Multi-Tiered Family, School, and Community Partnering

INSTRUCTORS:	Cathy Lines, Ph.D.	Cindy Dascher
ADDRESS:	1560 Broadway, Suite 1175 Denver, CO 80202	1560 Broadway, Suite 1175 Denver, CO 80202
EMAIL:	clines1@comcast.net	dascher_c@comcast.net
PHONE:	303-506-0484	303-866-6876

COURSE CREDIT:

1.0 Graduate Credit (Adams State University for a fee) OR
18 Hours Continuing Education OR
Audit for Course Information (no credit)

DATES & TIMES:

Online, Six Weeks (Optional additional time at the end of the course for continued instructor support/coaching, colleague dialogue, and resource access)
January 13 – February 24, 2014

Participants will be expected to spend approximately three hours per week online.

COURSE DESCRIPTION:

The goal of this course is to provide Colorado pre-12 stakeholders with knowledge and resources to effectively implement multi-tiered family, school, and community partnering in supporting. A key focus is the shift from traditional parent involvement at school to active family partnering in coordinating learning between home and school for student achievement. The research and legal rationales for this shift are highlighted, while continually applying the findings in a practical way to school, home, and community settings.

The "Cs" - coordinated, complementary, continuous, collaborative, congruent, and connected – of learning between home and school are explained and emphasized within the *National Standards for Family-School Partnerships* (PTA, 20008) framework. Sharing data between home and school is a major discussion point, in conjunction with review and adaptation of various data tools. There is a specific emphasis on a Multi-Tiered System of Supports (MTSS) for families, relating to Response-to-Intervention (RtI) and Positive Behavioral Interventions and Supports (PBIS), with applicability for all who work with students in general and special education. Assignments incorporate researching, reading, vignette and video discussion, slide viewing, activity/project completion, and resource reviewing. There is online discussion to share ideas. Individual application to specific sites, situations, and needs is intentionally embedded in the course so as to foster sustainable, relevant, and timely partnering practices. Evidence-based adult learning principles (Trivette, Dunst, Hamby, & O'Herin, 2009) are utilized throughout the course.

Educators, specialists, schools support staff, family members, higher education faculty, school board members, and community resource representatives are all welcome to participate. If a participant is a member of a team, committee, group, faculty, or organization, it is suggested that this information be also communicated to colleagues and/or assigned activities/projects shared with them, so that a common knowledge base is established. The course is designed to provide practical resources for the effective implementation of recent statewide initiatives such as seen in the Colorado Model Evaluation System for Principals and Teachers, Individual Academic and Career Plans (ICAP), READ Act, identification of students with emotional and learning disabilities, and truancy/behavior intervention planning.

STUDENT LEARNING OUTCOMES:

Upon completion of this course, participants will be able to:

- Cite the legal, research, and theoretical rationale for family-school partnering in supporting student school success, including the shift from traditional parent involvement to family partnering for student achievement;
- Assess current personal, team, and system partnering beliefs, practices, knowledge, and needs;
- Develop practical, multi-tiered, data-based action plans;
- Participate in a shared learning community by discussing issues with other stakeholders;
- Apply multi-tiered family-school partnering to site, situation, role; this includes adapting/developing specific universal and upper tier processes and resources to share with others.

TEXTS, READING AND INSTRUCTIONAL RESOURCES:

(Please Note: Specific assignments with additional reading are also provided within individual course units, as are supplementary resources.)

Required Texts:

- Colorado Department of Education. (2009). *Response to intervention (RtI) family & community partnering: "On the team and at the table" toolkit.* Denver, CO: Author. Retrieved from http://www.cde.state.co.us/rti/FamilyCommunityToolkit.htm.
- Colorado Department of Education. (2013). *Guidelines for determining eligibility for special education for students with serious emotional disabilities*. Denver, CO: Author. Retrieved from http://www.cde.state.co.us/sites/default/files/guidelinesfordeterminingeligibility_sed_0.pdf.
- Colorado Department of Education. (2008). *Guidelines for identifying students with specific learning disabilities.* Denver, CO: Author. Retrieved from http://www.cde.state.co.us/sites/default/files/documents/cdesped/download/pdf/sld_guidelines.pdf.
- Redding, S., Murphy, M. & Sheley, P. (2011). *Handbook on family and community*

engagement. Lincoln, IL: Academic Development Institute/Center on Innovation and Improvement. Retrieved from http://www.schoolcommunitynetwork.org/downloads/FACEHandbook.pdf**.**

Required Websites:

- Center for School, Family, and Community Partnerships http://www.csos.jhu.edu/p2000/index.htm
- TIPS. http://www.csos.jhu.edu/p2000/tips/index.htm
- Family Involvement Network of Educators (FINE)/Harvard Family Research Project http://www.finenetwork.org
- RtI Action Network. http://www.rtinetwork.org/Parents-and-Families
- RtI (Colorado Department of Education) http://www.cde.state.co.us/rti/
- Family, School, and Community Partnering (Colorado Department of Education) http://www.cde.state.co.us/RtI/Family.htm
- PBIS (Colorado Department of Education) http://www.cde.state.co.us/pbs/
- Secondary Initiatives (Colorado Department of Education) http://www.cde.state.co.us/secondaryinitiatives/

Suggested Supplementary Resources:
Universal Tier

- Constantino, S.M. (2008). *101 ways to create real family engagement*. Galax, VA: ENGAGE! Press.
- Epstein, J. L., Sanders, M. G., Sheldon, S., Simon, B. S., Salinas, K. C., Jansorn, N. R., Van Voorhis, F. L., Martin, C.S., Thomas, B.G., Greenfield, M.D., Hutchins, D., & Williams, K.J. (2009). *School family and community partnerships: Your handbook for action*. (3rd ed.) Thousand Oaks, CA: Corwin Press.

  Henderson, A. T., Mapp, K. L., Johnson, V. R., & Davies, D. (2007). *Beyond the bakesale: The essential guide to family-school partnerships.* New York: The New Press.
- Lawrence-Lightfoot, S. (2002). *The essential conversation: What parents and teachers can learn from each other*. New York: Ballantine Books.

Targeted/Intensive (Upper) Tiers

- Jenkins, T. (2007). *When a child struggles in school.* Charleston, SC: Advantage.
- Peacock, G. G. & Collett, B. R. (2010). *Collaborative home/school interventions: Evidence-based solutions for emotional, behavioral, and academic problems*. New York: Guilford.

All Tiers

- Lines, C., Miller, G.E., & Arthur-Stanley, A. (2011). *The power of family-school partnering (FSP): A practical guide for school mental health professionals and educators*. New York: Routledge.
- Christenson, S.L. & Reschly, A. (2010). *Handbook of school-family partnerships*. New York: Routledge.
- Epstein, J. *School, family, and community partnerships: Preparing educators and improving schools.* Boulder, CO: Westview Press.

Suggested Movies:
Movies can provide insight and messages through a different lens. Each of these movies demonstrates a specific family, school, and community scenario, illustrating partnering principles.

- *Finding Nemo*
- *Ordinary People*
- *Kramer v. Kramer*
- *Parenthood (Current Television Show Also)*
- *Blind Side*
- *Forrest Gump*
- *Freedom Writers*
- *Mr. Holland's Opus*
- *Waiting for Superman*
- *Precious*
- *A Better Life*
- *We Bought A Zoo*

COURSE REQUIREMENTS:
Each unit consists of four components.

1. **Reading - Research Briefs, Articles, Slides, and Texts**: Participants are expected to research and read assigned material to establish background and an evidence base.

2. **Assigned Activities/Projects**: Participants are expected to complete and submit assigned activities/projects for each unit, utilizing reviewed reading and resources. Survey completion, vignette and video discussion, action planning and data collection/analyses are examples. Assignments are intended to be applicable to course members' site or situation, with the goal of immediate and integrated usefulness.

3. **Discussion**: Participants are expected to post comments on the Discussion Board each week in order to share their ideas and then, also, respond to others. Specific topics will be posted by the instructors and based on each week's specific readings and activities/assignments. In addition, participants are expected to post questions or ask for input from class colleagues several times during the course, as the goal is an online learning community.

4. **Resources - Slides, Tools/Documents, and Websites**: Optional supplementary resources are provided for individual exploration as might be relevant. Participants are expected to review relevant resources as needed so as to build personal and site family and community partnering practices.

GRADE DISTRIBUTION AND SCALE:

Grade Distribution:

- Assigned Activities/Project Completion: 90%
- Discussion Board Participation: 10%

Grade Scale:
This course will be graded Pass/Fail. The grade will be determined by the following criteria:

Submission of at least 90% of the required assignments and discussion participation in each unit, completed with 100% accuracy, by identified dates. Assignments are reviewed for accurate completion, with instructor feedback provided.

ONLINE TECHNOLOGY:
The online module will be delivered via Blackboard Academic Suite. Each participant will need Internet capability in order to access the course materials and interactions with other class participants. Instruction as to how to log into the course will be sent with your registration confirmation.

COURSE SCHEDULE/OUTLINE:

UNIT ONE/WEEK ONE: Overview of Multi-Tiered Family-School Partnering
During Unit One, each participant will:

- Describe the legal, theoretical and research rationales for the shift from traditional family involvement to multi-tiered family-school partnering;
- Identify challenges and potential solutions for site, situation;
- Link Response to Intervention (RtI) and Positive Behavioral Interventions and Supports (PBIS) to a Multi-Tiered System of Supports (MTSS);
- Assess personal partnering beliefs and practices.

UNIT TWO/WEEK TWO: Universal Tier
During Unit Two, each participant will:

- Apply the *National Standards for Family-School Partnerships* to site or situation:
- Describe universal tier partnering for every school staff member, family, and student;
- Assess universal tier partnering practices for site, situation;
- Familiarize self with universal data tools and resources applicable to site/situation.

UNIT THREE/WEEK THREE: Data-Based Action Planning for the Universal Tier
During Unit Three, each participant will:

- Analyze data and evidence-based practices;
- Develop a data-based action plan for the universal tier for site/situation;
- Adapt classroom and school-wide tool(s) to support action plan.

UNIT FOUR/WEEK FOUR: Targeted and Intensive (Upper) Tiers
During Unit Four, each participant will:

- Describe upper tiers partnering for some or a few school staff members, families, and students;
- Assess upper tiers partnering practices for site, situation;
- Familiarize self with upper tiers data tools and resources applicable to his/her site/situation.

UNIT FIVE/WEEK FIVE: Data-Based Action Planning for Targeted and Intensive (Upper) Tiers

During Unit Five, each participant will:

- Analyze data and evidence-based practices;
- Develop a data-based action plan for the upper tiers for site/situation;
- Adapt upper tier tool(s) for site/situation.

UNIT SIX/WEEK SIX: Personal Reflection and Application

During Unit Six, each participant will:

- Assess personal skills, strengths, challenges using data;
- Research resources in a specific partnering arena (e.g. specific developmental level, special education, at-risk students, cultural and linguistic differences, dropout prevention, literacy, homework, college readiness);
- Develop a personal data-based partnering action plan for role/responsibilities that could be a performance evaluation artifact;
- Create an activity for sharing some aspect of the course information with stakeholders (colleagues, family members, administrators) at site or situation; examples might be a PowerPoint presentation, faculty meeting “snapshots” of partnering ideas, book study outline, fact sheet, website page.