

UMBC UGC New Course Request: EDUC466 - School, Family, and Community Partnerships for Middle Grades STEM Success

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COURSE INFORMATION:

Course Number(s)	EDUC466
Formal Title	School, Family, and Community Partnerships for Middle Grades STEM Success
Transcript Title (≤30c)	School, Family, and Community
Recommended Course Preparation	N/A
Prerequisite NOTE: Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.	AMST200H (What is an American?); EDUC412M (Intro. To Middle Level Teaching and Learning)
Credits	3
Repeatable?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Max. Total Credits	<small>3 This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.</small>
Grading Method(s)	<input checked="" type="checkbox"/> Reg (A-F) <input type="checkbox"/> Audit <input type="checkbox"/> Pass-Fail

PROPOSED CATALOG DESCRIPTION (no longer than 75 words):

Students examine the theory, research, and best practices on school, family, and community partnerships, with a particular emphasis on strategies to support young adolescents' success in STEM subject areas.

RATIONALE FOR NEW COURSE:

The Maryland State Department of Education (MSDE) has added middle school (grades 4-9) to its areas of teacher certification. In order to be competitive within the State and serve the UMBC students who want to specialize in STEM education at the middle school level, the education department is proposing a new Middle School STEM Education degree. In order to meet rigorous standards for middle grades teachers established by the Association for Middle Level Education, EDUC466 - School, Family, and Community Partnerships for Middle Grades STEM Success, will be offered annually as an upper level course taken prior to students' enrollment in the 100-day internship required for Maryland teaching certification.

Middle level teacher preparation programs are expected to prepare candidates to "collaborate successfully with colleagues, family members, and the larger community and demonstrate their understanding of how to capitalize on the diversity found in families and community members and do so successfully as appropriate for their levels of experience and expertise" (AMLE, Standard #5). Through EDUC466, the education department will meet this critical standard, and in so doing, ensure that pre-service candidates are prepared to promote the academic success of all middle level students. Prior to taking this course, students are expected to have a basic understanding of the dimensions of diversity as well as the foundational principles of teaching at the middle grades level. Accordingly, AMST200H, which explores diversity from a broad perspective, and EDUC412M, which introduces fundamental concepts of teacher practice in the middle grades, are prerequisites for the proposed course.

Students enrolled in EDUC466 will be expected to link theory, research, and practice through course assignments and discussions at an advanced level, which is reflected in the course number. Students will be required to pass the course with a “B” or better before entering the internship required for certification. Students will be able to repeat the course once to meet this expectation.

ATTACH COURSE OUTLINE (mandatory): (See attached)

EDUC466 - School, Family, and Community Partnerships for Middle Grades STEM Success

Spring Semester

Credits – 3

Professor Mavis G. Sanders

Course Description

Students examine the theory, research, and best practices on school, family, and community partnerships, with a particular emphasis on strategies to support young adolescents' success in STEM subject areas.

INTASC Standards Addressed:

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

AMLE Standards Addressed

Standard #1: Young Adolescent Development. Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to young adolescent development, and use that knowledge in their practice.

Standard #3: Middle Level Philosophy and School Organization. Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within middle level organizational components.

Standard #4: Middle Level Instruction and Assessment. Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to data-informed instruction and assessment. They employ a variety of developmentally appropriate instructional strategies, information literacy skills, and technologies to meet the learning needs of all young adolescents (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).

Standard #5: Middle Level Professional Roles. Middle level teacher candidates understand their complex roles as teachers of young adolescents. They engage in practices and behaviors that develop their competence as middle level professionals. They are informed advocates for young adolescents and middle level education, and work successfully with colleagues, families, community agencies, and community members. Middle level teacher candidates demonstrate positive dispositions and engage in ethical professional behaviors.

Course Objectives

Upon completion of the course,

Students will understand:

- Prek-12 students' development and learning occur best through collaboration/partnerships.
- Family involvement is a broad, multidimensional concept that is non-hierarchical.
- Parents' decision to become involved in their children's learning is a process not an event, and is influenced by a variety of factors and experiences.
- Factors such as race, ethnicity, socioeconomic status and culture influence home-school-community relations and if not addressed reproduce inequalities in education.
- The professional responsibility of teachers to remove barriers to partnerships so that all families and students benefit.
- School, family, and community partnerships are a key component of highly effective schools

Students will know:

- Theories of child development and partnerships
- Epstein's framework of 6 types of involvement
- Models of school, family, and community partnerships
- Barriers to partnerships
- Strategies to communicate more effectively with parents
- Key components of interactive homework
- Strategies to engage community partners in students' learning

Students will be able to:

- Explain theories and research that support school, family, and community partnerships
- Identify others with whom they should collaborate to achieve successful partnerships
- Effectively communicate with diverse families to support students' learning
- Accurately identify and competently address barriers to family and community engagement
- Link partnership activities to goals for young adolescents' learning in the STEM disciplines
- Apply best practices to design, write, implement, and evaluate a classroom plan for partnerships focused on students' learning

Texts and Materials

Miller-Marsh, M. & Turner-Vorbeck, T. (2010). (Mis)Understanding Families: Learning from Real Families in Our Schools. New York, NY: Teachers College Press.

Assigned readings (to be distributed).

Assignments

1. Reflective journal - (13 entries x 2 points = 26 points)

Write a weekly response (maximum 2 pages) addressing the reflection questions included in the syllabus. Feel free to use a variety of formats (e.g., story, play, essay, poster, song) to share your perspectives but do **not** simply summarize the readings (APA style is not required). The

reflective response should be posted on Black Board 24 hours before the beginning of class each week.

2. Examination (14 points) – Week 5

An examination will be administered in class to test knowledge of theories and concepts in school, family, and community partnerships introduced and discussed in the readings and class discussions.

3. Parent interview – (20 points) – Week 10

Identify the parent of a child enrolled in middle grades. Develop a set of interview questions that address the following topics: (1) parent’s educational background; (2) parent’s definition of parental involvement; (3) parent’s beliefs about the importance of parental involvement for student success; (4) parent’s current practices of involvement; (5) parent’s evaluation of current involvement and school’s outreach and support for family involvement; and (6) recommendation for more effective teacher and school outreach.

In 5-7 pages, report the focal parent’s responses to the interview questions. Discuss these responses within the context of class notes and assigned readings, including those on theories of school, family, and community relations, empirical research on partnerships, and equity and power in school, family, and community partnerships. The paper should be written using APA style.

4. Teachers Involve Parents in Schoolwork (TIPS) – (20 points) – Due Week 12

Develop an interactive homework assignment on a STEM (or related discipline) topic using the template at www.partnershipschoools.org. In a maximum of two pages, describe the topic you selected; how you chose to make the homework “interactive”; and how you would use the assignment as a middle grades teacher.

5. Partnership Project Plan – (20 points) – Due Week 15

Identify a curricular topic in STEM or a related discipline. Describe in 5-7 pages (1) the target student population (2) the curricular focus (3) the partnership activity to enrich students’ learning that builds on students’ families’ funds of knowledge and community resources (4) an outreach plan to engage culturally diverse families (5) an assessment of the activity’s effect(s) on students’ learning, and (6) a budget. **Students will be required to briefly describe their projects to the class in a 3-5 minute presentation with handouts.**

Evaluating and Grading

- 1) Points assigned to each class project:
 - 26 points (26%) – Reading reflections
 - 14 points (14%) – Quiz
 - 20 points (20%) – Parent Interview
 - 20 points (20%) – TIPS Assignment
 - 20 points (20%) – Partnership Project Plan

100 points (100%)

- 2) 90-100 points = A
- 80-89 points = B
- 79-70 points = C
- 65-69 points = D
- <65 points = F

Course Outline and Schedule

Part I. Theoretical and Empirical Foundation

Week 1 – Course Introduction/Child Development and School, Family, and Community Partnerships

Readings:

Urie Bronfenbrenner Model – <http://www.des.emory.edu/mfp/302/302bron.PDF>

Bronfenbrenner, U. (1985). The Three Worlds of Childhood. *Principal*, 64, 6-11.

Epstein, J. (2011). Toward a theory of family-school connections: Teacher practices and parent involvement (pp. 26-40). In *School, Family, and Community Partnerships: Preparing Educators and Improving Schools*. Boulder, CO: Westview Press.

Comer, J. (1989). Child Development and Education. *Journal of Negro Education*, 58(2), 125-139.

Week 2 - Empirical Research on School, Family, and Community Partnerships

Readings:

Reynolds & Clements (2005). Parental Involvement and Children’s School Success. In E. Patrikakou, R. Weissberg, S. Redding, & H. Walberg (Eds.), *School-Family Partnerships for Children’s Success*. New York, NY: Teachers College Press.

Sanders, M., Sheldon, S. (2009). *Principals matter: A guide to comprehensive programs of school, family, and community partnerships*. Thousand Oaks, CA: Corwin Press. Chapter 1

Reflection Question:

What did you find most interesting about the reported studies and why? Was there anything that you didn’t understand, or had difficulty understanding in the readings? What additional questions do you have about the effects of parent involvement on educational outcomes?

Week 3 – Families’ Relationships with Schools

Readings

McDermott (2008). “Understanding the Elements of Parenting and Caring”, pp. 41-75 in *Developing Caring Relationships Among Parents, Children, Schools, and Communities*. Los Angeles, CA: Sage Publications.

Hoover-Dempsey, K., Walker, J., & Sandler, H. (2005). Parents’ Motivations for Involvement in Their Children’s Education (pp. 40-56). In E. Patrikakou, R. Weissberg, S. Redding, & H. Walberg (Eds.), *School-Family Partnerships for Children’s Success*. New York, NY: Teachers College Press.

Miller-Marsh, M. & Turner-Vorbeck, T. (2010). Chapter 7.

Reflection Question:

What do you believe are 3 features of an “optimal” relationship between families and schools and why?

Week 4 – Schools’ Relationships with Families and Communities

Readings

Epstein, J.L. (1995). School/family/community partnerships: Caring for the children we share. *Phi Delta Kappan*, 76(9), 701-712.

Miller-Marsh, M. & Turner-Vorbeck, T. (2010). Chapters 1 and 2.

Reflection Question:

What factors do you think influence if and how schools conduct activities for each of Epstein’s six types of involvement?

Part II. Families and Communities in Cultural Context

Week 5 – Families: Real and Imagined

***Examination**

Marsh & Turner-Vorbeck (2010). Chapters 3 & 6

Kroeger, J. (2008). Doing the Difficult: Schools and Lesbian, Gay, Bisexual, Transgendered and Queer Families. In Turner-Vorbeck & Marsh, *Other Kinds of Families: Embracing Diversity in Schools*. New York, NY: Teachers College Press.

Sanders & Sheldon (2009). Chapters 3

Reflection Question:

Why do you think that the family populations described in the readings are often overlooked in schools? Are other families (family members) also likely to be overlooked? What practices might be implemented to create a more inclusive school environment?

Week 6 – Intercultural considerations in School-Family Partnerships

Guest speaker – Young-Chan Han (Family Involvement Specialist, MSDE)

Han, Y. C. (2010). *Lessons Learned from Immigrant Families*.
<http://www.colorincolorado.org/article/38575>

Marsh & Turner-Vorbeck (2010), Chapter 11.

Reflection Question:

Of the family outreach strategies discussed in these readings, which appealed to you most? Explain.

Week 7 - Socioeconomic Class and School-Family Partnerships

Readings

Marsh & Turner-Vorbeck (2010). Chapter 8.

Lareau, A. (1987). Social Class Differences in Family-School Relationships: The Importance of Cultural Capital. *Sociology of Education*, 60(2), 73-85.

Lareau & McNamara-Horvat, E. (1999). Moments of Social Inclusion and Exclusion: Race, Class, and Cultural Capital in Family-School Relationships. *Sociology of Education*, 72(1), 37-53.

Reflection Question:

What in the readings confirmed or challenged your beliefs about the relationship between schools and individuals from different socioeconomic backgrounds? How might you use this information in the future to engage families from diverse socioeconomic backgrounds?

Part III. School, Family, and Community Partnerships for Young Adolescents' STEM Learning

Week 8 – Family Engagement in Young Adolescents' Education

Kreider, H., Caspe, M., Kennedy, S., & Weiss, H. (2007). Family Involvement in Middle and High School Students' Education. Involvement Makes a Difference: Evidence that Family Involvement Promotes School Success for Every Child of Every Age. Number 3, Spring 2007. *Harvard family research project*.

Eccles, J., & Harold, R. (1993). Parent-school involvement during the early adolescent years. *The Teachers College Record*, 94(3), 568-587.

National Middle School Association. (2003). *This we believe: Successful schools for young adolescents: A position paper of the National Middle School Association*. National Middle School Association.

Reflection Question:

How important was family engagement in your middle grade years? What form of involvement was most/least important? Do the readings challenge or confirm your own experience?

Week 9 – Strategies to Promote Family Engagement in Young Adolescents' Education

Strieb, L. (2010). Learning about Parental Concerns, Interests, and Issues, Chapter 2. In *Inviting Families into the Classroom*. New York, NY: Teachers College Record.

Harvard Family Research Project (2009). *Parent-Teacher Conference Tip Sheets for Principals, Teachers, and Parents*.

Epstein, J. L., & Van Voorhis, F. L. (2001). More than minutes: Teachers' roles in designing homework. *Educational psychologist*, 36(3), 181-193.

Hill, N. E., & Tyson, D. F. (2009). Parental involvement in middle school: a meta-analytic assessment of the strategies that promote achievement. *Developmental psychology*, 45(3), 740.

Reflection Question:

Based on the readings, how might you (will you; should you) partner with families to support young adolescents' learning?

Week 10 - Family Engagement in Middle Grades Science

***Parent Interview Due**

Shymansky, J. A., Yore, L. D., & Hand, B. M. (2000). Empowering Families in Hands-on Science Programs. *School Science and Mathematics*, 100(1), 48-58.

Van Voorhis, F. L. (2003). Interactive homework in middle school: Effects on family involvement and science achievement. *The Journal of Educational Research*, 96(6), 323-338.

Smith, F. M., & Hausafus, C. O. (1998). Relationship of family support and ethnic minority students' achievement in science and mathematics. *Science Education*, 82(1), 111-125.

Reflection Question:

What are the pros and cons of greater family engagement in middle grades science?

Week 11 – Family Engagement in Middle Grades Mathematics

Useem, E. L. (1992). Middle schools and math groups: Parents' involvement in children's placement. *Sociology of Education*, 263-279.

Sheldon, S. B., & Epstein, J. L. (2005). Involvement counts: Family and community partnerships and mathematics achievement. *The Journal of Educational Research*, 98(4), 196-207.

Jackson, K., & Remillard, J. (2005). Rethinking parent involvement: African American mothers construct their roles in the mathematics education of their children. GSE Publications, 11.

Reflection Question:

Do parents or teachers have the greater responsibility to close the achievement gap? Explain.

Part IV. Teacher Practice and School, Family, and Community Partnerships

Week 12 – Communicating with Families

***Interactive Homework Assignment due**

Harvard Family Research Project: Parent–Teacher Conference Tip Sheets for Principals, Teachers, and Parents (Read the Tip Sheet for Teachers)

<http://www.hfrp.org/var/hfrp/storage/fckeditor/File/Parent-Teacher-ConferenceTipSheet-100610.pdf>

Strieb L. (2010). Learning about Parental Concerns Interests, and Issues, Chapter 2. *Inviting Families into the Classroom: Learning from a Life in Teaching*. New York, NY: Teachers College Press.

Tingley, S. (2006). How to Handle Difficult Parents. A Teacher’s Survival Guide.

Pushor, D. (2010). Are Schools Doing Enough to Learn About Families? In M. Marsh & T. Vorbeck in *(Mis)Understanding Families: Learning from Real Families in Our Schools*. New York, NY: Teachers College Press.

Reflection Question:

Once you are a classroom teacher, how will you ensure that you communicate with families in positive, proactive, and respectful ways? Did the readings influence your response? Explain.

Week 13 – Engaging the Community

Readings:

Sanders, M. (2006). *Building school-community partnerships: Collaboration for student success*. Thousand Oaks, CA: Corwin Press. Chapter 1.

Hands, C. M. (2010). Why collaborate? The differing reasons for secondary school educators' establishment of school-community partnerships. *School effectiveness and school improvement*, 21(2), 189-207.

Sanders, M. & Galindo, C. (2014). Communities, Schools, and Teachers. In K. Bauserman, L. Martin, S. Kragler, & D. Quatroche (Eds.) *Handbook of Professional Development in Education: Successful Models and Practices, PreK-12*. New York, NY: Guilford Publishing.

Reflection Question:

How did the readings expand your view of potential partnerships between the community and schools? Do you have any experience with community partnerships, full-service schools, or community organizing? If so, describe these experiences and how they compare with strategies and practices described in the readings.

Week 14 – Organizing and Managing Volunteers

Quintanar, A. P., & Warren, S. R. (2008). Listening to the voices of Latino parent volunteers. *Kappa Delta Pi Record*, 44(3), 119-123.

Ozer, E. J. (2007). The effects of school gardens on students and schools: Conceptualization and considerations for maximizing healthy development. *Health Education & Behavior*, 34(6), 846-863.

McGrath, D. J., & Kuriloff, P. J. (1999). "They're Going to Tear the Doors Off this Place": Upper-Middle-Class Parent School Involvement and the Educational Opportunities of Other People's Children. *Educational Policy*, 13(5), 603-629.

Reflection Question:

How have the course readings, discussions, and assignments challenged, broadened, or confirmed your understanding of school, family, and community partnerships?

Project Presentations for Feedback (3-5 minutes with handouts)

Week 15 – No readings/Projects due

Late Policy and Incompletes

Do not let a deadline pass without submitting your work. In case of an emergency, students may request an extension by contacting the instructor prior to the due date. Students who have completed the majority of class activities and are unable to complete course requirements due to extreme personal circumstances may submit a written request for an "Incomplete" specifying proposed due dates for remaining course requirements.

Academic Integrity

All class members assume the responsibilities of an active participant in UMBC's scholarly community in which academic work and behavior are held to the highest standard of honesty. I look forward to participating in a course culture that reflects academic integrity and facilitates the best work. Please review the complete UMBC student academic integrity policy.

Classroom Accommodations for Students with Disabilities

If you are a student with a documented disability who requires an academic adjustment, auxiliary aids, or similar accommodations, please contact the Office of Student Support Services at 410-455-3250.