# CEA: Professional Development for Educators Syllabus

## Course Information

**Title:** *Engaging Families to Enhance Student Achievement*, T&L 2900

**Credits:** 1 Professional Development, S/U and LG

**Delivery:** Distance Based; enroll anytime, complete within 4 months

**Target Audience:** All K-12 educators

**Instructor:** Lisa Nordick, M.S.

[nordick@continuingeducationassociates.com](mailto:nordick@continuingeducationassociates.com)

**Technical Requirements:** Any up-to-date internet browser

**Course Material:** All course material will be available online or within the course

## Description

This distance-based course explores literature related to family engagement in K-12 education settings. The course is comprised of 6 **modules**. The modules offer family engagement information and ideas that teachers may consider integrating into their teaching methods as a strategy to improve student learning.

## Course Purpose

The purpose of this course is to motivate educators to explore family involvement as a strategy to enhance student achievement.

## Course Objectives/Outcomes

1. Develop an awareness of family engagement literature and resources
2. Develop an understanding of and apply family engagement strategies and practices
3. Create a family engagement activity geared toward improving student achievement
4. Final Reflection

### Module 1: Article 1, Community Engagement (Head Start Parent and Family)

1. **Read:** [Head Start Parent, Family, and Community Engagement Framework](https://headstart.gov/sites/default/files/pdf/pfce-framework.pdf?redirect=eclkc)
2. **Reflect:** After you have read the article above, think about the following:
3. What do you agree with in the article?
4. What might you oppose in the article?
5. Is there anything noted in the article that you are already doing relative to family engagement?
6. What might your school be doing relative to family engagement, if anything?
7. What did you learn from the article?
8. **Share with Instructor:** For each of the following reflections above, keep notes to include/summarize in a final reflection paper.

### Module 2: Article 2, Effective Parent-Teacher Partnerships

1. **Read:** [Effective Parent-Teacher Partnerships: Considerations for Educators](https://www.ldatschool.ca/effective-parent-teacher-partnerships/)
2. **Reflect:** After you have read the material, think about the following:
   1. What do you agree with in the article?
   2. What might you oppose in the article?
   3. Is there anything noted in the article that you are already doing relative to family engagement?
   4. What might your school be doing relative to family engagement, if anything?
   5. What did you learn from the article?
3. **Share with Instructor:** For each of the following reflections above, keep notes to include/summarize in a final reflection paper.

### Module 3: Article 3, Family Engagement and Student Success: What the Research Says

1. **Read:** [Family Engagement and Student Success: What the Research Says | Understood – For learning and thinking differences](https://www.understood.org/en/articles/family-engagement-and-student-success)
2. **Reflect:** After you have read the article above, think about the following:
   1. What do you agree with in the article?
   2. What might you oppose in the article?
   3. Is there anything noted in the article that you are already doing relative to family engagement?
   4. What might your school be doing relative to family engagement, if anything?
   5. What did you learn from the article?
3. **Share with Instructor:** For each of the following reflections above, keep notes to include/summarize in a final reflection paper.

### Module 4: Article 4, Parent, Family, Community Involvement in Education

1. **Read:** Article 4, Parent, Family, Community Involvement in Education (PDF file will be sent with course syllabus)
2. **Reflect:** After you have read the article above, think about the following:
   1. What do you agree with in the article?
   2. What might you oppose in the article?
   3. Is there anything noted in the article that you are already doing relative to family engagement?
   4. What might your school be doing relative to family engagement, if anything?
   5. What did you learn from the article?
3. **Share with Instructor:** For each of the following reflections above, keep notes to include/summarize in a final reflection paper.

### Module 5: Article 5, Teaching the Teachers: Preparing Educators to Engage

1. **Read:** [Teaching the Teachers: Preparing Educators to Engage Families for Student Achievement](https://s3.amazonaws.com/rdcms-pta/files/production/public/Issue_Brief-Teacher_Prep_v2.pdf)
2. **Reflect:** After you have read the article above, think about the following:
   1. What do you agree with in the article?
   2. What might you oppose in the article?
   3. Is there anything noted in the article that you are already doing relative to family engagement?
   4. What might your school be doing relative to family engagement, if anything?
   5. What did you learn from the article?
3. **Share with Instructor:** For each of the following reflections above, keep notes to include/summarize in a final reflection paper.

### Module 6: Final Reflection and Activity

1. **Summary paper.** Summary papers, including the activity summary, should be 2 to 3 pages in length and double spaced. Be sure to include:
   1. Each of the specific reflections for each reading (items 1 to 5 under each module)
   2. How this information might help you in the classroom
   3. How this information might compare to school efforts, if such efforts exist
2. **Family Involvement Activity.** Develop a family involvement activity that you believe will help improve student learning. Include a ½ page synopsis of the activity in the reflection paper. Be sure to note participant reaction (actual or anticipated) and explain how it will (or did) help improve student learning. Also note relevant state standards that must be considered in development and implementation plans.

## Grading Requirements

Students complete course assignments as described in the modules. Assignments may be submitted to the instructor via the email noted below. The course is graded according to quality of the assignments completed. I respond to questions in one to three days, usually one. Please feel free to contact me at [nordick@continuingeducationassociates.com](mailto:lisa.nordick@continuingeducationassociates.com).

### Assignments and Projects

The following assignments are required for this course.

|  |  |  |  |
| --- | --- | --- | --- |
| Requirements | Title | Hours | Percent of time |
| Module One | Read/Reflect/Note | 2 | 12 |
| Module Two | Read/Reflect/Note | 2 | 12 |
| Module Three | Read/Reflect/Note | 2 | 12 |
| Module Four | Read/Reflect/Note | 2 | 12 |
| Module Five | Read/Reflect/Note | 2 | 12 |
| Module Six | Read/Reflect/Note | 8 | 40 |
| Total Hours |  | 18 | 100% |

### Evaluation and Grading

The final reflection will be analyzed for quality of work and evidence of reading of the assigned materials. In particular; clarity of writing/presentation, organization of information and material, and accomplishment of the required activity and corresponding summary will be assessed.

* A/S = 94% or above
* B/S = 84% or above
* C/S = 74% or above
* F or U = less than 74%

## Course Policies

The following policies will be used in this course.

### Instructor Feedback

The instructor will return all emails within 3 days and issue assignment grades within 5 days of submission.

### Scholastic Dishonesty

Students enrolled in this course are expected to be aware of the seriousness of scholastic dishonesty. Unacceptable behavior such as submitting someone else's work as your own, cheating on exams, or plagiarizing can result in failure of the course or other sanctions. For a more detailed description of these policies, please refer to the [UND Code of Student Life; Appendix IIIa-3](http://und.edu/student-affairs/code-of-student-life/).

## Grading Rubrics

This course will use the following rubrics for evaluation of completed work.

### A. Writing

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Levels of Quality | Minimal | Acceptable | New Mastery | Mastery |
| Focus | Writing does not address the assigned topic and is largely unresponsive. | Subject is clear although it misses some important elements of the assigned topic. | Writing addresses the assignment adequately. | Writing addresses the assignment exceptionally and is thorough. |
| Synthesis | Extremely limited use of examples from the readings and research. | Some use of examples and specifics from readings and research. | Substantial use of examples and specifics from readings and research. | Exceptional use of examples and specifics from readings and research. |
| Development of  Argument | Writing and  reflections not  coherent, showing little development of or relationship among ideas. | Sequence of ideas is traceable – although structure is faulty. | Ideas are well developed with transitions and a structured presentation. | Exceptionally well developed ideas with smooth transitions and sophisticated presentation. |
| Organization | Incomplete editing is evident as seen in prevalent unassimilated ideas, unnecessary information, idea repetition, and/or the absence of flow/transitions. | Some editing is evident and ideas are better expressed and backed up. Still somewhat disjointed with problems in flow and transitions. | Writing has been edited with only minor organizational flaws remaining. | Writing is exceptionally well edited. Sentences are clear and logical. The paper has almost no organizational flaws. |
| Mechanics and Language | Paper is seriously impacted by numerous errors in word choice, grammar and/or mechanics that limit effectiveness. | Paper has an accumulation of errors in word choice, grammar and/or mechanics that inhibit clarity. | Paper might have a few errors in word choice, grammar and/or mechanics. | Paper is generally free from errors in word choice and/or mechanics. |
| Percentage Values (overall average across levels = grade conversion) | **Less than 74%** | **74% or above** | **84% or above** | **94% or above** |

### B. Activity

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Levels of Quality | Minimal | Acceptable | New Mastery | Mastery |
| Strategy Implementation | Effectiveness of implemented strategy is unclear.  Relationship to need is not evident. | The strategies are clearly related to the demonstrated needs of the school/classroom.  The effectiveness of the strategies is evident.  The strategy is in line with the course goals and objectives. | The strategies are clearly related to the demonstrated needs of the school/classroom.  The effectiveness of the strategies is clearly stated detailing the points which were instrumental in the success.  An analysis is made of the success and includes recommendation for needed adjustments. | The strategies are clearly related to the demonstrated needs of the school/classroom and incorporate an explanation of the related reading.  The activity contains a synthesis of the reaction of the individuals involved in the implementation.  Examples of the components (activities, student reactions, etc.) are included. |
| Percentage Values (overall average across levels = grade conversion) | **Less than 74%** | **74% or above** | **84% or above** | **94% or above** |