Multi-Tiered Family, School, and Community Partnering

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COURSE CREDIT: 1.0 Graduate Credit (Adams State University for a fee)
OR 18 hours Continuing Education Credit OR
Audit for Course Information (No Credit)

DATES & TIMES: Online, Six Weeks
October 23 – December 4, 2017
March 5 – April 16, 2018
Participants will be expected to spend a minimum of 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 student success. 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, 2008) 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, students will be able to:

- Cite the legal, research, and theoretical rationale for family-school partnering in supporting student school, 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:**

**Required Websites:**
**National**
- Teachers Involving Parents in Schoolwork (TIPS) [http://nnps.jhucsos.com/tips/](http://nnps.jhucsos.com/tips/)
- Family Involvement Network of Educators (FINE)/Harvard Family Research Project [http://www.finetwork.org](http://www.finetwork.org)
Colorado Department of Education

- Dropout Prevention and Student Re-Engagement Office
  [http://www.cde.state.co.us/offices/dropoutpreventionengagementoffice](http://www.cde.state.co.us/offices/dropoutpreventionengagementoffice)
- Exceptional Student Services Unit, Special Education Office, Resources, Families
  [http://www.cde.state.co.us/cdesped/family](http://www.cde.state.co.us/cdesped/family)
- Multi-Tiered System of Supports (MTSS) [http://www.cde.state.co.us/mtss](http://www.cde.state.co.us/mtss)
- Multi-Tiered Family, School, and Community Partnering [http://www.cde.state.co.us/mtss/fscp](http://www.cde.state.co.us/mtss/fscp)
- Positive Behavioral Interventions and Supports (PBIS) [http://www.cde.state.co.us/pbis](http://www.cde.state.co.us/pbis)
- Secondary Initiatives (Colorado Department of Education) [http://www.cde.state.co.us/secondaryinitiatives/](http://www.cde.state.co.us/secondaryinitiatives/)

Suggested Supplementary Resources:

Universal Tier


Targeted/Intensive (Upper) Tiers


All Tiers


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 Posts: 10%

**Grade Scale:**
This course will be graded Pass/Fail. The grade will be determined by the following criteria:
- Submission of at least 80% 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 Moodle. 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.

The contents of this course were developed under a grant from the Department of Education. However, these contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement from the Federal Government.