**Fitchburg State University**

**EDUCATOR Programs**

## Comprehensive Syllabus

## Semester

Start Date:

End Date:

## Partnering with Families of Pre-school and Elementary Students with Disabilities

## Online Class – 3 graduate credit hours

15 sessions – 67.5 PDPs

**Co-Instructor: Margaret O’Hare Co-Instructor: Kate Gill Kressley**

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**COURSE DESCRIPTION:**

**T**he purpose of this course is to equip educators with the knowledge and skills required to develop and strengthen collaborative partnerships with families of pre-school and elementary students with disabilities. When we speak of strengthening partnerships, we mean the process goal of creating optimal conditions of communication and trust so that professionals and families can work together effectively. This course will focus on models of family engagement, requirements of educational law, research findings, effective communication, and understanding and working with families, including issues specific to early childhood, family systems, and cultural competence. As a final project, course candidates will create their own plans for family-professional partnerships.

***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.***

**TEXTS:**

Turnbull, A., Turnbull R.*,* Erwin, E., Shogren,K.,& Soodak, L. (2014) *Families, Professionals, and Exceptionality: Positive Outcomes Through Partnership & Trust* (7th ed) NJ:Pearson Merrill Prentice Hall

Massachusetts Department of Elementary and Secondary Education. (1999-2011).

*Curriculum frameworks*. Malden, MA: Author. [Online] Available

<http://www.doe.mass.edu/frameworks/current.html>

Fitchburg State University Teacher Preparation Programs. (2012).  *Conceptual framework.*  Fitchburg, MA: Author. [Online] Available: <http://www.fitchburgstate.edu/academics/academic-departments/education-unit/conceptual-framework/>

**SUPPLEMENTAL TEXT:**

Henderson, Anne T., & Mapp, Karen E. (2007) *Beyond the Bakesale: The Essential Guide to Family School Partnerships.* N.Y.: The New Press

**Each week of the course provides additional supplemental texts and resources.**

**Fitchburg State University Teacher Education Conceptual Framework**

 

**LEARNING OUTCOMES / OBJECTIVES:**

**Knowledge**: As a result of the learning experiences in the course, you will become more cognizant of:

Models of partnership between schools and parents

Dual capacity framework for building effective partnerships between home and school

Requirements of the law relating to IDEA and ESEA

Massachusetts laws and policies

Grief cycle and how it relates to parental concerns

Research findings related to family engagement in education and outcomes for students

Issues specific to family systems

Role of culture in your own decision making

Role of culture in family dynamics

Transition planning for students with special needs

Role of community partners in relationship to schools

Resources available to families

**Skill**: As a result of the learning experiences in the course, you will become better able to:

 Effectively communicate with families regarding education of their child

 Partner with parents of students with special needs in the IEP process

 Collaborate with the family on transition planning

 Increase parent engagement in their child’s education

 Differentiate ways families can be engaged in their children’s education

 Map community resources which can support educational goals

**Caring**: As a result of the learning experiences in the course, you will become more competent in your ability to:

Discuss student progress, strengths and challenges with families

Build positive relationships with families

Motivate families to become engaged in their children’s education

**Ethical**: As a result of the learning experiences in the course, you will become more competent in your ability to:

Respect family differences resulting from culture and diversity.

Assist parents of children with disabilities to fully understand and execute their rights and responsibilities within the educational system.

Maintain transparency around district and school compliance with IDEA, assessment and IEP development and implementation.

**INSTRUCTIONAL STRATEGIES**

 Lecture Data Collection and Analysis

 x Discussion/Questioning Pre-Practicum

 Laboratory Role Playing/Simulation

 x Problem Finding/Solving x Independent Learning

 x Discovery Field Trips

 x Interviewing \_ Computer Applications

 Collaborative Learning Groups Viewing or Listening to Followed by

 x Reflective Responses Discussing

 Creating Visual Illustrations of Concepts x On line forum

**Technology Initiatives**:

Users of the Fitchburg State University computer systems are subject to all applicable federal, state, and international computer laws. Questions regarding regulations may be directed to the office of Information

Candidates will utilize technology as:

* Mass One Department of Elementary and Secondary Education
* Blackboard Learn to access the course and resources
* Communication method of interacting with each other in class through the discussion responses which will be posted on Blackboard

**COURSE REQUIREMENTS**:

There will be a discussion most weeks, based on the week’s course materials. In order to participate in the forum, candidates should read and then post answers to the week’s *Guiding Questions* in each week’s discussion board. **Answers must be thorough and reflect engagement with course materials. Responses should follow standard grammatical rules and have correct spelling. (A helpful suggestion is to cut and paste your response into Blackboard after writing it in Word or other word processing system.)** As part of the discussion requirements, candidates are expected, not only to share own ideas and strategies, but to support comments with relevant readings from assignments. Candidates’ ideas, no matter how relevant and on point, need to be supported with related research, current readings and expert findings. This is also the only way to demonstrate that the assigned readings and resources have been read and processed by each candidate. The second purpose of the discussion forum is for candidates to reflect on each other’s thoughts and experiences and to respond to these ideas. Candidates should read what others have written and make relevant and well thought-out comments which move the discussion forward. Thus, weekly discussions will provide both an opportunity for class candidates to post their own reflections on the week’s course materials AND to respond to the thoughts of at least one other class member. All new topics start on Wednesdays; all comments should be posted by 11 p.m. on the following Wednesday.

**This course requires three additional written assignments and one final project:** The following is an overview of the Required Assignments and Final Project for this course. Assignment distribution and due dates are included in the Course Content/Topical Outline below. Additional instructions along with word length requirements for each assignment will be posted on Blackboard several times, typically the week the assignment is announced and the week it is due. Please refer to these posted additional instructions on Blackboard because they contain updated information and any changes to directions. Candidates are encouraged to contact the instructor by email or phone to discuss assignments if they have any questions.

**Assignment One:** **Reflecting on Family Systems, Culture and Diversity (due at the end of Week 3)**

Write an essay (1000-1200 words) in response to questions asked about a family situation described in a case study that you selected for this assignment. You will need to rely on what you have learned about family systems and the impact of culture on how families function to address the questions raised. There will be no right or wrong answers, just what would you need to consider and what would you do to support this family. Be sure to reference and cite reading assignments to support your essay conclusions.

**Assignment Two: Successes and Challenges in Working with Families (due at the end of Week 6)** Using the theory you have learned in the 6 modules you will have completed by the time this assignment is due, reflect in a short response (1000-1200 words) on one positive interaction and one negative interaction you have had with a family. Why was the positive interaction so successful? What caused the other situation to have less favorable outcomes? Be specific and reference reading assignments whenever possible. Include a bibliography with this assignment.

**Assignment Three:** **Learning from Parents (due at the end of Week 9)**

 **1. Parent Interview:** Identify a parent or guardian in your school who has a child on an IEP and who you feel will be able to provide you with information about their experiences in accessing special education services for his/her child. Additionally, you will seek to find out the parent’s feedback and reactions to their experiences which will help you and your school team consider improvements in the IEP process for other families. Arrange an in-person interview with this person which could take place on a home visit, a school visit or a mutually agreeable location in the community. Refer to resources listed on Blackboard for this assignment concerning open and closed questions before you begin the interview process. Submit individually original questions asked and a brief summary of the parent’s responses (no transcript required) through the assignment option on Blackboard.

**2**. **Analysis and Self-reflection:** Please review your interview. Include your reflections on the interview in terms of what has been presented in the text and readings. Does this resonate with you? Based on parent comments, the readings and your own experience, what suggestions do you have for school improvement? Submit individually your analysis and reflection through the assignment option on Blackboard.

3. **Team Recommendations:** Keeping appropriate confidentiality in mind, meet with your colleagues on your course team to discuss what you have learned collectively about families’ experiences in working with your school team. Develop recommendations that you as team would like to see implemented at your school that would facilitate a family’s participation in their child’s special education processes. Submit your team recommendations on the appropriate discussion forum so that all course participants can learn from them.

**Final Project: Family-Professional Partnership at My School (due at the end of Week 14)**

This final project is the culmination of the candidate’s learning and work. Course candidates will create a practical, stepwise comprehensive written plan for family-professional partnership with families who have preschool or elementary students with disabilities. This plan should be for use in the candidate’s own program and informed by what they have learned about (a) family engagement, (b) requirements of the law, (c) family systems (d) making community connections, (e) cultural competence, and (f) trust and effective communication.

Plans should map out implementation and include means for sharing with school colleagues what course candidates have learned. Because each educator serves different numbers and profiles of students in different types of school and classroom settings, each plan will be specific and unique. Candidates are encouraged to share ideas and information with other course candidates while developing the project. Candidates must work with other candidates from the same school team on this final project. However, **each candidate must submit an individual project, indicating the work the individual was responsible to develop and implement.** A bibliography should be included with the project.

Candidates should contact the instructor via e-mail duringWeek 10 to give a brief written update on plans for the final project. The instructor is happy to provide feedback and suggestions on drafts. Final projects are due by midnight Wednesdayof Week 14 and should be submitted by posting on the course website in the Week 14. Students are invited to share thoughts and comments about the projects on the discussion forum in Week 15.

**This course has a non-graded pre-test and post-test.**  The purpose of the pre-test is to determine a base line of knowledge and experience that the candidate has in the area of family engagement and transitions in early childhood settings. This same test format will be used as a post-test at the end of the course so that candidates will be able to self-evaluate and reflect upon their learning in this course.

**FIELD-BASED REQUIREMENTS:**

Candidates will create the opportunity for an in-person interview with a parent (or guardian) who has a child in their school on an IEP. The interview will include parent’s comments on their experience with the assessment and IEP process; adequacy of school/home communication; parent engagement activities; and parent’s suggestions for any improvements.

# **EVALUATION OR GRADING POLICY:**

**Discussion Participation-20%**

**Assignment 1-15%**

**Assignment 2-15%**

**Assignment 3-20%**

**Final project-30%**

This course requires written responses to questions as participation in discussions; answers must reflect engagement with the course materials. Participation in the discussions will be assessed on the extent to which answers demonstrate thoughtful consideration and understanding of course materials, and self-reflection and analysis of how to apply new skills and practices in the candidate’s current school setting. Candidates must also respond to at least one of their colleagues’ posts with a thoughtful substantive comment which moves the discussion forward. Candidates will receive their participation grades at two points during the course at Weeks 5 and 12.

Three written assignments are also required. Assignments will be assessed on the extent to which answers demonstrate thoughtful consideration and understanding of course materials, and self-reflection and analysis of how to apply new skills and practices in the candidate’s current school setting as well as clarity and organization. Spelling and grammar must conform to the expectations of graduate students.

Course candidates are also required to submit a final project which reflects the culmination of the learning that the candidate has experienced in this course. The final project should be useful work that the candidate may use in his/her practice with families. The final project will be assessed on the extent to which it reflects an understanding of the course material as well as a practical application to the candidate’s own school and/or program. Spelling and grammar must conform to the expectations of graduate students.

**Grading Rubric**

**Discussion Participation Rubric (20 total points)**

|  |  |  |  |
| --- | --- | --- | --- |
| A (10/9 points) | A-/B+ (8 points) | B (7 points) | C (6 points) |
| Demonstrating maximal engagement with course materials. Each response to a question must include at least two references to course (theory/best practices) and answers to all parts of question. Must answer one candidate on the forum with a substantive comment. | Demonstrating very considerable engagement with course materials with at least one reference to course (theory/ best practice) in each response. Must answer all parts of questions and respond to at least one candidate on the forum with a substantive comment. | Demonstrating moderate engagement with course materials .Responds with one reference to course materials and misses parts of a multi-part question or indicates only agreement with comment on forum to another’s post. | Demonstrating minimal engagement with course materials. Responds with no references to class material, misses part of multi part questions and /or does not respond to any post on the forum. |

**Assignments 1 and 2 Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
| A (15/14 points) | A-/B+ (13/12 points) | B (11 points) | C (below 10 points) |
| Demonstrating extremely thoughtful consideration and understanding of course materials. Essay includes at least three references to course material on theory/best practice, and both content and analysis. | Demonstrating quite thoughtful consideration and understanding of course materials. Essay includes at least two references to course material on theory/best practice, and both content and analysis | Demonstrating moderately thoughtful consideration and understanding of course materials. Essay includes both content and analysis, but only one reference. | Demonstrating minimally thoughtful consideration and understanding of course materials. Essay lacks references to class material and/or does not include analysis.  |

**Assignment 3 Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
| A (20/19 points) | A-/B+ (18/17 points) | B (16 points) | C (below 14 points) |
| Demonstrating extremely thoughtful consideration and understanding of course materials. Essay includes at least three references to course material on theory/best practice, and both content and analysis. | Demonstrating quite thoughtful consideration and understanding of course materials. Essay includes at least two references to course material on theory/best practice, and both content and analysis | Demonstrating moderately thoughtful consideration and understanding of course materials. Essay includes both content and analysis, but only one reference. | Demonstrating minimally thoughtful consideration and understanding of course materials. Essay lacks references to class material and/or does not include analysis.  |

**Final Project Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
|  A (30/29 points)  | A-/B+ (28/27/26 points) | B (25/24 points) | C (below 22 points) |
| Creates a plan for family professional partnership including references to material on family engagement research, family systems, communication, cultural competence, research findings, community connections and the law (at least 6 topics). Must include the following: demographics, proposal, and activities to reach desired outcomes, calendar dissemination plan and bibliography. |  Creates a plan for family professional partnership but includes references to only 4 topics in course. Must include proposal, activities to reach desired outcomes, demographics, calendar dissemination plan and bibliography.  | Creates a plan for family professional partnership but includes references to only 3 topics in course. Must include proposal, activities to reach desired outcomes and two of the following: demographic background, calendar or plan for dissemination. | Creates a plan for family professional partnership but includes references to only 2 topics in course. Missing proposal, demographic background, activity calendar and/or plan for dissemination. |

**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

**COURSE CONTENT / TOPICAL OUTLINE**

**Week One: Introduction to the Course and Family Engagement**

**Learning Objectives:** After completing this week's assignments, candidates will be aware of a current family engagement framework for public schools as promoted by the US Department of Education. Candidates will consider the many roles that parents play in supporting their children’s learning at home and education in schools. Candidates will examine their own beliefs about family engagement using the Henderson and Mapp framework of core beliefs.

1. Listen to the orientation webinar during Week 1 to learn about the course and how to use Blackboard.
2. Before you begin reading this week’s assignments, complete the pre-test and your profile.
3. Mapp, Karen L., & Kuttner, Paul J. (2014) *Partners in Education: A Dual Capacity-Building Framework for Family–School Partnerships* Austin, TX: SEDL Retrieved from <http://www.sedl.org/pubs/framework/FE-Cap-Building.pdf>
4. Mapp, Karen L. Parents as Agents of Change, Video, Retrieved from <http://www.youtube.com/watch?v=AMZqHVDiw7w>
5. Henderson, A.T. & Mapp, K. (2010). *How do you know if you are open to a partnership?* Retrieved from<http://www.parentinvolvementmatters.org/articles/bake-sale.html>

**Week Two: Understanding Families**

**Learning Objectives**: Candidates will learn to define the parts of the family system and their effect on parent engagement. Candidates will begin to build an understanding of how culture affects family functioning and decision making both in a general sense and a personal sense. Candidates will be able to define the ways that culture influences a child’s development and become aware of the avenues to cultural competence.

1. Chapter 1 and 2 in your text.
2. Christian, L.G. (2006). *Understanding parents: Applying family systems theory to early childhood practice*. Beyond the Journal. Young Children on the web. Washington, D.C.:NAEYC. Retrieved from <http://www.naeyc.org/files/yc/file/200601/ChristianBTJ.pdf>
3. Brunson Day, C. *Culture and the early education of young children. Preparing personnel to teach children from many cultural backgrounds.* Retrieved from <http://portal.oas.org/LinkClick.aspx?fileticket=5Fum9XoHb1M%3D&tabid=1282&mid=3694>
4. Trumbull, E. (2011). *FINE Commentary: The challenge of cross-cultural family–school communication.* FINE Newsletter. III,1. Cambridge: Harvard Family Research Project. Retrieved from<http://www.hfrp.org/publications-resources/browse-our-publications/fine-commentary-the-challenge-of-cross-cultural-family-school-communication>

**Week Three: Role of Culture and Diversity in Family Engagement**

**Learning Objectives:**  Candidates will deepen their understanding of culture and be able to give examples of how culture impacts family engagement in African-American, Chinese-American, and Latino cultures. Candidates will read some specific ethnic viewpoints offered by families of children with disabilities.

1. Diamond, J., Wang, L., & Gomez, K. (2006). *African American and Chinese American parent involvement: The importance of race, class and culture.* Family Involvement Research Digest. Cambridge: Harvard Family Research Project. Retrieved from <http://www.hfrp.org/publications-resources/browse-our-publications/african-american-and-chinese-american-parent-involvement-the-importance-of-race-class-and-culture>
2. Hughes, M.T., Valle-Riestra, D.M., & Arguelles, M.E. (2008). *The voices of Latino families raising children with special needs.* Journal of Latinos and Education, *7*(3), 241–257. Retrieved from <http://familyresourcenetworklac.org/article.pdf>
3. Williams, E.R., (2007). *Unnecessary and unjustified: African- American parental perceptions of special education.* The Educational Forum. 71, p 250-263. Retrieved from

<http://www.geocities.ws/parentsaspartners/perceptions.pdf>

1. Johnson, M. (2011). *Urban parents of color discuss family engagement.*  Retrieved from <http://www.parentinvolvementmatters.org/articles/Parent-U-Turn.html>

**Assignment #1: Reflecting on Family Systems, Culture and Diversity is due Week Three**

**Week Four: Understanding Families of Children with Disabilities**

**Learning Objectives**: Candidates will learn how the family functions/outputs (affection, self-esteem, spiritual, economics, daily care, socialization, recreation, and educational) impact their engagement with the schools. Candidates will understand the challenges families with children with disabilities face over the life cycle of the child and the family.

1. Chapters 3 and 4 (pages 79-93) in the text.
2. *Parenting children with disabilities.* This handout is adapted from Marion C. Fish (1990). Best practices in family-school relationships. In A. Thomas & J. Grimes (Eds.), Best Practices in School Psychology II. Washington, DC: National Association of School Psychologists; and Marion C. Fish (2002). Retrieved from <http://www.lebanonct.org/district/lms/support_services/nasp/parenting_children_with_disabilites.html>
3. Hammer, E. (1996). *Anticipatory guidance for parents of children with disabilities: What happens to families when a child has chronic problems?* Workshop Presented at the Infant Mental Health Advocacy Conference: Birth to Three ... the Critical Years, Baylor University, Waco, TX, Retrieved from <http://www.winfssi.com/Anticipatory.html>
4. Gallagher, P., Fialka, J., Rhodes, C.,& Arceneaux, C. (2002) “Working With Families: Rethinking Denial.” Young Exceptional Children 5(2) 11-18. Retrieved from <http://www.danceofpartnership.com/Denial_Article.pdf>

**Week Five: Family Engagement for All Families**

**Learning Objectives**: Candidates will begin closely examining family engagement for all families. Candidates will examine the framework used in Massachusetts to assess the depth and breadth of family engagement practice in schools and districts. Candidates will enter into the controversy about the importance of family engagement and develop their own statement of beliefs about family engagement.

1. *Massachusetts Family, School and Community Partnership Fundamentals* Available at: <http://www.doe.mass.edu/boe/sac/parent/FSCPfundamentals.pdf>
2. *Massachusetts Family, School and Community Partnership Fundamentals:* *What are they and How Can We Use Them* Available at [www.fscn.org](http://www.fscn.org)
3. *The ABCs of Parent Involvement,* The Teaching Channel. Available at <http://www.youtube.com/watch?v=NvQSGvtmuTI>
4. Dervarics, C. & O'Brien, E. (2011). *Back to school: How parent involvement affects student achievement: (full report).* Center for Public Education. Retrieved from <http://www.centerforpubliceducation.org/Main-Menu/Public-education/Parent-Involvement/Parent-Involvement.html>
5. The Boosting School Readiness through Effective Family Engagement Series , Head Start National Center on Parent, Family and Community Engagement Available at: <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/pfce_simulation>
6. Robinson, Keith and Harris, Angel J. *Parental Involvement is Overrated.* The New York Times, April 12, 2014.
7. Mapp, Karen, Henderson, Anne & Hill, Nancy. *Does Family Engagement Matter?* *The Truth and Half-Truths about Parent Involvement.* National Coalition for Parent Involvement in Education (NCPIE), May 15, 2014.

**Week Six: Family Engagement in Massachusetts**

**Learning Objectives:** Candidates will focus on the various requirements, policies and expectations for family engagement in Massachusetts educational initiatives, including the Massachusetts Tiered System of Support, Model for Educator Evaluation and Essential Conditions for School Effectiveness.

1. MA Department of Elementary and Secondary Education. *Massachusetts Tiered System of Support* Retrieved from <http://www.doe.mass.edu/sped/mtss.html>
2. Reform Support Network. (2013) *Massachusetts essential conditions for school effectiveness.* Retrieved from <http://www2.ed.gov/about/inits/ed/implementation-support-unit/tech-assist/ma-essential.pdf>
3. Read about the new Mass Teacher Evaluation System: Massachusetts Model System for Educator Evaluation Part III: Guide to Rubrics Rubric and Model Rubrics for Superintendent, Administrator, and Teacher Appendix C. Teacher Massachusetts Model System for Educator Evaluation Part III: Guide to Rubrics 1-6 ***.*** Retrieved from <http://www.doe.mass.edu/edeval/model/PartIII.pdf> (Read introduction and overview, then examine Standard III: Family and Community Engagement)

**Assignment #2: Successes and Challenges in Working with Families is Due Week 6**

**Week Seven: Family Participation Requirements in Special Education**

**Learning Objectives**: Candidates will learn about the federal laws, and their history, concerning children with disabilities. They will learn their responsibilities under the Massachusetts laws for children with disabilities and explore resources for families.

1. Chapter 6, pages 127-147 in the text.
2. United States Department of Education (DOE) has guidance as to the provisions of ESSA and the impact this will have in a number of areas [www.ed.gov/](http://www.ed.gov/) . This link will bring you to the home page. Click on the Law section and information on ESSA will appear on the left hand side of the page. In addition to a brief explanation you may also choose to read the text of the act, watch a webinar and /or sign up for e-mail updates.
3. *The basic special education process under IDEA.* NICHCY. Retrieved from <http://nichcy.org/wp-content/uploads/docs/10steps.pdf>
4. MA Department of Elementary and Secondary Education. Massachusetts Education Laws and Regulations 603 CMR 28 Special Education 28:07: Parent Involvement Retrieved from <http://www.doe.mass.edu/lawsregs/603cmr28.html?section=07>
5. Review of Special Education in the Commonwealth of Massachusetts: A Synthesis Report <http://www.doe.mass.edu/sped/hehir/2014-09synthesis.pdf#search=%22synthesis%22>
6. MA Department of Elementary and Secondary Education. Guidance for Special Education Parent Advisory Councils. Retrieved from <http://www.doe.mass.edu/sped/pac/default.html>
7. Explore the website of the Massachusetts Association for Special Education Parent Advisory Councils <http://fcsn.org/masspac/>

**Week Eight: Framework for Family – Professional Partnerships**

**Learning Objectives:** In this session, candidates will expand their understanding of the components of family-professional partnerships and explore the application of Turnbull and Turnbull’s Seven Principles of Partnership and Trust to actual practice.

1. Chapter 7 in the text.
2. *Inspiration for parents of children with special needs* Available at:

<https://www.youtube.com/watch?v=pZZTr_ToF44>

1. *Parent of children with special needs and teacher partnerships* Available at:

<https://www.youtube.com/watch?v=8RYnYztSoX4>

**Week Nine: Communication, Collaboration and Trust**

**Learning Objectives**: Candidates will learn about the components of a strong family and professional partnership, including a collaborative culture, using positive interpersonal and communication skills, strategies for communicating positively and actions that promote trusting relationships. In addition, candidates will view several parents and teachers talk about building relationships.

1. Chapter 8 in the text
2. *Building Relationships – Ongoing Communication,* Flamboyan Foundation Available at: <http://www.youtube.com/watch?v=OCRxLxNxunA>
3. Go to <http://community.fpg.unc.edu/connect-modules/learners/module-4> Complete the module through part C.
4. Assessing your program’s success:
	1. For teachers of Pre-k and K:
		1. Go to: <http://www.cssp.org/reform/strengthening-families> Click on “The Basics” and read all 3 parts. The go to <http://www.slideshare.net/cssp/strengthening-families-framework> Click through the slideshow. Do the Strengthening Families Assessment tool.
	2. For teachers of 1-5
		1. Read *Parent Involvement in Schools.* Do the assessment.BEST PRACTICE BRIEFSare a product of University Outreach & Engagement at Michigan State University, connecting university resources to the community. [*http://outreach.msu.edu/bpbriefs/issues/brief30.pdf*](http://outreach.msu.edu/bpbriefs/issues/brief30.pdf)

**Assignment #3: Learning From Parents is due Week 9.**

**Week Ten: Parents as Partners in Special Education Decision Making**

**Learning Objectives:** Candidates will gain awareness of IDEA requirements for educators and parents regarding referral, evaluation (testing), IEP development and review and transition planning. Candidates will learn about parent’s rights and responsibilities ensured by law and ways to create and strengthen trust between home and school.

1. Chapters 9 and 10 in text
2. MA Department of Elementary and Secondary Education. (2013). *Parents’ notice of procedural safeguards.* English version is at the top of the page. Retrieved from<http://www.doe.mass.edu/sped/prb>
3. Ray, J.A., Pewitt-Kindler, J., & George, S. (2009). *Partnering with families of children with special needs.* Young Children. September 2009, p. 16-22. Washington, D.C.: NAEYC. Retrieved from <http://www.nxtbook.com/nxtbooks/naeyc/youngchildren_200909/index.php#/20>

**Week Eleven : Issues in PreK – 5th Grade: Home Visits, Social Media, Inclusion and Dual Language Learners**

**Learning Objectives for Week Eleven**: In this session and the next, candidates will choose 2 of 4 topics and explore issues that are pertinent to their own workplace. Candidates are encouraged to explore all the issues at their convenience. All four issues this week focus on building relationships with families and effective communication; all are relevant to families of preschool and elementary school age children.

**Home Visits**

1. Hepburn, K.S., (2004). *Families as primary partners in their child’s development and school readiness.* Baltimore, MD: The Annie E. Casey Foundation. Retrieved from <http://www.aecf.org/resources/families-as-primary-partners-in-their-childs-development-and-school-readine/> Read pg 27-41.
2. Watch the video at Parent Teacher Home Visiting Projec <https://www.youtube.com/watch?v=qK8J3RKYjgY>
3. Watch *Parent-Teacher Home Visits,* Flamboyan Foundation Available at <http://www.youtube.com/watch?v=Y03oP_RRg9U>
4. Go to the website *The Best Resources for Learning About Teacher Home Visits*  at <http://engagingparentsinschool.edublogs.org/2011/10/10/the-best-resources-for-learning-about-teacher-home-visits/> Watch the videos and explore the resources

**Social Media**

1. *Connected Educators, Connected Families* Joe Mazza, FINE Newsletter (2013) Harvard Family Research Project. Available at: <http://www.hfrp.org/publications-resources/browse-our-publications/connected-educators-connected-families>
2. *Joe Mazza on Home & School 2.0-Envisioning a Connected Learning Community* Available at: <https://www.youtube.com/watch?v=Q6d6-Txwuk0&t=581s&index=10&list=PLvzOwE5lWqhRPzheyprYHcA8SZl9Qvnpz>
3. Mitchell, S., Foulger, T.S., & Wetzel, K. (2009). *Ten tips for involving families through internet-based communication.* Young Children. September 2009, p. 46-49. Washington, D.C.: NAEYC. Retrieved from <http://www.naeyc.org/files/yc/file/200909/Ten%20Tips%20for%20Involving%20Families.pdf>
4. National PTA Tip Sheets on Social Media Available at: [http://www.pta.org/files/NPTA\_Social\_Media\_Tipsheets\_(2).pdf](http://www.pta.org/files/NPTA_Social_Media_Tipsheets_%282%29.pdf)

**Inclusion**

1. Read text, pages 318 - 322.
2. View *CONNECT: Foundations of Inclusion Birth to Five* Available at: <http://www.youtube.com/watch?v=abkuaHlWtm8>
3. *Promoting positive outcomes for children with disabilities: Recommendations for curriculum, assessment, and evaluation.*  Division for Early Childhood of the Council for Exceptional Children. (2007).Missoula, MT: DEC. Available at: <http://www.naeyc.org/files/naeyc/file/positions/PrmtgPositiveOutcomes.pdf>

Introduction – page 10 on Inclusive Curriculum

Tables 1-3 beginning on page 30

1. Nylander, D. (2009). *Quality inclusive early childhood programs: 10 things to look for.*  <http://ici.umn.edu/products/impact/221/5.html> Retrieved from the Web site of the Institute on Community Integration, University of Minnesota

**Dual Language Learners**

1. Watch this video: *Myths about bilingual children* at <http://www.youtube.com/watch?v=LVYhpCprtzQ>
2. Watch this video: *Can special needs kids be bilingual?* Available at: <http://www.youtube.com/watch?v=vOhWg0YeIMs&feature=youtu.be>
3. Russakoff, D. (2011). *PreK-3rd: Raising educational performance of English language learners.* New York, NY: Foundation for Child Development. Retrieved from

 <http://fcd-us.org/sites/default/files/FCD%20ELLsBrief6.pdf>

1. Read this policy brief: MA Department of Early Education and Care. (2010) Available at: <http://www.mass.gov/edu/docs/eec/laws-regulations-and-policies/20101203-dual-lang-edu-policies.pdf>
2. Review MA Department of Elementary and Secondary Education requirements for English Language Learners Available at: <http://www.doe.mass.edu/ell/guidance_laws.html>

**Week Twelve: Helping Families Transition Between Programs/Grades**

**Learning Objectives: C**andidates will learn about best practice for assisting children and families in making transitions between programs and/or grades. The first reading is for everyone. The second is a group of readings for teachers in PreK and grades K-4. The third is a group of readings for teachers who have children transitioning into middle school.

1. Everyone should watch the video on the first page of Foundation of Transitions for Young Children <http://community.fpg.unc.edu/connect-modules/resources/videos/foundations-of-transition>
2. **For teachers in PreK and grades K-4:**
* Rous, B., McCormick, K., & Hallam, R. (2006). *Use of transition practices by public preschool teachers.* Lexington, KY: National Early Childhood Transition Center. Retrieved from <http://www.hdi.uky.edu/nectc/Libraries/NECTC_Research_Briefs/Use_of_Transition_Practices_by_Public_Preschool_Teachers.sflb.ashx>
* Rous, B., McCormick, K., & Harbin, G. (2006). *A child outcome framework for transitions.* Lexington, KY: National Early Childhood Transition Center. Retrieved from <http://www.hdi.uky.edu/nectc/Libraries/NECTC_Research_Briefs/A_Child_Outcome_Framework_for_the_Early_Childhood_Transition_Process.sflb.ashx>
* Best Practices in Early Childhood Transitions: Continuing the Journey Massachusetts Departments of Early Education and Care, Elementary and Secondary Education and Public Health. <https://dese.umassonline.net/bbcswebdav/pid-69250-dt-content-rid-766130_1/courses/MFA_SPED_609a_f15/Week%2013/Continuing%20the%20Journey%20PDF%20document.pdf>
1. **For teachers of children ready to transition into middle school**:
* Niesen, V. & Sachs Wise, P. (2004). *Transition from elementary to middle school: Strategies for educators.*  Bethesda, MD: National Association for School Psychologists. Retrieved from <http://www.nasponline.org/communications/spawareness/transition_elem2mid.pdf>
* Casper, B. & Leuchovius, D. (2005). *Universal design for learning and the transition to a more challenging academic curriculum: Making it in middle school and beyond.* Minneapolis, MN: National Center on Secondary Education and Transition. Retrieved from <http://www.ncset.org/publications/viewdesc.asp?id=2165>

**Week Thirteen: Partnering “in” and “with” the Community**

**Learning Objectives**: In this last session, candidates will examine how to partner with the community to provide supports and services to families of children with disabilities. They will identify resources and services that are available in communities across Massachusetts. Finally, candidates will have the opportunity to reflect on what they have learned in this course and its application to their practice.

1. Read Chapter 11 in the text.
2. Ferrel, J. (2012). *Family engagement and children with disabilities: A resource guide for parents and educators.* Cambridge, MA: Harvard Family Research Project. Available at: [www.hfrp.org/content/download/4289/116678/file/FE-ChildrenWithDisabilities.pdf](http://www.hfrp.org/content/download/4289/116678/file/FE-ChildrenWithDisabilities.pdf)

3. Olson, M. (2007). *Strengthening families: Community strategies that work.* Beyond the Journal: Young Children on the Web. Washington, D.C.: NAEYC. Available at: <http://www.naeyc.org/files/yc/file/200703/BTJOlson.pdf>.

4. Read about Massachusetts Coordinated Family and Community Engagement Programs <http://www.mass.gov/edu/birth-grade-12/early-education-and-care/find-early-education-and-care-programs/coordinated-family-and-community-engagement.html> Find out where the CFCE in your community is located and visit their website (if available) to see what services they offer.

5. Visit the Federation for Children with Special Needs website at [www.fcsn.org](http://www.fcsn.org) . Look in particular for the Massachusetts Family TIES program and Mass Family Voices.

**Week Fourteen: More Issues in PreK – 5th Grade: Homework and Academic Parent-Teacher Teams**

**Learning Objectives for Week Fourteen:** In this session, there are readings and resources to help candidates examine their thinking and policies around homework and academic parent-teacher teams. These two issues are especially important for the elementary aged student.

**Homework**

1. Read text, pages 303-308.
2. ERIC/OSEP Special Project (Spring 2001). *Homework practices that support students with*

*disabilities.* **Research Connections in Special Education** (number 8). Reston, VA: The ERIC Clearinghouse on Disabilities and Gifted Education. Retrieved from

<http://www.peakparent.org/pdf/fact_sheets/homework.pdf>

1. Richards, R.G. (2008). *Being an efficient homework helper: Turning a chore into a challenge.* Written exclusively for LD OnLine . Retrieved from <http://www.ldonline.org/article/5606>
2. National Network of Partnership Schools. Johns Hopkins University. *Teachers involve parents in schoolwork.* Taken from*:* Epstein, J. L., et al., (2002). School, family, and community partnerships: Your handbook for action, second edition. Chapter 8, pp. 300-301. Thousand Oaks, CA: Corwin Press. Retrieved from <http://www.csos.jhu.edu/P2000/tips/index.htm>
3. Walker, J.M.T., Hoover-Dempsey, K.V., Whetsel,D.R., & Green, C.L. (2004).

*Parental involvement in homework: A review of current research and its implications for teachers, after school program staff, and parent leaders.*  Cambridge, MA: Harvard Family Research Project. Retrieved from <http://www.hfrp.org/publications-resources/browse-our-publications/parental-involvement-in-homework-a-review-of-current-research-and-its-implications-for-teachers-after-school-program-staff-and-parent-leaders>

**Academic Parent-Teacher Teams**

1. *Family and Community Engagement: Academic Parent Teacher Teams*, WestEd. Available at: <http://www.wested.org/service/academic-parent-teacher-teams-aptt-family-engagement-in-education/>
2. *Academic Parent–Teacher Teams: Reorganizing Parent–Teacher Conferences Around Data,*

Maria C. Paredes FINE Newsletter, Harvard Family Research Project. Available at: <http://www.hfrp.org/publications-resources/browse-our-publications/academic-parent-teacher-teams-reorganizing-parent-teacher-conferences-around-data>

1. *Academic Parent Teacher Teams #1*, Available at: <http://www.youtube.com/watch?v=C7UPA_F-AWU>
2. *Early Childhood Education APTT Skills*, Flamboyan Foundation. Available at: <http://flamboyanfoundation.org/resources_and_publications/early-childhood-education-aptt-skills/>

**Final Project is due during Week 14.**

**Week Fifteen: Online forum discussion of final projects**

**Learning Objectives:** In this session, candidates review the final projects of the other course participants and offer constructive feedback and support. They will suggest ways to improve the projects to enhance outcomes for families, students and themselves. Candidates will assess each other’s work and identify those projects which could be applied to their own practice.

**Fitchburg State University** encourages all Extended Campus students to take advantage of our online student services. We have created a “virtual student center” just for you. Here you will find access to Counseling Services, Career Services, The Student Activity Center, the university bookstore and many other helpful links. You can access our student center by going to the university homepage at <http://www.fitchburgstate.edu> and clicking on Offices and Services. Scroll down and click on Extended Campus Center. You will find links to Library Services, our Virtual Student Center and other important information.

**FITCHBURG STATE UNIVERSITY**

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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 the 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 you and 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. Select the resource you want to access from the alphabetical or subject listing. Once you click on the database title you will be prompted for your Falcon Key logon information; this is the same logon you will use for your Fitchburg State email account and if you have any online Blackboard courses. If you do not know your Falcon Key username and password or if you have any problems logging in, contact the university’s Technology Help Desk at 978-665-4500 or helpdesk@fitchburgstate.edu. The Library can issue you a temporary guest Falcon Key to use while the Technology Department is setting up your account: contact us at 978-665-3062 or dllibrary@fitchburgstate.edu

All registered Fitchburg State University students are eligible for a Fitchburg State University OneCard ID which also serves as his/her library card. If you have not received your OneCard yet, you can still access all of our online services as long as you have activated your library account. Activate your library account online at <http://www.fitchburgstate.edu/librarycf/cardrequest.cfm> or in person at the Circulation Desk. After activation by the Gallucci-Cirio Library and receipt of your 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 complete the online Extended Campus OneCard request form <http://web.fitchburgstate.edu/technology/onecard/photoless/index.cfm> or present a course registration confirmation at the OneCard Office in the Anthony Building, main campus. Please call 978-665-3039 for available times or if you have any questions about your OneCard.

**UNIVERSITY AND EDUCATION UNIT POLICIES**

**Policy on Disability**

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 978-665-4020 (voice/relay). If you need course adaptations or accommodations because of a disability, if you have emergency medication information, or if you need special arrangements in case the building must be evacuated, please make an appointment at the beginning of the course to talk with me. It is important that the issues relating to disabilities be discussed with me as soon as possible.

**Attendance and Participation**

1. As an emerging professional, you are expected to attend every class session, to be on time, and to communicate with the instructor regarding any absences. Absences and tardiness may result in a permanent grade change. Attendance at all pre-practicum sessions is mandatory.
2. Participation in class discussions and cooperative groups is expected. All candidates 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 critical for successful teaching and thus are factored into the final grade.

**Education Unit Computer Literacy Requirement**

All assignments must be typed, doubled-spaced; follow the Department Writing Guide; and use APA format when appropriate.

You are expected to use word processing for all assignments (unless otherwise instructed). [If your course has other requirements list those also, e.g., ‘You are expected to use e-mail for dialogues with other class members, to examine the use of software in the field, and to use the Internet to obtain information, ideas and resources.’]

**Cellular Telephones and Other Devices**

Kindly turn-off cellular telephones during class time and field experiences and place them in book bags or purses. Please no texting in class. It reflects negatively upon you as a developing professional. Once class begins and if use of the laptop is not required, all laptops should be closed during class time so that your full attention can be focused on your colleagues and the discussion or lecture in progress. If you prefer to take class notes on your laptop, please inform the instructor. You are on your honor to be focused on note taking and not on e-mail, Facebook or other technological enterprise not germane to the class in progress. Thank you in advance for your consideration of colleagues and students.

**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 that work submitted in fulfillment of course requirements will be solely that of the individual candidate 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**

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