responsible for each activity. A chart may be helpful to illustrate an organized plan of action.
7. Evaluation: Explain how the success of the project will be measured (refer back to the stated objectives). State how the data will be collected, analyzed and documented. Discussing who will be responsible for this task is optional.
8. Dissemination: Explain how the project results will be made available to others, including families, school staff and administration.
9. Key Personnel: List the key persons involved in the project. You do not need to name specific people, but state roles and give brief descriptions of the responsibilities and qualifications of each one.
10. Equipment, Materials or Facilities: Explain what resources, structures or facilities are available and what access will be provided to them in the proposed project.

Presentation of Family and Community Partnership Project (Summative Assessment): Student prepares a presentation as if it were to be presented to a school staff and/or school council/governing board. The presentation should include the rationale for the priority area, the detailed plan, and strategies for its implementation. The presentation should be recorded and last no longer than 5-8 minutes.

Instructional Strategies:

Multiple modes of instruction will be utilized for this course. In particular, students will work in groups to analyze scenarios and hypothetical situations for students' to apply, practice analyzing and reflecting on rules of law. Students are encouraged to bring real situations from the field to add to these scenarios and hypothetical situations while always abiding by confidentiality. Additionally, through readings, research, and discussion, students will acquire the knowledge, content, skills and techniques to more effectively involve families and community in the working of schools and the learning of their students.

- x *Blackboard* platform
- x Case Study Analysis
- x Collaborative Learning
- x Computer Application
- x Creating Visual Illustrations of Concepts
- x Data Collection and Analysis
- Discovery
- x Online Discussion/Questioning
- x Independent Learning
- x Independent Research
- x Interviewing
- x Lecture/Presentation
- x Problem Finding/Solving
- x Reflective Response
- x Role Playing/Simulation
- x Viewing or Listening and Discussion
- Other _____
- Other _____

Assignment Distribution for Grading

Assignments	**Due Date**	**Value**
Participation and completion of online reflections and journals		20%
Administrator Interview		10%
Family Interviews **(Formative Assessment)**		10%

Taking Stock of the Family and Community Engagement at Student School Site **(Formative Assessment)**		20%
Public Relations Project **(Summative Assessment)**		10%
Family and Community Partnership Project: **(Summative Assessment)**		25%
Presentation **(Summative Assessment)**		5%
Total		**100%**

Graduate Grading System

4.0	95-100	A
3.7	92-94	A-
3.5	89 – 91	A-/B+
3.3	86 - 88	B+
3.0	83 - 85	B
2.7	80 – 82	B-
2.5	77 – 79	B-/C+
2.3	74 – 76	C+
2.0	71 – 73	C
0.0	0 – 70	F
W	Withdrawn	
IN	Incomplete	
IP	In-Progress	

Schedule of Classes, Readings, Activities, and Assignments

Each module will include readings and related discussions; case studies and online activities to apply the content of the readings; videos and other resources that highlight modeling of best practices that build family and community involvement to improve student learning, to name a few; and personal reflection. Critical analysis, synthesis of ideas, and practical applications will be emphasized. Students are encouraged to relate class sessions to what is happening at their school sites.

Module	***Readings and Resources***	***Assignments Due*** **DB: Discussion Board** **JE: Journal Entry**
Module 1	**Understanding School, Family, and Community Partnerships** **Read** 1. NEA Education Policy and Practice Department | Center for Great Public Schools . (2008). NEA Policy Brief: Parent, family. community involvement in education. Washington, D.C. NEA. Retrieved from: http://www.nea.org/assets/docs/PB11_ParentInvolvement08.pdf 2. O'Brien, A. (2017). *What do parents want from schools?* Retrieved from: https://www.edutopia.org/article/what-do-parents-want-schools 3. Partners in Education: A dual capacity-building framework for family–school partnerships https://www2.ed.gov/documents/family-community/partners-education.pdf 4. The power of public relations in school http://educationnorthwest.org/sites/default/files/feb2001.pdf 5. School public relations: The essential ingredient to student and school success https://www.nspra.org/cap **Watch:** • Family /community engagement: Considering families and communities as experts on their children (2) WI DPI Retrieved from: https://www.youtube.com/watch?v=_4tBAvkbw1I • Family/community engagement: Community partnerships (2) WI DPI Retrieved from: https://www.youtube.com/watch?v=BAzlCgm1MKw • Family engagement and learning: Karen Mapp. Retrieved from: https://www.youtube.com/watch?v=dvqGmThFYHg&feature=youtu.be • Learning begins at home: New York Times. Retrieved from: https://www.nytimes.com/video/education/100000001024995/learning-begins-at-home.html?src=vidm	Check on technology requirements and ensure you can access online materials and activities. Read syllabus to identify projects for which you may need to plan ahead. Complete the readings and watch the videos for this module before engaging in the activities. Activities: DB: Introduction DB: Defining "family" and "community." DB: Reflecting on School Public Relations. JE: Understanding School, Family and Community Partnerships

Module	*Readings and Resources*	*Assignments Due* **DB: Discussion Board** **JE: Journal Entry**
Module 2	**A Practical Framework for Developing Comprehensive Partnership Programs** **Read:** 1. McKenna, M. K., & Millen, J. (2013). Look! Listen! Learn! Parent narratives and grounded theory models of parent voice, presence, and engagement in K-12 education. Retrieved from: https://eric.ed.gov/?id=EJ1004331 2. How to reach out to parents of Ells: Retrieved from: http://www.colorincolorado.org/article/how-reach-out-parents-ells 3. Pekel, K., Roehlkepartain, E. C., Syvertsen, A. K., & Scales, P. C. (2015). Don't forget the families: The missing piece in America's effort to help all children succeed. Minneapolis, MN: Search Institute. Retrieved From: http://www.search-institute.org/downloadable/SearchInstitute-DontForgetFamilies-Report-10-13-2015.pdf 4. Edutopia: Learning through internships: Connecting students passions to the real world https://www.edutopia.org/practice/learning-through-internships-connecting-students-passions-real-world **Watch:** • Making the case for prevention: Community partnerships benefit students, schools and health Retrieved from: https://www.youtube.com/watch?v=baJxYum63l4 • Smith, S. (2015). *How to empower youth and grow community.* Retrieved From: https://www.youtube.com/watch?v=wn33cRGiGWM • Boss, S. (2017) *A small town school embraces a big vision* Retrieved from: https://www.edutopia.org/article/small-town-school-embraces-big-vision • Home visits & academic parent teacher teams: A winning combination. Retrieved from: https://www.youtube.com/watch?v=pEn06v3Pl_4	Complete the readings and watch the videos for this module before engaging in the activities. Activities: DB: Frameworks for Developing Partnerships DB: Critical Analysis of Family Engagement Resources DB: Self-Evaluation Tools JE: Frameworks for Developing School, Family and Community Partnerships DB: Family Interviews

Module	*Readings and Resources*	*Assignments Due* **DB: Discussion Board** **JE: Journal Entry**
Module 3	**Policy Related to Family Engagement** **Read:** 1. ESSA Section 1118(e) of the NCLB Legislation: 14 activities to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement: Retrieved from: https://www2.ed.gov/policy/elsec/leg/esea02/pg2.html#sec1118 2. U.S. Department of Education, (2016). *English learner tool kit.* Chapter 10 -Tools and resources for ensuring meaningful communication with limited English proficient parents. Retrieved from: https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/eltoolkit.pdf 3. Parrett, W. & Budge, E. (2016) How can high-poverty schools engage families and the community? https://www.edutopia.org/blog/high-poverty-schools-engage-families-community-william-parrett-kathleen-budge 4. Minero, E. (2017) *Parental engagement in the digital age* Retrieved from: https://www.edutopia.org/article/parent-engagement-digital-age **Watch:** • Edutopia: Cultivating parent engagement https://www.edutopia.org/stw-yes-prep-parent-involvement-video • Stanton Elementary School APTT meeting: https://www.youtube.com/watch?v=1YNsWrFiYfY • Academic parent-teacher teams (APTT) #3 https://www.youtube.com/watch?v=KjKXSbM8-1c • Family engagement in education: Impact of home visits at Staton Elementary School. Retrieved from: https://www.youtube.com/watch?v=HDzCSNLT8Hw	Complete the readings and watch the videos for this module before engaging in the activities. Activities: Blog: Contribute to the blog on Parent Involvement DB: Policy Implementation JE: Policy on Parent Involvement DB: Administrator Interviews

Module	*Readings and Resources*	*Assignments Due* **DB: Discussion Board** **JE: Journal Entry**
Module 4	**Developing Vibrant and Sustainable Family-Community Partnerships** **Read:** 1. Edutopia: Sharing data to create stronger parent partnerships https://www.edutopia.org/practice/sharing-data-create-stronger-parent-partnerships 2. Family-school partnerships framework: A guide for schools and families. Australian Department of Education, Employment and Workplace Relations. Retrieved from: http://www.familyschool.org.au/files/9413/7955/4757/framework.pdf 3. Johnson, L. (2015). Rethinking parental involvement: A critical review of the literature. UNC Charlotte. Retrieved from: https://journals.uncc.edu/urbaned/article/view/354/349 4. (*Explore*) Engaging with families by Education Scotland. Retrieved from: http://engagingwithfamilies.co.uk/ 5. (*Explore*) Elmbrook School District's (WI) Community section of their webpage:http://www.elmbrookschools.org/community **Watch:** • Hardy, M. *Questions change everything in community engagement.* Retrieved from: https://www.youtube.com/watch?v=JViKndm2y9E • Saving our kids From a traditional education | Stefanie Garber | TEDxBend Retrieved from: **https://www.youtube.com/watch?v=hS3wE9KCnc4** • Stuermer, A. (2014). Empowering youth and women to be community changemakers. Retrieved from: https://www.youtube.com/watch?v=231nVXjcKo4	Complete the readings and watch the videos for this module before engaging in the activities. Activities: Blog: Family-Community Partnerships DB: Re-imagining community engagement JE: Developing Vibrant and Sustainable Partnerships DB: Taking Stock

Module	*Readings and Resources*	*Assignments Due* **DB: Discussion Board** **JE: Journal Entry**
Module 5	**Communication** **Read:** 1. School Communication Planning Guide: Free downloadable file retrieved from: https://content.campussuite.com/school-communication-planning-guide?__hssc=230491331.2.1455304417043&__hstc=230491331.ba88e7c359efbacca93cbf8394dc6606.1443535286187.1455292435896.1455304417043.183&__hsfp=&hsCtaTracking=42bf4964-5a29-418c-a700-73325fb9cc35%7C43991096-1cb8-4881-b221-9f6ceb03a939 2. Sheniger, E. (2015). *Transforming your school with digital communication* ASCD (Vol 72: No.7) Retrieved from: http://www.ascd.org/publications/educational-leadership/apr15/vol72/num07/Transforming-Your-School-with-Digital-Communication.aspx 3. Trump, K. (2009). *Communicating safely.* American School Board Journal, March. Retrieved from: http://www.schoolsecurity.org/training/Communicating-Safety.pdf 4. Trump, K. (2012). The Post-crisis crisis: Managing parent and media communications. School Administrator, Vol. 4 No. 69, pp. 39-42. Retrieved from: http://www.aasa.org/content.aspx?id=22768 5. Anderson, S. (n.d). *How to create social media guidelines for your schoo*l. Edutopia.org. Retrieved from: https://www.edutopia.org/pdfs/edutopia-anderson-social-media-guidelines.pdf 6. Barron, L. (2018). *Managing a small district's online presence.* Retrieved from: http://my.aasa.org/AASA/Resources/SAMag/2018/Jan18/SocMed.aspx **Watch:** • Hall, M. (2013). *Building relationships between parents and teachers:* Retrieved from: https://www.youtube.com/watch?v=kin2OdchKMQ • Edutopia: Sharing data to create stronger parent partnerships https://www.edutopia.org/practice/sharing-data-create-stronger-parent-partnerships • Halse Rojas, R. *Online communities as sites for engagement.* Retrieved from: https://www.youtube.com/watch?v=0JmFXtbsL2g	Complete the readings and watch the videos for this module before engaging in the activities. Activities: Blog: Media Share DB: Communication Methods Journal: School communication Blog: Share your plan for Family and Community Partnership Project

Module	*Readings and Resources*	*Assignments Due* **DB: Discussion Board** **JE: Journal Entry**
Module 6	**Program Administration** **Read/Access:** 1. Henderson, A. T., & Mapp, K. L. (2002). *A new wave of evidence: The impact of school, family and community connections on student achievement.* Austin, TX: Southwest Educational Development Laboratory. Retrieved from: https://www.sedl.org/connections/resources/evidence.pdf (Read Recommendations section, pp. 61-72) 2. Georgia Department of Education: **ESSA state plan, policies, compacts** and **building capacity** http://www.gadoe.org/School-Improvement/Federal-Programs/Partnerships/Pages/Policies.aspx 3. Families and Schools Together (FAST): How FAST works/structure, why FAST works/research projects and why FAST works/theoretical foundations https://www.familiesandschools.org/ 4. Federation for Children With Special Needs: **https://fcsn.org/facet1_og/fundamentals/** and https://fcsn.org/programs/ 5. Florida http://www.fldoe.org/schools/family-community/activities-programs/parental-involvement.stml **Watch :** • Colorin Colorado. *Administrators: Ell parent outreach* Retrieved from: http://www.colorincolorado.org/guide/guide-engaging-ell-families-twenty-strategies-school-leaders • Georgia **http://www.gadoe.org/School-Improvement/Federal-Programs/Partnerships/Pages/GET-INVOLVED-Parent-Videos.aspx** • Ford, A. (2014). *The elephant in the classroom.* Retrieved from: https://www.youtube.com/watch?v=MZjEOEg8-Qo	Complete the readings and watch the videos for this module before engaging in the activities. Activities: DB: 5 Slides Blog: Continue discussion on Family and Community Partnership Project JE: Program Administration
Module 7	**Read:** 1. Measuring your family-school-community partnerships. Retrieved from: https://dpi.wi.gov/sites/default/files/imce/fscp/pdf/tk-measure-prtshps.pdf 2. Strengthening family and community engagement in student learning: School assessment tool (Reflection Matrix). Retrieved From: http://www.familyschool.org.au/files/2713/8811/6325/School_Assessment_Tool.pdf 3. Colorin Colorado (2011). *A guide for Ell families: Twenty strategies*	Complete the readings for this module before engaging in the activities. Activities: **Family and Community Partnership Project Due** DB: Upload

Module	*Readings and Resources*	*Assignments Due* **DB: Discussion Board** **JE: Journal Entry**
	for school leaders. Retrieved from: http://www.colorincolorado.org/sites/default/files/Engaging_ELL_Families_FINAL.pdf **Watch:** • Final Presentations	presentation Email: Final Project

Extended Campus Students
Fitchburg State University encourages all Extended Campus students to take advantage of online student services. Created in a "virtual student center" just for them, the pages provide access to Counseling Services, Career Services, The Student Activity Center, Library Services, the university bookstore and many other helpful links. Go to the university homepage at http://www.fitchburgstate.edu/ and click on Offices and Services. Scroll down and click on Extended Campus Center.

Distance Learning & Extended Campus Library Services & Onecard
The Gallucci-Cirio Library at Fitchburg State University provides a full range of library services including borrowing privileges; document delivery (books and articles mailed to your home); Interlibrary Loan; reference assistance via: phone, email, IM, Blackboard's Collaboration and Elluminate tools, Skype and in-person; library instruction; research help and more. Any questions relating to library services should be directed to Linda LeBlanc, Access Services Librarian, at 978-665-3062 or dllibrary@fitchburgstate.edu. There is also a special section for Distance Learning and Extended Campus Services at http://fitchburgstate.libguides.com/dlservices outlining the wide range of services available to students and instructions as to how to access them.

Students who are currently registered with the university may access any of the library's subscription databases, including an increasing number with full-text, by visiting the Gallucci-Cirio Library's homepage at http://www.fitchburgstate.edu/academics/library and clicking on the Research Databases button in the center of the page. Students select the resource they want to access from the alphabetical or subject listing. Once clicked on a database title, the student will be prompted for her or his Falcon Key logon information; the same logon used for their Fitchburg State email account and for online Blackboard courses. If the student does not know the Falcon Key username and password or if they have any problems logging in, they can contact the university's Technology Help Desk at 978-665-4500 or helpdesk@fitchburgstate.edu. The Library can issue a temporary guest Falcon Key to use while the Technology Department is setting up the account (call 978-665-3062 or email at dllibrary@fitchburgstate.edu).

All registered Fitchburg State University students are eligible for a Fitchburg State University OneCard ID, which also serves as his or her library card. If the student has not received her or his OneCard yet, they can still access all of Fitchburg State online services as long as they have activated their library account. Activate library accounts in person at the Circulation Desk or online at http://www.fitchburgstate.edu/academics/library/policies/borrowing-renewals/. After activation by the Gallucci-Cirio Library and receipt of their OneCard, students may also use any Massachusetts State College/University Library as well as participating libraries in the Academic and Research Collaborative (ARC) during the current semester.

OneCards are available on campus all year round. Students wanting a OneCard must either present a course registration confirmation at the OneCard Office in the Anthony Building, main campus or

complete the online Extended Campus OneCard request form, which can be found at http://web.fitchburgstate.edu/technology/onecard/photoless/index.cfm. The OneCard Office number is 978-665-3039.

Fitchburg State University Library Online Services

Online Library services may be accessed through the Fitchburg State University Homepage at http://www.fitchburgstate.edu/academics/library/. Students may access any of several full-text online databases. Passwords are available to students by calling 978-665-3762. Degree students are eligible for a Fitchburg State University ID, which allows use of all Massachusetts State University libraries for the current semester. ID card is available on campus. To obtain an ID card, student must present course registration confirmation at Academic Computing and Media Services, room 229, the Conlon Arts Building. Call 978-665-3039 for available times.

University Policies

Students with Disabilities
Disability Services is the primary support system for students with disabilities taking classes in the day and evening divisions. The office is located on the third floor of the Hammond Building and can be reached at 978/665-3427 or 978/665-3575 TTY. If you need course adaptations or accommodations because of a disability talk with me. It is important that the issues relating to disabilities be discussed with me as soon as possible.

Grade Appeal
If you disagree with the evaluation of your work or believe an improper grade has been assigned, an appeal may be followed. Please discuss the matter with the instructor and refer to the Fitchburg State University Grade Appeal Policy in your Student Handbook.

Academic Integrity Policy
The faculty in the Education Unit at Fitchburg State University adhere to the policy that work submitted in fulfillment of course requirements will be solely that of the individual student and all other sources will be cited appropriately. University Academic Integrity Policy, as outlined in the University Catalogue, will be strictly adhered to.

Copyright Policy
You are reminded that, in preparing handouts for peers or the instructor, reproduction of copyrighted material without permission of the copyright owner is illegal. Such unauthorized copying may violate the rights of the author or publisher. Fitchburg State University adheres to federal laws regarding use of copyrighted materials. See the Student Handbook for more details.

Matriculation
If you plan on matriculating into a graduate program at Fitchburg State University, please be aware that twelve semester hours of Fitchburg State University credit taken within a year prior to the student's admission may be applied to the degree program with the approval of the program chairperson. Anything over 12 credits prior to matriculation will NOT be accepted towards the degree.

Instructor Policies:

Participation and "attendance" for on-line meetings

1. As an emerging professional, you are expected to attend every "class" session, to be on time, to be prepared and to communicate with the instructor regarding any absences. Absences and tardiness may result in a permanent grade change.
2. Participation in class discussions and cooperative groups is expected. All students are responsible for meeting required deadlines on projects and assignments; your ability to complete tasks in a timely fashion demonstrates professional maturity and an ability to organize and manage time. **Completion of assigned reading is imperative to your individual development as a professional.**
3. All of these behaviors regarding attendance, preparation, and meeting deadlines are factored into the final grade.

Assignments

1. All assignments must be typed, doubled-spaced, and use APA format when appropriate.
2. Assignments must be submitted on the due date unless other arrangements have been made with the instructor **PRIOR TO THE DUE DATE**. No late work will be accepted unless arrangements have been made with the instructor and an extended due date negotiated. Late assignments may incur a reduction of points/day late.

All students are expected to demonstrate a level of writing proficiency that is appropriate for emerging professionals in the field of education and at the **graduate level**. Assignments that are handed in with obvious spelling errors, inadequate sentence structure, and a lack of organization will not be graded and will be returned to the student. Students are responsible for the revision process. If improvement is not made on the second assignment, the lack of writing proficiency will be reflected in the grade given on the assignment.

Please communicate with me early in the course if you are concerned about written assignments, so that I can assist you in getting the support you may need.

References/Reading List

Agbo, S. A. (2007, July). Addressing school-community relations in a cross-cultural context: A collaborative action to bridge the gap between first nations and the school. *Journal of Research in Rural Education, 22*(8), 1-14.

Auerbach, S. (2011). *School leadership for authentic family and community partnerships: Research perspectives for transforming practice*. New York: Routledge.

Barth, R. S. (1990). *Improving schools from within*. San Francisco: Jossey-Bass Publishers, 1990.

Breakenridge, D. (2008). *PR 2.0: New media, new tools, new audiences*. Saddle River, NJ: FT Press.

Brown, A. (2012). *Techniques & strategies: To increase parent involvement: parent community school connections committee*. Bloomington, IN: Xlibris.

Christenson, S. L., & Reschly, A. L. (2009). *Handbook of school-family partnerships*. New York: Routledge.

Clark, J. (2011). *Family perspectives on home-school connections and family engagement: A case study of four middle class Latin American families*. Saarbrücken, DE: Lambert Academic Publishing.

Constantino, S. M. (2003). *Engaging all families: Creating a positive school culture by putting research into practice*. Lanham, MD: Rowen and Littlefield.

Covey, S. R. (2011). *The 7 habits of highly effective people*. West Valley City, UT: FranklinCovey:

Dardig, J. C. (2008). *Involving parents of students with special needs: 25 ready-to-use strategies*. Thousand Oaks, CA: Corwin.

Donkers, J., & Avram, S. (2010, April). A cross-national analysis of the relations of school choice and effectiveness differences between private-dependent and public schools. *Educational Research and Evaluation, 16*(2), 152-275.

Douglass, A. (2011, Fall). Improving family engagement. The organizational context and its influence on partnering with parents in formal child care settings. *Early Childhood Research & Practice, 13*(2).

Dunlop, T. (2013, April). Family engagement in student learning: A conversation with Dr. Maria C. Paredes. *The Education Digest, 78*(8). 34-39.

Edwards, P. A. (2012). *Tapping the potential of parents*. New York: Scholastic Teaching Resources.

Epstein, J. L., Sanders, M. G., & Sheldon, S. (2008). *School, family, and community partnerships: your handbook for action* (3rd ed.). Thousand Oaks, CA: Corwin.

Ferlazzo, L., & Hammond, L. (2009). *Building parent engagement in schools*. Santa Barbara, CA: Linworth.

Friedman, J. (2010). Doing good together: 101 easy, meaningful service projects for families, schools, and communities. Minneapolis, MN: Free Spirit Publishing.

Fuller, M. L. & Olsen, G. (2011). *Home-school relations: Working successfully with parents and families* (4th ed.). Boston: Pearson.

Glanz, J. G. (2005). *What every principal should know about school-community leadership*. Thousand Oaks, CA: Corwin.

Grant, K. B., & Ray, J. A. (2012). *Home, school, and community collaboration: Culturally responsive family engagement* (2nd ed.). Thousand Oaks, CA: Sage.

Harvard Family Research Project (2012). Family engagement in early childhood: A resource guide for early learning challenge grant recipients. Retrieved from http://www.hfrp.org/family-involvement/publications-resources/family-engagement-in-early-childhood-a-resource-guide-for-early-learning-challenge-grant-recipients

Hong, S. (2011). *Cord of three strands: A new approach to parent engagement in schools*. Cambridge, MA: Harvard Education Press.

Hughes, L. W. (2000). *Public relations for school leaders*. Boston: Allyn & Bacon.

Johnson, C., Kritsonis, W. A., & Johnson, C. (2007). Banning cell phones in public schools: Analyzing a national school and community relations problem. *National Forum of Educational Administration & Supervision Journal*, 24(3), 113-119.

Johnson. M. (2012). *The 21st century parent: Multicultural parent engagement leadership strategies handbook.* Charlotte, NC: Information Age Publishing.

Kane, G. C. (2009, November). Community relations 2.0: With the rise of real-time social media, the rules about community outreach have changed. *Harvard Business Review*, *87*(11), 45.

Kowalski, T. J. (2010). *Public relations in schools* (5th ed.). Upper Saddle River, NJ: Prentice-Hall.

Lawrence-Lightfoot, S. (2003). *The essential conversation: What parents and teachers can learn from each other.* New York: Ballantine Books.

Lockhart , J. M. (2011). *How to market your school: A Guide to marketing, communication, and public relations for school administrators*. Lanham, MD: Rowen and Littlefield.

McDermott, D. R. (2007). *Developing caring relationships among parents, children, schools, and communities.* Thousand Oaks, California: Sage.

Molina, S. C. (2013). Family, school, community engagement and partnerships: An area of continued inquiry and growth. *Teaching Education*, *24*(2), 235-238.

Myers, K. A., Wood, J., & Pousson, M. (2007, Summer). Universal instructional design: A community relations plan for K-12 success. *Journal of School Public Relations*, *28*(3), 251-270.

Rich, D. (2005, October). What educators need to explain to the public. *Phi Delta Kappan*, *87*(2), 154-158.

Ridnouer, K. (2011). *Everyday engagement: Making students and parents your partners in learning*. Alexandria, VA: Association for Supervision & Curriculum Development.

Rubin, H. (2009). *Collaborative leadership: Developing effective partnerships for communities and schools.* Thousand Oaks, CA: Corwin.

Rubin, R., Sutterby, J., & Abrego, M. (2012). *Engaging the families of ELLs: Ideas, resources, and activities*. New York: Routledge

Sanders, M. G. (2005). *Building school-community partnerships: Collaboration for student success*. Thousand Oaks, CA: Corwin.

Shatkin, G., & Gershberg, A., (2007). Empowering parents and building communities: The role of school-based councils in educational governance and accountability. *Urban Education*, *42*(6), 582-615.

Strunk, W., & White, E. B. (2008). *The elements of style.* Englewood Cliffs, NJ: Prentice-Hall.

Truss, L. (2003). *Eats, shoots and leaves: The zero tolerance approach to punctuation*. New York: Gotham Books.

Valenti, J. (2002 [1982]). *Speak up with confidence: How to prepare, learn and deliver effective speeches*. New York: Hyperion.

Warner, C. (2009). *Promoting your school* (3rd ed.). Thousand Oaks, CA: Corwin Press.

Weiss, H., Lopez, E., & Rosenberg, H. (2011). *The family engagement for high school success toolkit: Planning and implementing an initiative to support the pathway to graduation for at-risk students*. Harvard Family Research Project.

Zinsser W. (2001). *On writing well.* New York: HarperCollins.

Rubrics and Scoring Scales
For Assignments and Projects

EDLM 8034 School-Community Partnerships

Online Participation Rubric

Does not Meet Standard	Acceptably Meets the Standard	Comprehensively Meets the Standard
Does not consistently meet minimal expectations for standard; often needs support to perform at acceptable level	Meets expectations for standard; needs occasional minimal support	Meets expectations for standard; is confidently and consistently meeting the standard, needs little, if any, support/guidance
Needs to post/participate in on-line activities on a more regular basis and on a timely basis	Participates in on-line activities on a regular basis and is on-time most of the time	Always posts and contributes to others' posts when there is an opportunity and consistently is on-time
Needs to prepare more for discussions and activities	Is consistently prepared for discussions and activities	Is consistently well prepared for discussions and activities
Rarely participates willingly in discussion boards and activities; contributes very little to discussions	Participates in discussion boards and activities; contributions to discussion are meaningful	Participates willingly in discussion boards and activities; contributions to discussion are meaningful, insightful and contribute to student learning
Does not always contribute to blogs; needs to stay focused and support others' learning	Contributes to blogs; is focused most of the time and supports others' learning	Contributes to blogs on a high level; is highly focused, dependable and reliable and supports others' learning
Work not submitted on time and does not meet professional standards for course content	Work mostly submitted on time and mostly meets professional standards for course content	Work consistently submitted on time and meets professional standards for course content

Family Interviews

Indicators	Provides minimal evidence	Provides sufficient evidence of meeting the standard	Provides an in-depth reporting and evidence beyond the standard
A. Conducted interviews with three different families	Conducted an interview with one family.	Conducted interviews with two families.	Conducted interviews with thrree families.
B. Included perspectives from families with students with varied backgrounds and experiences	All students were part of the general education curriculum.	At least one student was part of the Talented and Gifted program, received language or support services, or had an individualized educational plan (IEP).	Two or more students were part of the Talented and Gifted program, received language or support services, or had an individualized educational plan (IEP).
C. Created a rapport with families and discussed individual needs of the students	Interviews included information related to specific needs of the students or goals for their education and future.	Interviews included information related to specific needs of the students and goals for their education and future.	Interviews included information beyond the specific needs of the students and goals for their education and future.
D. Discussed family's connections with school.	No discussion.	Interviews discussed how the school meets (or could meet) the needs of the students.	Interviews include details on the relationship between the families and their schools.
E. Reflection and connection to course readings and resources.	No connection to course readings and resources.	1-2 connections to specific readings or resources in the course.	3 or more connections to specific readings or resources in the course.

Taking Stock of the Family and Community Engagement at School Site

Indicators	Provides minimal evidence	Provides sufficient evidence of meeting the standard	Provides an in-depth reporting and evidence beyond the standard
A. Framework	Names the framework selected to use as a lens to take stock of family and community engagement at school site.	Names and describes the framework selected to use as a lens to take stock of family and community engagement at school site, providing a rationale for its use.	Names and described framework selected to use as a lens to take stock of family and community engagement at school site. Connects framework to personal philosophy on family and community engagement and provides a strong rationale for its use.
B. Coverage	Uses some of the elements of the framework to reflect on family and community engagement at school site.	Uses all of the elements of the framework to reflect on family and community engagement at school site.	Provides complete coverage in terms of breadth and depth for each element of the framework in one's reflection on family and community engagement at school site.
C. Summary	Provides 1-2 findings from the analysis of family and community engagement. May or may not be based on the framework selected.	Provides a summary of findings from analysis of family and community engagement based on the framework selected.	Provides a detailed summary of findings from analysis of family and community engagement based on the framework selected.
D. Recommendations	Provides 1-2 recommendations. May or may not be based on the framework selected.	Provides 3-4 recommendations based on the analysis through the framework selected.	Provides more than 4 recommendations based on the analysis conducted using the framework selected.

Community Meeting Rubric
(FORMATIVE ASSESSMENT)

Component	Does not Meet Standard Does not consistently meet minimal expectations for standard; often needs support to perform at acceptable level	Acceptably Meets the Standard Meets expectations for standard; needs occasional minimal support	Comprehensively Meets the Standard Meets expectations for standard; is confidently and consistently meeting the standard, needs little, if any, support/guidance
Summary	• Summary provided an unclear description of what the group does. • Summary provided a minimal depiction of what transpired at this particular meeting	• Summary provided a clear description of what the group does • Summary provided a clear depiction sense of what transpired at this particular meeting.	• Summary provided a comprehensive description of what the group does • Summary provided is detailed depiction of what transpired at this particular meeting
Leveraging Relationships	• Description of how the schools and/or district can work with this entity is minimally addressed or it is unclear. • The benefits for doing so from the perspective of both parties are minimally articulated • Strategies for the school/district to move forward to establish and/or deepen a partnership are minimally developed	• Description of how the schools and/or district can work with this entity is satisfactorily addressed • The benefits for doing so from the perspective of both parties are competently articulated • Strategies for the school/district to move forward to establish and/or deepen a partnership are satisfactorily developed	• Description of how the schools and/or district can work with this entity is comprehensively addressed • The benefits for doing so from the perspective of both parties are convincingly articulated • Strategies for the school/district to move forward to establish and/or deepen a partnership are fully developed
Style and Mechanics	• Disjointed without smooth transitions between ideas within and between paragraphs • Sentence structure awkward and lacks a professional style e.g., uses contractions, slang, colloquialisms • Numerous mechanical errors	• Competently organized, uses smooth transitions between ideas within and between most paragraphs • Sentence structure adequately mature with a professional style e.g., avoids contractions, slang, colloquialisms • Few mechanical errors	• Well organized, uses smooth transitions between ideas within and between paragraphs • Sentence structure mature with a professional style e.g., avoids contractions, slang, colloquialisms • No mechanical errors

Public Relations Project Rubric
(SUMMATIVE ASSESSMENT)

Component	Does not Meet Standard Does not consistently meet minimal expectations for standard; often needs support to perform at acceptable level	Acceptably Meets the Standard Meets expectations for standard; needs occasional minimal support	Comprehensively Meets the Standard Meets expectations for standard; is confidently and consistently meeting the standard, needs little, if any, support/guidance
Introduction	• Rationale for a public relations campaign for this program is minimal	• Rationale for a public relations campaign for this program is mostly clear	• Comprehensive rationale for a public relations campaign for this program is clear
	• Minimal overview of program makes the components of the program unclear	• Overview of program makes the components of the program mostly clear	• Detailed overview of program makes the components of the program clear
	• Minimal collaboration with a working group and the supervising practitioner is evident	• Significant collaboration with a working group and the supervising practitioner is evident	• Meaningful and significant collaboration with a working group and the supervising practitioner is evident
The PR Campaign	• Description of each component of the campaign is minimal	• Description of each component of the campaign is clear	• Description of each component of the campaign is comprehensive and clear
	• Process for rollout is unclear	• Process for rollout is clear	• Process for rollout is clear, thoughtful, and comprehensive
	• Timeline is unrealistic	• Timeline is realistic	• Timeline is realistic and allows for a smooth and thoughtful rollout
Analysis of Success	• Provides little or no data in regard to the campaign's success	• Provides some data in regard to the campaign's success	• Provides significant data in regard to the campaign's success
	• Provides a minimal analysis of the campaign's success based on the data	• Provides a clear analysis of the campaign's success based on the data	• Provides a comprehensive and clear analysis of the campaign's success based on the data
	• Tools for collecting success data are minimally developed and/or inappropriate	• Tools for collecting success data are appropriate	• Tools for collecting success data are well developed and appropriate
Documents	• Documents are minimally developed and/or lack aesthetics	• Each document is well developed, aesthetic	• Each document is well developed, aesthetic, and powerful

	• Documents use one type of media and/or chosen media are inappropriate for the campaign	• Documents incorporate a number of different media, mostly appropriate for the campaign	• Documents incorporate a number of well-chosen different media, appropriate for the campaign
Style and Mechanics	• Disjointed without smooth transitions between ideas within and between paragraphs	• Competently organized, uses smooth transitions between ideas within and between most paragraphs	• Well organized, uses smooth transitions between ideas within and between paragraphs
	• Sentence structure awkward and lacks a professional style e.g., uses contractions, slang, colloquialisms	• Sentence structure adequately mature with a professional style e.g., avoids contractions, slang, colloquialisms	• Sentence structure mature with a professional style e.g., avoids contractions, slang, colloquialisms
	• Numerous mechanical errors	• Few mechanical errors	• No mechanical errors

Taking Stock of the Family and Community Engagement at School Site
(FORMATIVE ASSESSMENT)

Component	Does not Meet Standard Does not consistently meet minimal expectations for standard; often needs support to perform at acceptable level	Acceptably Meets the Standard Meets expectations for standard; needs occasional minimal support	Comprehensively Meets the Standard Meets expectations for standard; is confidently and consistently meeting the standard, needs little, if any, support/guidance
Fundamental 1: Welcoming All Stakeholders: *Schools create and ensure a welcoming culture and environment for all families, children and youth, school staff, and community members. Stakeholders are valued and connected to each other in support of high academic expectations, achievement, and healthy development.*			
Level of Performance	• Provides a ranking for level of performance for few indicators	• Provides a ranking for level of performance for most indicators	• Provides a ranking for level of performance for each indicator
Summary of Findings	• Summary provides a minimal critical analysis of the findings for this fundamental or summary lacks analysis • Summary identifies few areas of strength and areas of challenge and provides a minimal rationale	• Summary provides a competent critical analysis of the findings for this fundamental • Summary identifies the areas of strength and areas of challenge and provides a rationale for each	• Summary provides a comprehensive critical analysis of the findings for this fundamental • Summary clearly identifies the areas of strength and areas of challenge and provides a rationale for each
Fundamental 2: Communicating Effectively: *Families and school staff engage in regular, meaningful dialogue about learning, high academic expectations, achievement, and healthy development of students. Schools systematically share information and solicit input about school goals and initiatives with the broader community.*			
Level of Performance	• Provides a ranking for level of performance for few indicators	• Provides a ranking for level of performance for most indicators	• Provides a ranking for level of performance for each indicator

Summary of Findings	• Summary provides a minimal critical analysis of the findings for this fundamental or summary lacks analysis • Summary identifies few areas of strength and areas of challenge and provides a minimal rationale	• Summary provides a competent critical analysis of the findings for this fundamental • Summary identifies the areas of strength and areas of challenge and provides a rationale for each	• Summary provides a comprehensive critical analysis of the findings for this fundamental • Summary clearly identifies the areas of strength and areas of challenge and provides a rationale for each
Fundamental 3: Supporting the Success of Children and Youth: *Families, schools, and community organizations focus their collaboration on supporting student learning and healthy development in all settings (including home, school, and community) and provide regular, meaningful opportunities for children and youth to strengthen the knowledge and skills needed to be effective 21st century citizens.*			
Level of Performance	• Provides a ranking for level of performance for few indicators	• Provides a ranking for level of performance for most indicators	• Provides a ranking for level of performance for each indicator
Summary of Findings	• Summary provides a minimal critical analysis of the findings for this fundamental or summary lacks analysis	• Summary provides a competent critical analysis of the findings for this fundamental	• Summary provides a comprehensive critical analysis of the findings for this fundamental
	• Summary identifies few areas of strength and areas of challenge and provides a minimal rationale	• Summary identifies the areas of strength and areas of challenge and provides a rationale for each	• Summary clearly identifies the areas of strength and areas of challenge and provides a rationale for each
Fundamental 4: Advocating for Each Child and Youth: *Families, schools, and community respect and value the uniqueness of each child and youth and are empowered to advocate for all students to ensure that they are treated equitably and have access to high quality learning opportunities.*			
Level of Performance	• Provides a ranking for level of performance for few indicators	• Provides a ranking for level of performance for most indicators	• Provides a ranking for level of performance for each indicator
Summary of Findings	• Summary provides a minimal critical analysis of the findings for this fundamental or summary lacks analysis	• Summary provides a competent critical analysis of the findings for this fundamental	• Summary provides a comprehensive critical analysis of the findings for this fundamental

	• Summary identifies few areas of strength and areas of challenge and provides a minimal rationale	• Summary identifies the areas of strength and areas of challenge and provides a rationale for each	• Summary clearly identifies the areas of strength and areas of challenge and provides a rationale for each
Fundamental 5: Sharing Power and Responsibility: *Families, school staff, and community partners have equal access, voice and value in informing, influencing, and creating policies, practices, and programs affecting children, youth and families.*			
Level of Performance	• Provides a ranking for level of performance for few indicators	• Provides a ranking for level of performance for most indicators	• Provides a ranking for level of performance for each indicator
Summary of Findings	• Summary provides a minimal critical analysis of the findings for this fundamental or summary lacks analysis	• Summary provides a competent critical analysis of the findings for this fundamental	• Summary provides a comprehensive critical analysis of the findings for this fundamental
	• Summary identifies few areas of strength and areas of challenge and provides a minimal rationale	• Summary identifies the areas of strength and areas of challenge and provides a rationale for each	• Summary clearly identifies the areas of strength and areas of challenge and provides a rationale for each
Fundamental 6: Partnering with the Community: *Families and school staff collaborate with community partners to connect students and families to expanded learning opportunities and community services in order to support achievement and civic participation.*			
Level of Performance	• Provides a ranking for level of performance for few indicators	• Provides a ranking for level of performance for most indicators	• Provides a ranking for level of performance for each indicator
Summary of Findings	• Summary provides a minimal critical analysis of the findings for this fundamental or summary lacks analysis	• Summary provides a competent critical analysis of the findings for this fundamental	• Summary provides a comprehensive critical analysis of the findings for this fundamental
	• Summary identifies few areas of strength and areas of challenge and provides a minimal rationale	• Summary identifies the areas of strength and areas of challenge and provides a rationale for each	• Summary clearly identifies the areas of strength and areas of challenge and provides a rationale for each
Overall Summary and List of Recommendations			

Summary of Findings	• Summary provides an unclear rationale for findings • Summary provides a minimal overview of findings	• Summary provides a clear rationale for findings • Summary provides a clear overview of findings	• Summary provides a perceptive and clear rationale for findings • Summary provides a comprehensive and perceptive overview of findings
Recommendations for Improvement]	• Few recommendations are aligned with the summary analysis	• Most recommendations are aligned with the summary analysis	• All recommendations are aligned with the summary analysis
	• Few recommendations are detailed, concrete, and outcome based	• Most recommendations are detailed, concrete, and outcome based	• All recommendations are detailed, concrete, and outcome based
Style and Mechanics			
Citations	• Rarely integrates sources when appropriate	• Integrates sources when appropriate	• Smoothly integrates sources when appropriate
	• Few sources appropriately cited within the text and in the reference list using appropriate APA format	• Most sources appropriately cited within the text and in the reference list using appropriate APA format.	• All sources appropriately cited within the text and in the reference list using appropriate APA format.
Mechanics and Style	• Disjointed without smooth transitions between ideas within and between paragraphs	• Competently organized, uses smooth transitions between ideas within and between most paragraphs	• Well organized, uses smooth transitions between ideas within and between paragraphs
	• Sentence structure awkward and lacks a professional style e.g., uses contractions, slang, colloquialisms	• Sentence structure adequately mature with a professional style e.g., avoids contractions, slang, colloquialisms	• Sentence structure mature with a professional style e.g., avoids contractions, slang, colloquialisms
	• Numerous mechanical errors	• Few mechanical errors	• No mechanical errors

Adapted from

Parent and Community Education and Involvement (PCEI) Advisory Council. (2012, June). *Family, School, and community partnership fundamentals*. Malden, MA: Massachusetts Board of Elementary and Secondary Education. Retrieved from http://www.doe.mass.edu/boe/sac/parent/FSCPfundamentals.pdf

DATA FROM THE ANALYSIS AND EVALUATION.

Family and Community Partnership Project
(SUMMATIVE ASSESSMENT)

	Does not Meet Standard Does not consistently meet minimal expectations for standard; often needs support to perform at acceptable level	**Acceptably Meets the Standard** Meets expectations for standard; needs occasional minimal support	**Comprehensively Meets the Standard** Meets expectations for standard; is confidently and consistently meeting the standard, needs little, if any, support/guidance
Introduction	• Introduction provides a minimal rationale for priority area	• Introduction provides a clear rationale for priority area	• Introduction provides a comprehensive rationale for priority area
	• Rationale provides minimal alignment with the Take Stock assignment findings	• Rationale provides a clear alignment with the Take Stock assignment findings	• Rationale provides a clear and perceptive alignment with the Take Stock assignment findings
	• Minimal collaboration with a working group and the supervising practitioner is evident	• Significant collaboration with a working group and the supervising practitioner is evident	• Meaningful and significant collaboration with a working group and the supervising practitioner is evident
Indicator III-A.	**Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the classroom, school, and community's effectiveness.**		
III-A. Elements	**Does not Meet Standard** Does not consistently meet minimal expectations for standard; often needs support to perform at acceptable level	**Acceptably Meets the Standard** Meets expectations for standard; needs occasional minimal support	**Comprehensively Meets the Standard** Meets expectations for standard; is confidently and consistently meeting the standard, needs little, if any, support/guidance
III-A-1. Family Engagement	• Plan makes some attempts to welcome families as members of the classroom and school community but does not consistently use culturally sensitive practices	• Plan uses culturally sensitive practices to ensure that all families are welcome and can contribute to the classroom, school and community's effectiveness	• Plan uses culturally sensitive practices and successfully engages most families, ensuring that all families are welcome and can contribute to classroom, school, and community effectiveness

	• Plan makes some attempts to identify and remove barriers to family involvement	• Plan provides opportunities to works with staff to identify and remove barriers to families' involvement, including families whose home language is not English	• Plan provides consistent opportunities to work with staff, families, and organizations to identify and remove barriers to family involvement, including families whose home language is not English
III-A-2. Community and Business Engagement	• Plan engages some community organizations, community members, and/or businesses in annual school events	• Plan establishes ongoing relationships with community organizations, community members, and businesses	• Plan establishes strategic partnerships with community organizations, community members, and businesses that improve school effectiveness
	• Plan does not make efforts to increase their involvement to maximize community contributions for school effectiveness	• Plan provides opportunities to engage them to increase their involvement to maximize community contributions for school effectiveness	• Plan provides consistent opportunities to work to increase the types and number of organizations with whom the school partners in order to deepen relationships and increase partner contributions
Indicator III-B.	**Sharing Responsibility: Continuously collaborates with families to support student learning and development both at home and at school.**		
III-B. Elements	**Does not Meet Standard** Does not consistently meet minimal expectations for standard; often needs support to perform at acceptable level	**Acceptably Meets the Standard** Meets expectations for standard; needs occasional minimal support	**Comprehensively Meets the Standard** Meets expectations for standard; is confidently and consistently meeting the standard, needs little, if any, support/guidance
III-B-1. Student Support	• Plan provides minimal opportunity for educators to identify each student's academic, social, emotional, and behavioral needs, including students with disabilities and English learners	• Plan provides adequate opportunity for educators to identify each student's academic, social, emotional, and behavioral needs, including students with disabilities and English learners	• Plan provides consistent opportunity for educators to identify each student's academic, social, emotional, and behavioral needs, including students with disabilities and English learners
	• Plan provides minimal opportunity for collaboration with families to address student needs, utilizing resources within and outside of the school	• Plan provides adequate opportunity for collaboration with families to address student needs, utilizing resources within and outside of the school	• Plan provides consistent opportunity for collaboration with families to effectively address student needs and prevent further challenges, connecting students with a network of resources within and outside the school

III-B-2. Family Collaboration	• Plan sets minimal expectations and provides occasional support to educators to engage families in supporting their children's learning at school and at home and/or supporting their children with disabilities or limited English proficiency	• Plan sets clear expectations for and supports educators to regularly engage families in supporting learning at school and home, including appropriate adaptation for students with disabilities or limited English proficiency	• Plan sets clear expectations and provides differentiated support to educators to ensure that they regularly engage all families in supporting their children's learning at school and home, including families and children with limited English proficiency and/or children with disabilities
Indicator III-C.	**Communication: Engages in regular, two-way, culturally proficient communication with families about student learning and performance.**		
III-C. Elements	**Does not Meet Standard** Does not consistently meet minimal expectations for standard; often needs support to perform at acceptable level	**Acceptably Meets the Standard** Meets expectations for standard; needs occasional minimal support	**Comprehensively Meets the Standard** Meets expectations for standard; is confidently and consistently meeting the standard, needs little, if any, support/guidance
III-C-1. Two-Way Communication	• Plan sets minimal expectations for and provides limited support to educators to communicate with families; does not stress the importance of two-way communication channels	• Plan sets clear expectations for and provides support to educators to communicate regularly with families using two-way communication channels, including careful and prompt response to communications from families	• Plan sets clear expectations for and provides differentiated support to ensure that all educators design and implement frequent personalized communications, respond carefully and promptly to communications from families
	• School and classroom communication regarding student learning and performance primarily occurs through newsletters and other one-way media	• Plan encourages educators to hold face-to-face family/teacher interactions	• Plan maximizes opportunity for educators to hold face-to-face family/teacher interactions
	• Plan does not includes processes to solicit feedback from families that informs improvement to communication plans	• Plan includes some processes to solicit feedback from families that informs improvement to communication plans	• Plan includes processes to consistently solicit feedback from families that informs improvement to communication plans
III-C-2. Culturally Proficient Communication	• Plan sets minimum expectations for educators regarding culturally sensitive communication	• Plan sets clear expectations for and provides support to educators regarding culturally sensitive communication	• Plan sets clear and detailed expectations for and provides differentiated support regarding culturally sensitive communication

	• Plan does not ensure that school and classroom communication with families is respectful and culturally sensitive	• Plan ensures that school and classroom communication with families is always respectful and that teachers and staff demonstrate understanding of and sensitivity to different families home language, culture, and values	• Plan ensures that school and classroom communication with families is always respectful and that teachers and staff demonstrate deep understanding and appreciation of different families' home language, culture, and values
Indicator III-D.	**Family Concerns: Addresses family concerns in an equitable, effective, and efficient manner.**		
III-D. Elements	**Does not Meet Standard** Does not consistently meet minimal expectations for standard; often needs support to perform at acceptable level	**Acceptably Meets the Standard** Meets expectations for standard; needs occasional minimal support	**Comprehensively Meets the Standard** Meets expectations for standard; is confidently and consistently meeting the standard, needs little, if any, support/guidance
III-D-1. Family Concerns	• Plan provides minimal opportunities for teachers and staff to reach out to families as soon as concerns arise; agreed-upon solutions are not always in the best interest of students	• Plan provides opportunity for teachers and staff to reach out to families as concerns arise and works to reach equitable solutions in the best interest of students	• Plan provides opportunity for and encourages teachers and staff to reach out to families proactively and as soon as concerns arise and effectively reaches equitable solutions that satisfy families, faculty, and staff and are in the best interest of students

Adapted from

Massachusetts Department of Elementary and Secondary Education. (2012). *The Massachusetts model system for educator evaluation: Part III: Appendix C ESE model rubrics for teacher*. Malden, MA: Author. Retrieved from http://www.doe.mass.edu/edeval/model/