

Colorado Department of Education  
Multi-Tiered Family, School, and Community Partnering  
2012-13 Online Course Syllabus

**INSTRUCTOR:** Cindy Dascher  
**ADDRESS:** 1560 Broadway, Suite 1175 Denver, CO 80202  
**EMAIL:** [Dascher\\_c@cde.state.co.us](mailto:Dascher_c@cde.state.co.us)  
**FAX:** 303-866-6767  
**PHONE:** 303-866-6876

**INSTRUCTOR:** Cathy Lines, Ph.D.  
**ADDRESS:** 1560 Broadway, Suite 1175 Denver, CO 80202  
**EMAIL:** [clines1@comcast.net](mailto:clines1@comcast.net)  
**PHONE:** 303-506-0484

**COURSE CREDIT:** 24 CDE Relicensing Hours or 1.0 Graduate Credit or Audit for No Credit  
**TIMES:** Online, Six Weeks

**COURSE DESCRIPTION**

The goal of this course is to provide Colorado pre-12 education stakeholders with knowledge and resources to effectively implement multi-tiered family, school, and community partnering in supporting school success for every student. A key focus is the shift from traditional parent involvement at school to active family partnering in coordinating learning between home and school. 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” of partnering learning between home and school are explained and emphasized – coordinated, complementary, continuous, collaborative, congruent, and connected. 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 focus on Response-to-Intervention (RtI) and PBIS, but the material has general applicability for all pre-12 stakeholders who work with students in general and special education. Assignments incorporate reading, vignette discussion, video reflection, slide viewing, activity 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 relevant, timely, and meaningful partnering practices.

**PARTICIPANT LEARNING OUTCOMES:**

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

- Cite the legal, research, and theoretical rationale for family, school, and community 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, and community partnering to site, situation, role; this includes adapting/developing specific universal and upper tier processes and resources.

## **COURSE REQUIREMENTS**

Each unit consists of four components.

### **1. Reading: Research Briefs, Articles, and Texts**

Participants are expected to read assigned material to establish background and a research base.

### **2. Assigned Activities**

Participants are expected to complete and submit assigned activities for each unit, utilizing reviewed reading and resources. Video reflection, survey completion, vignette discussion, and action planning 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 encouraged to post questions or ask for input from class colleagues at any time, 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**

- Assigned Activities: 80%
- Discussion Board Participation: 20%

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 in each unit, completed with 100% accuracy, by identified dates. Assignments are checked for accurate completion, with instructor feedback provided.

**Graduate Credit.** If graduate credit is requested, an additional brief (1-3 pages) paper must be submitted. This paper can serve as an “executive summary “ for administrators, family leaders, and/or policy makers related to a specific participant’s site or situation. For the graduate credit option, the following grade distribution is in effect:

- Assigned Activities: 80%
- Discussion Board Participation: 10%
- Executive Summary (1-3 referenced pages) on Family, School, and Community Partnering for Administrators, Family Leaders, and/or Policy Makers: 10%

**Audit for No Credit.** If neither professional development hours nor graduate credit is desired, this course may be audited with the only requirement being to provide feedback as to quality and relevance of each unit. Auditing participants are welcome to join in discussions and complete assignments for feedback.

## **COURSE PARTICIPANTS**

Educators, specialists, school support staff, family members, higher education faculty, school board members, and community resource representatives are all welcome to participate. The course is applicable for adults working with all ages of students, pre-school through secondary years. 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 shared with them, so that a common knowledge base is established. Stakeholders tend to be on a continuum of beliefs and practices in family, school, and community partnering.

## **COURSE OUTLINE**

### **UNIT ONE/WEEK ONE: Overview of Multi-Tiered Family, School, and Community 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, and community partnering;
- Identify challenges and potential solutions for site, situation;
- Assess personal partnering beliefs and practices.

### **UNIT TWO/WEEK TWO: Universal Tier**

During Unit Two, each participant will:

- 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 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;
- Review research and resources in a specific partnering arena (e.g. specific developmental level, special education, at-risk students, cultural and linguistic differences, drop-out prevention, literacy, homework);
- Develop a personal data-based partnering action plan for role/responsibilities that could be a performance evaluation artifact.

### **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.

### **DATES AND TIME**

This course will run for six consecutive weeks, with each week focusing on one unit. Participants will be expected to spend approximately four hours per week in reading, assigned activity completion, and discussion. Resource review of slides, tools, and websites is at each participant's discretion, depending on relevance and needs.

## 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's *Response to Intervention (RtI) Family & Community Partnering: "On the Team and At the Table" Toolkit, 2009* (Download from CDE website: <http://www.cde.state.co.us/rti/FamilyCommunityToolkit.htm>)
- Colorado's *Response to Intervention (RtI): A Practitioner's Guide to Implementation, 2008* (Download from CDE website <http://www.cde.state.co.us/RtI/downloads/PDF/RtIGuide.pdf>)
- Colorado's *Guidelines for Identifying Students with Specific Learning Disabilities, 2008* (Download from CDE website <http://www.cde.state.co.us/cdesped/SD-SLD.asp>)
- Redding, S., Murphy, M. & Sheley, P. (2011). *Handbook on family and community engagement*. Lincoln, IL: Academic Development Institute/Center on Innovation and Improvement (2011). (Download from <http://www.families-schools.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)  
<http://www.cde.state.co.us/rti/>  
Family, School, and Community Partnering  
<http://www.cde.state.co.us/RtI/Family.htm>
- PBIS (Colorado)  
<http://www.cde.state.co.us/pbs/>
- Specific Learning Disabilities (Colorado)

<http://www.cde.state.co.us/cdesped/SD-PCD.asp>

- SEDL National Center for Family and Community Connections with Schools  
<http://www.sedl.org/connections/>

### **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 Tiers**

Herr, C.M. & Bateman, B.D. (2006). *Writing measurable IEP goals and objectives*. Verona WI: Attainment Company.

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.

Christenson, S. L. & Sheridan, S. M. (2001). *Schools and families: Creating essential connections for learning*. New York: Guilford Press.

**Suggested Movies**

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

*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*