

Course Syllabus for EDE 6268/EDM 6405/ESE 6035/EVT 6664/EEEX 6756- School Involvement and Community Relations

Course Description: Assessing the needs of the pre-adolescent/adolescent student, and his (her) parents, and the study of procedures and involvement in planning, initiating and maintaining effective school-community relations at the district or local school level. (2004-2005 University of West Florida Catalog).

Instructor: Jill White, Career and Technical Education jwhite@uwf.edu, Building 85, Room 173. Phone: 474-3395. Office hours for summer 2004: MW 9:00 a.m. – 1:30 p.m. and 4:00 p.m. - 5:30 p.m. Please contact the instructor if you need to schedule an appointment on Tuesday, Thursday, or Friday.

Purpose of Course: This course allows the student to focus on the relationships that take place between the school and the community. Through partnership and mentoring efforts the teacher can see some of the efforts in linking the school and the community and resources that are available to the teacher. The major roles that are utilized to assist in your personal growth evolve through a) critical thinking, b) life long learning, c) counselor/mentor, d) decision maker, e) problem solver, and f) ethical/moral professional.

Student Learning Outcomes: After completing this course, students will be able to:

- 1) Develop personal attitudes affecting relationships to self and others of diverse groups of students within the school, society and world environments. (ACRL Standard 3)
- 2) Obtain knowledge of community involvement and use the knowledge to improve school programs. (ACRL Standards 1 and 2)
- 3) Develop skills in making community linkages with business, industry, military, government, and philanthropic organizations. (ACRL Standards 4 and 5)
- 4) Design and develop a community and school action plan to which includes parents and volunteers from business, industry, military and government. (ACRL Standard 5)

The Association of College & Research Libraries' (ACRL) Standards addressed in this course:

- Standard 1: The information literate student determines the nature and extent of the information needed. (Article Summary, Individual Project, Grant Writing Assignment)
- Standard 2: The information literate student accesses needed information effectively and efficiently. (Module Workshop – Library Exercise with Jeannie Kamerman)
- Standard 3: The information literature student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system. (Group Project, Take Home Final Examination)
- Standard 4: The information literature student, individually or as a member of a group uses information effectively to accomplish a specific purpose. (Group Project)
- Standard 5: The information literature student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally. (Group Project, Grant Assignment)

Florida's Accomplished Practices addressed in this class:

AP #2, Communication: The pre-professional teacher will use effective communications to establish a partnership for their school.

AP #3, Continuous Improvement: The pre-professional teacher addresses continued professional improvement by self-reflection, by completing activities with group members and by identifying and implementing goals in their own personal and professional development plan.

AP #4, Critical Thinking: The pre-professional teacher becomes involved in decision-making and problem-solving through the completion of the group activity.

AP #5, Diversity: The pre-professional teacher becomes involved in the school and community environment and learns to accept and respect diversity. The teacher creates a climate of openness, inquiry, and support by practicing strategies such as acceptance, tolerance, resolution, and mediation.

AP#6, Ethics: The pre-professional teacher accepts and adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession of Florida.

AP#9, Learning Environments: The pre-professional teacher sees a variety of means to assist students to acquire new knowledge by linking school and community resources.

AP #10, Planning: The pre-professional teacher plans instruction to design a creative learning environment which incorporates the use of school and community resources.

AP #11, Role of the Teacher: The pre-professional teacher improves his/her role by linking school and community resources.

ESOL Components addressed in this course:

Teaching Strategies Used to Address ESOL Components:			
ESOL Performance Standards addressed in course	Related Course Objectives	Related Readings, Class Activities, & Assignments	Related Assessment— Including Exams or Artifacts/Products that Demonstrate Mastery of ESOL Performance Standards & Indicators
Standard 18a	Students will develop and implement strategies for using school, neighborhood and home resources in the ESOL curriculum through parent involvement activities.	Lecture and discussion Guest speakers Visit to partners in group project	Essay question on test Group project Article Summary
Standard 18b	.Students will identify major attitudes of local target groups toward school, teachers and discipline by discussing issues in dealing with parents of differing cultural backgrounds.	Visit to schools and partners Involvement in School Advisory meetings Discussion with guest speakers	Group project Interviews Practicum observations

Psychological Foundations Competencies addressed in this course:

#4: Interact and communicate effectively with students, parents and colleagues.

Sociological Foundations Competencies addressed in this course:

#2: Social and cultural relationships between the school institution and society, equality of education, family and culture.

Readings:

Andrus, E. (1996). Service learning: Taking students beyond community service. *Middle School Journal*, 28 (2), 10-18.

Cairn, R., & Cairn, S. (1999). Service learning makes the grade. *Phi Delta Kappan*, 66-68.

Downs, A. (2001). It's all in the family—middle schools share the secrets of parent engagement. *Middle Ground*, 10-15.

Epstein, J. (1996). Improving school, family, and community partnerships in the middle grades. *Middle School Journal*, 28 (2), 43-48.

Epstein, J. (1995). School, family, community partnerships: Caring for the children we share. *Phi Delta Kappan*, 701-712. ED343715.

Epstein, J., Coates, L., Salinas, K.C., Sanders, N.G., & Simon, B.S. (1996). *Partnership-2000 schools manual: Improving school-family-community connections*. Baltimore Center on Families, Communities, Schools and Children's Learning: John Hopkins University.

Hamilton, S., & Hamilton, M. (1997). When is learning work-based. *Phi Delta Kappan*, 677-681.

Rhoder, C., & French, J. (1999). School-to-work, making specific connections. *Phi Delta Kappan*, 534-540.

Thompson, S. (1995). The community as classroom. *Educational Leadership*, 17-20.

Websites:

John Hopkins: <http://www.ericps.ed.uiuc.edu/>
<http://www.swrl.org/hed/familyschoolpartcent.html>
ERIC: <http://eric-web.tc.columbia.ed/abstracts/ed343715.htm>
ASCD: <http://www.ascd.org>
Web Wonders: <http://www.pta.org>
<http://www.megaskillshshi.org>
<http://www.parenttime.com>
<http://www.ed.gov/pubs/parents>
<http://familyeducation.com/community.asp>
<http://www.seattletimes.com/>
<http://children.state.mn.us/stw/partnership.htm>
<http://4teachers.org>

Course Requirements: (For detailed descriptions of each item, please go to D2L Content and click on the module addressing each area.)

- 1. Participation: Attendance for class meetings and visits to the partner companies are mandatory. (2 points)**
- 2. Completion of Library Tutorials (10 points) (ACRL Standards 1 and 2)**
- 3. Journal Article Summary: (10 points) (ACRL Standard 1 and 2)**
- 4. Projects:**
 - A) Individual Projects: (18 points) Identification of six existing partnerships (ACRL Standards 1 and 2)**
 - B) Group Project: (20 points) Partnership Visit (ACRL Standards 3, 4, & 5)**
 - C) Presentation: (5 points) (ACRL Standard 5)**

D) Grant Writing Project (15 points) (ACRL Standard 1, 2, & 5)
5. Take Home Test: (20 points) (ACRL Standard 3)

Grading Scale:

A	= 96-100	C +	= 78-81
A-	= 92-95	C	= 75-77
B+	= 88-91	C-	= 72-77
B	= 85-87	D+	= 68-71
B-	= 82-84	D	= 65-67

Class Schedule: (Dates, Topics, and Readings)

Dates	Topics/Guidelines/Readings
1. May 10	Introduction: Getting to Know You; Review syllabus; Discuss class requirements; School and community as cultural setting (responsibilities of home, school and community).
2. May 17	Guest Speaker; Library Tutorials and Online Resources; Article Discussion; School/Community Centers, School-To-Work and Service Learning as action plans; Discuss Individual, Group Projects, and Grant Writing Exercise.
3. May 24	Library - Working Class: Complete Library Tutorials under the direction of Jeannie Kamerman; APA Review; Search for documents related to Individual Projects.

Homework Assignment: Read Epstein articles; Post responses to Discussion Section of D2L relating to Epstein; Conduct online chats with group members regarding project; Research on Grant Project.

4. May 31	Discuss School Improvement Plans: School Advisory Committees; Partnership Links.
5. June 7	Individual Project Due; Visit partners as class or in small groups; Take home exam provided.
6. June 14	Group Project Paper Due; Visit partners as class or in small groups.
7. June 21	Take Home Exam Due; Grant Exercise Due; Summarize Group Projects; Class Evaluations.

***** If necessary we may meet one Saturday for group project and visit to business partners.**

Resources:

Bunting, C. (1994). Building a school- industrial partnership. *MiddleSchool Journal*, 43-46.

Gadecki, V., & McManus, T. (1996). Then there are the birds: Getting and giving in the community. *Middle School Journal*, 28(2), 34-38.

Halstead, J. (1996). Community problem solvers: Working 'as one body'. *Middle School Journal*. 28(2), 19-23.

Johnson, V. (1996). Family center guidebook_ Baltimore Center on Families, Communities, Schools and Children's Learning: Johns Hopkins University.

- Learn and Serve America. (1994). A resource guide for national and community service programs. Washington, D.C.: The Corporation for National and Community Service.
- Palanki, A., & Burch, P. (1995). In our hands: A multi-site parent-teacher action research project. Report 30. Baltimore Center on Families, Communities, Schools and Children's Learning: Johns Hopkins University.
- Renihan, P., & Renihan, F. (1995). The home-school psychological contract: Implications for parental involvement in middle schooling. *Middle School Journal*, 57-61.
- Rutherford, B. (1995). Creating family/school partnerships. Columbus, OH: National Middle School Association.
- Scales, P. (1995). Connecting communities and middle schools: Strategies for preparing middle level teachers. Columbus, OH: National Middle School Association.
- Schine, J. (1996). Service learning: A promising strategy for connecting students to communities. *Middle School Journal*, 28(2), 3-9.
- Sherman, P., & Banks, P. (1995). Connecting kids to community with survey research. *Middle School Journal*, 26-29.
- Yates, M. (1995, March). Community service in adolescence: Implications for moral-political awareness. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Indianapolis, IN. ED382358.