

## Summer 2024 Semester

June 17, 2024 – August 30, 2024

<b>Title of Course:</b> Engaging Parents to Increase Student Achievement	
<b>Number of Sessions:</b> 6	<b>Grade Levels:</b> K-12
<b>Total Hours:</b> 45	<b>Total Number of Credits:</b> 3
<b>Course Start Date:</b> June 17, 2024	<b>Course End Date:</b> August 30, 2024
<b>Course Location:</b> Online at CE Credits Online <a href="http://www.cecreditsonline.org">www.cecreditsonline.org</a>	
<b>Maximum Course Enrollment:</b> 1000	
<b>Instructor's Name:</b> Jeffrey G. Christo	<b>Instructor's Telephone:</b> 425-788-7275
<b>Instructor's Email:</b> <a href="mailto:support@cecreditsonline.org">support@cecreditsonline.org</a>	
<b>Education Partner Fee:</b> \$159	
<b>Materials Fee</b> if applicable: N/A	
<b>Registration Deadline:</b> July 22, 2024	

## Course Information

### Course Description

There is widespread recognition that increasing family (parents, caregivers, guardian) engagement within schools and family engagement in their child's education benefits student achievement enormously, in addition to improving teacher morale and school-home communications. This course is designed to teach participants how to engage families in meaningful ways, through an asset-based approach. The course centers on making meaningful family-teacher teams that are able to help students improve academic outcomes, far beyond just parent outreach. Participants will be equipped with strategies to amplify student learning through this cooperative approach.

This course is crucial for connecting with New York City's diverse families and is founded on the mindset that all families want to partner with teachers and schools to support their child's education and overall success. We must work towards creating equitable conditions that support the building of respectful rapport and relationships with families. The course supports the efforts of NYC DOE's Division of Family and Community Engagement by building abilities to engage families throughout the city, especially those from historically marginalized groups.

The course covers such topics as building strong relationships, establishing trust, employing effective communication systems, and planning and executing conferences effectively. Additionally, the course delves into issue that are key for working with all of New York's families, including strategies to engage parents whose child has experienced trauma, is involved in bullying or harassment, has a disability, or is an English language learner. Participants will learn how to have difficult or "crucial" conversations in order to appropriately address scenarios in which emotions are strong, opinions vary, and stakes are high. The Safety, Order and Rights® value set is presented as one framework

for clarifying classroom expectations and school goals and is generally a framework that everyone can buy into -- including parents.

This course will also walk participants through the steps of creating a plan for cultivating meaningful family engagement in their own practice. Participants will be prompted to compile best practices and key ideas throughout the modules, which will culminate in the synthesis of the Final Project, an action plan for implementing these important components in a comprehensive and intentional manner. The coursework and final plan asks participants to create protocols and goals for data collection, conferencing, and working with New York's widely diverse students. Application of an effective plan will result in increased student achievement, attendance, and satisfaction with their education.

### Target Grade Levels

K-12

### Integration of *Danielson Framework for Teaching* Components

#### Primary Standards:

#### 4c Communicating with Families:

In this course, educators learn to establish communication norms and practices with families which center on raising student achievement, attendance, and morale. The participants will learn how to build strong relationships and conduct effective conferences with parents. Learners will develop strategies to engage diverse and special populations and learn how to account for special circumstances such as victims of trauma, English Language learners, and students who have endured civil rights violations. The learners will build capacity to reach all of New York's students and families regardless of these complex factors. Additionally, the course addresses the need for frameworks to conduct important critical conversations in a productive manner which promotes mutual respect between teacher and family, even under difficult circumstances. As a result of the course, participants will be better equipped to communicate with, and engage, students and families.

#### 2a Creating an Environment of Respect and Rapport

The course will lead participants to deeper knowledge of the need for student, parent, and family engagement to build a more respectful and productive classroom. The learners will analyze the need for encouragement present in students and parents and become more aware of families' desire for more connection to the school. Educators will bridge divides between school, parent, and students in order to develop a better respectful environment between school and home. Positive communication techniques will be developed. The participants will become more active listeners and better problem identifiers and solvers with parents. The Safety, Order, and Rights Value Set will be analyzed in order to create safer and more respectful schools. The modules will also build capacity for the educator to become a trusted and consistent communicator who engages families through active listening strategies such as RASA philosophy of communication. The course will build capacity for mutually respectful classrooms and communication.

#### Additional Standards:

Domain 1: Planning and Preparation

- 1b Demonstrating Knowledge of Students

Domain 2: Classroom Environment

- 2b Establishing a Culture for Learning
- 2d Managing Student Behavior

#### Domain 4: Professional Responsibilities

- 4b Maintaining Accurate Records
- 4e Growing and Developing Professionally

### Integration of Standards

#### **NYS PD standards**

Standard 7: Professional development ensures that educators have the knowledge, skills, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children’s education. Indicators:

7a. Professional development provides opportunities for educators to develop communication and collaboration skills that enable them to build partnerships with parents, guardians, and the community.

7b. Professional development enhances educators’ knowledge of varying cultural backgrounds of students, families, and the community, and of how the diversity of these cultural backgrounds can serve as foundations and resources for student learning and success.

7c. Professional development includes opportunities for educators to develop skills and strategies that use technology to strengthen partnerships with parents, families, and the community.

#### **NYC Pillars of Engagement in the Partnership Standards Framework**

Fostering Communication  
 Encouraging Parent Engagement  
 Creating Welcoming Schools  
 Partnering for Student Success  
 Collaborating Effectively

### Pedagogical Approach

This course consists of six Modules, each of which features andragogic strategies to meet the needs of diverse teacher learners in the NYC DOE. Each Module is comprised of research-based best practices, reading assignments, classroom and pedagogically focused video, reflection/analysis questions, discussion boards, [2 Authentic Tasks](#) (in lieu of a midterm), [downloadable resources \(Appendix D\)](#), a [Classroom Practice Analysis](#), and a comprehensive Final Project.

This course provides a variety of rigorous learning activities to build teacher capacity in developing home and school engagement focused on raising achievement, engagement, attendance, and other important markers of school success. A range of media and andragogical techniques are employed in the modules including Interactive presentations, reflection and analysis questions, [discussion boards](#), graphic organizers, and classroom video all of which engage learners in thoughtful reflection and evaluation of key skills for communicating with and engaging parents as active partners in and out of the classroom. Throughout the course, participants will analyze exemplar communication and engagement protocols such as conference logs and then compare to their current practice to drive improved practices. Collaboration is embedded in discussion boards and authentic tasks, so that participants share with and grow from peer experiences including time to work with peers as they complete their Classroom Practice Analysis. Educators will investigate resources such as [parent contact and behavior logs](#), [conferencing frameworks and procedures](#), and [a guide to creating peace](#)

[corners at school and home](#). These practical guides and documents as resources will also build the capacity of the teacher to organize communication and set goals for and with students and families. The course culminates in a [final project](#) which synthesizes learning and products into a comprehensive engagement plan that can be implemented by the educator. This provides an authentic output that promises to impact students and families.

### **Application to Instruction and Student Learning**

Course Objectives:

By the end of the course, participants will be able to:

- Set a vision to engage all families
- Understand the norms of a brave learning space
- Identify the importance of create a connection to historically marginalized families
- Analyze local and state guidelines for systems that either support family engagement or create barriers
- Describe the importance of earning trust from parents in traditionally marginalized cultural groups.
- Reflect on how their own identity and culture may affect the way they are perceived by parents from marginalized cultural groups.
- Utilize culturally responsive practices to connect with students and families.
- Explain ways to affirm each student and family's cultural identity.
- Set a vision for a dream conference structure that is inviting for all parents.
- Conduct conferences that are focused on observable behaviors and not judgments.
- Utilize data collection to create unbiased behavior assessments for discussion.
- Discuss strategies that have been successful in engaging parents from marginalized groups.
- Consider barriers caused by inequitable structures in parent conferencing.
- Conduct productive crucial conversations with parents from dominant and non-dominant culture groups.
- Discuss how crucial conversations may be interpreted by marginalized families who have had adverse experiences with authority figures and schools.
- Use strategies to support and engage special needs students and their parents.
- Use strategies to support and engage English Language Learners and their parents.
- Create a classroom free of racial, religious, sexual, or other identity-based harassment.
- Discuss barriers faced by marginalized students and families.
- Explain ways to help centralize and affirm all family's cultural identities.
- Question any existing structures or assumptions that contribute to inequality for special populations in regard to parent engagement.
- Identify practices for successful home visits for special populations such as ELL students
- Reflect on how their own identity and culture affects relationships with different parents or the perceptions parents have of the educator
- Complete a meaningful family engagement plan that includes culturally responsiveness and considerations for parents from special populations, and parents from cultures who have been marginalized
- Reflect on traditional structures, procedures, or assumptions that contribute to inequitable parent engagement - and plan strategies that break down such barriers.
- Contrast parent involvement and family engagement and recognize the positive effect that family engagement has on student outcomes such as school attendance, engagement, and achievement.

- Investigate The Safety, Order, and Rights Value Set for respectful and safe classroom focused on student learning.
- Evaluate the effectiveness of different strategies to build trusting and productive parent-teacher relationships using effective communication techniques such as the RASA active listening protocol and culturally responsive pedagogy.
- Analyze the 7-Step Conferencing Plan and other structures for effective parent-teacher conferencing centered on student achievement.
- Develop plan to utilize the 7 -Steps including setting goals, communicating effectively, and following up on the goals.
- Define “Crucial Conversation” as important and emotional topics and describe strategies for how to refocus such conversations on student achievement and success.
- Understand how the diverse needs of New York City families requires educators to employ a variety of intentional strategies to connect with all students and families.
- Identify barriers to effective parent engagement such as home language, negative experiences schools and conflicting work schedules, and develop workarounds so students can succeed in class.
- Generate ideas and evaluate ways to navigate parent relationships when the child has a learning need or has experienced trauma, bullying, harassment, or an infringement on their civil rights.
- Define true engagement and contrast to contact or participation.
- Create strategies for deep and meaningful family engagement
- Build a toolbox of organizers and protocols, such as contact and data logs, communication strategies, and SMART goals to structure parent contacts and conferences.

#### Course Outcomes:

By the end of the course, participants will have:

- Adopted a student-centered and family-centered vision of true engagement based on the understanding of the effects on student achievement, attendance, and classroom environment.
- Analyze The Safety, Order, and Rights Value Set to create respectful and safe classrooms focused on learning.

#### Assessment

Participants receive formative feedback throughout presentations and in discussion boards. Participants are summatively assessed on Discussion Board participation ([Appendix A](#)), two Authentic Tasks and a Classroom Practice Analysis ([Appendix B](#)); and a Final Project ([Appendix C](#)) through rubric-based feedback from course facilitators. Authentic Tasks, the Classroom Practice Analysis, and Final Project feedback includes constructive feedback throughout the submission, a scored rubric, and a detailed summative comment. Participant receive feedback in 1-7 days of submission (review the Feedback section for more details).

Participants also complete both a pre- and post-assessment in the course. The pre-assessment enables participants to reflect on their prior knowledge, comfort level, and current level of competency, and the post-assessment allows them to determine what knowledge and skills they have gained by taking the course.

## Connection to Culturally Responsive-Sustaining Dispositions & Practices (CR-SDP)

This course focuses on the participant's ability to engage ALL parents and families, especially those who have been traditionally marginalized and unable to take advantage of the full benefit of a supportive parent-teacher partnership. The participants explore how their own identity may be perceived by parents and how they can make connections across cultures. This includes a module focusing on culturally responsiveness.

The participants take special consideration of special populations such as special needs students and families, ELL students and families, and those from non-dominant cultures who may have had barriers to family engagement. Comprehensive planning in the course helps the participants make connections for powerful engagement of all learners and parents.

Major Assignment	Due Date
<a href="#">Authentic Task #1: Collecting Data for Conferences</a>	Self-paced. Due by August 30, 2024
<a href="#">Authentic Task #2: Curated Parent Resources</a>	Self-paced. Due by August 30, 2024
<a href="#">Classroom Practice Analysis</a>	Self-paced. Due by August 30, 2024
Final Project: <a href="#">MEANINGFUL FAMILY ENGAGEMENT PLANNING DOCUMENT</a>	Self-paced. Due by August 30, 2024

## Feedback

Participants receive formative feedback throughout presentations and in discussion boards. Participants are summatively assessed on Discussion Board participation ([Appendix A](#)), two Authentic Tasks and a Classroom Practice Analysis ([Appendix B](#)); and a Final Project ([Appendix C](#)) through rubric-based feedback from course facilitators. Authentic Tasks, the Classroom Practice Analysis, and Final Project feedback includes constructive feedback throughout the submission, a scored rubric, and a detailed summative comment.

Facilitators have received revised instructions and grading rubric and will now respond to every comment in each discussion board. Facilitators will inform each participant who has had a comment added to their post to return to the discussion board to continue the conversation and reply to their colleague's comment to their post.

Participants also complete both a pre- and post-assessment in the course. The pre-assessment enables participants to reflect on their prior knowledge, comfort level, and current level of competency, and the post-assessment allows them to determine what knowledge and skills they have gained by taking the course.

### Formative Feedback:

Participants receive formative feedback throughout the course as part of the design of the interactive presentations (e.g., feedback on reflection/analysis questions, etc.). Participants also receive consistent and targeted formative feedback from Facilitators in the Discussion Boards, as facilitators provide public comments/responses/additional questions to drive thinking, collaboration, and connection to practice. This course makes a special effort to give formative feedback in the form of concept quizzes and final project components in every module.

### Summative Feedback:

Participants receive rubric-driven summative feedback on their 12 Discussion Boards within 1-3 days of submission. For the two Authentic Tasks, Classroom Practice Analysis and Final Project, participants receive rubric driven feedback within one week of submission. Facilitators work with participants to support their successful completion of all tasks/Discussion Boards by providing opportunities for participants to resubmit work, based on targeted feedback, that falls below standards outlined in the course's rubrics.

### Grades

<b>Assignment(s)</b>	<b>Percentage of final grade</b>
Authentic Tasks	30%
Classroom Practice Analysis	15%
Discussion Board Participation	20%
Final project	35%

# Course Calendar

Module #1 Why Family Engagement?	
Date: June 17, 2024 – August 30, 2024	Number of hours for this session: 7
Time: Self-paced	Assignments due today: August 30, 2024
Standards and Components Alignment:	
<p><b>Alignment to the Charlotte Danielson Framework for Teaching</b></p> <p>Domain 1: Planning and Preparation</p> <ul style="list-style-type: none"> <li>● 1b Demonstrating Knowledge of Students</li> </ul> <p>Domain 2: Classroom Environment</p> <ul style="list-style-type: none"> <li>● 2a Creating an Environment of Respect and Rapport</li> <li>● 2b Establishing a Culture for Learning</li> <li>● 2d Managing Student Behavior</li> </ul> <p>Domain 4: Professional Responsibilities</p> <ul style="list-style-type: none"> <li>● 4b Maintaining Accurate Records</li> <li>● 4c Communicating with Families</li> <li>● 4e Growing and Developing Professionally</li> </ul>	<p><b>NYS PD standards</b></p> <p>Standard 7: Professional development ensures that educators have the knowledge, skills, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children’s education. Indicators:</p> <p><b><u>NYC Pillars of Engagement in the Partnership Standards Framework</u></b></p> <p>Fostering Communication            Encouraging Parent Engagement            Creating Welcoming Schools            Partnering for Student Success            Collaborating Effectively</p>
Objectives:	
<p>Participants will:</p> <ul style="list-style-type: none"> <li>● Set a vision to engage all families</li> <li>● Identify the importance of create a connection to historically marginalized families</li> <li>● Analyze local and state guidelines for systems that either support family engagement or create barriers</li> <li>● Create a definition of engagement synthesized from theory and research</li> <li>● Review and discuss the research that supports effective parent engagement and how it is determinative of student outcomes—short term and long term.</li> <li>● Locate and learn about federal and New York state laws, as well as district policies that may drive technical aspects of our communication with parents about student achievement and behavioral outcomes, including the NYC DOE’s Division of Family and Community Engagement frameworks.</li> <li>● Compare involvement and participation with true engagement and evaluate how this impacts your classroom environment and student achievement.</li> </ul>	
Topics and Agenda:	
<ul style="list-style-type: none"> <li>● Creating a Brave Learning Space</li> <li>● Interactive Presentation: Course Introduction/Rationale               <ul style="list-style-type: none"> <li>○ Participants are provided with a link to the <a href="#">NYS's Next Generation Learning Standards</a> and asked to align their work to these standards for their grade level where applicable.</li> </ul> </li> </ul>	



- Interactive Presentation: The Research
- Final Project Task: [Defining Family Engagement](#)
- Discussion Board: [A Vision for Family Engagement](#)
- Interactive Presentation: Defining Parent Engagement
- Discussion Board: [Your Local and State Parent Engagement Guidelines](#)

**Connection to Critical Consciousness/CRSE:**

**Criteria from Rubric (the criteria marked by an asterisk (\*) will be evaluated this year but providers may address other criteria):**

\* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)

\* Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups

\* Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity

□ Course provides participants with multiple opportunities to reflect on the complexities of their own and students' individual identities and cultures, including influences on teaching and learning

□ Course incorporates clear structures and expectations for participation in a brave learning community

□ Course helps participants design and implement a learning environment that affirms students' racial and cultural identities

□ Course helps participants design and implement a learning environment that cultivates critical inquiry

**Activity:**

- Presentation: Creating a Brave Learning Space
  - Participants review the norms for a brave learning space
  - Participants reflect on their own social identities and those of their students, parents, and families
  - Reading: [Understanding Race and Privilege](#)
  - Video: [Critical Social Justice Chat](#)
- Presentation: The Challenges and the Rewards
  - Reading: [Teacher prep fails to prepare educators for diversity, child trauma, panel says](#)
  - Reading: This article, "[Top 6 Barriers to Family Engagement with School](#)," is based on a recent survey of 18,000 parents and guardians. As you read, think about the following questions:
    - What about this article resonates with you, and what surprised you?
    - If this survey was given to parents at your school, how do you think their answers would compare?
    - What challenges have you witnessed or experienced in communicating involvement opportunities to families?
  - Video: [Linking Family Engagement to Learning: Karen Mapp's '8 for 8'](#)  
Does Karen Mapp's description of a typical Back to School Night (BTSN) sound like your school?
    - If so, what initial ideas do you have for making your BTSN more engaging for parents?
    - If not, how do you and/or your school engage parents on BTSN? Name specific strategies and/or activities.

	<ul style="list-style-type: none"> <li>• Video: <a href="#">Teacher and parent relationships - a crucial ingredient: Cecile Carroll at TEDxWellsStreetED</a></li> <li>• Video: <a href="#">Usable Knowledge: Karen Mapp's Framework for Family and Community Engagement</a></li> <li>• Reading: This article, "<a href="#">Putting Family at the Center: How One Large Urban District Built and Launched a Robust Family Engagement Framework</a>," tells one such story. As you read, think about: <ul style="list-style-type: none"> <li>○ How does this framework build engagement, not just involvement? Name specific strategies.</li> <li>○ To what degree is your school or district implementing these or similar strategies?</li> <li>○ How could you modify these strategies to use on your own? Describe at least three strategies you could use in detail.</li> </ul> </li> <li>• <a href="#">Task: Defining Family Engagement</a></li> <li>• <a href="#">Discussion: Engaging All Families</a></li> <li>• <a href="#">Discussion Board: Your Local and State Parent Engagement Guidelines</a></li> <li>• <a href="#">Final Project Task: Defining Family Engagement</a></li> </ul>
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**Application to Instruction and Student Learning:**

In this introductory module, learners will form an understanding of parent engagement based upon theory, research, and local/state law and policy. Learners will analyze the NYC DOE Division of Family and Community Engagement initiatives to support students, parents, strong schools, and communities. Additionally, participants will understand family engagement guidelines in the U.S. Department of Education’s Dual Capacity-Building Framework for Family-School Partnerships and the 2015 Every Student Succeeds Act. Participants review and discuss the research that supports effective parent engagement and how it is correlated to student outcomes—short term and long term. Educators will locate and define key information about federal and New York state laws, as well as district policies that may drive technical aspects of our communication with parents. Participants will communicate via discussion boards about the vision for family engagement and local family engagement policies. Learners will be able to build a thorough definition and vision of family engagement through the initial Final Project Task.

**Assessment and Feedback:**

For each Authentic Task, Discussion Board, and Classroom Practice Analysis description and rubric, click the links in the Topics and Agenda section. Participants will receive feedback on Discussion Board responses within 1-3 days of submission.

<b>Module #2 Building Strong Relationships</b>	
Date: June 17, 2024 – August 30, 2024	Number of hours for this session: 7
Time: Self-paced	Assignments due today: August 30, 2024
<b>Standards and Components Alignment:</b>	
<p><b>Alignment to the Charlotte Danielson Framework for Teaching</b></p> <p>Domain 1: Planning and Preparation</p> <ul style="list-style-type: none"> <li>1b Demonstrating Knowledge of Students</li> </ul> <p>Domain 2: Classroom Environment</p> <ul style="list-style-type: none"> <li>2a Creating an Environment of Respect and Rapport</li> <li>2b Establishing a Culture for Learning</li> <li>2d Managing Student Behavior</li> </ul> <p>Domain 4: Professional Responsibilities</p> <ul style="list-style-type: none"> <li>4b Maintaining Accurate Records</li> <li>4c Communicating with Families</li> <li>4e Growing and Developing Professionally</li> </ul>	<p><b>NYS PD standards</b></p> <p>Standard 7: Professional development ensures that educators have the knowledge, skills, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children’s education.</p> <p>Indicators:</p> <p><b><u>NYC Pillars of Engagement in the Partnership Standards Framework</u></b></p> <p>Fostering Communication  Encouraging Parent Engagement  Creating Welcoming Schools  Partnering for Student Success  Collaborating Effectively</p>
<b>Objectives:</b>	
<p>Participants will:</p> <ul style="list-style-type: none"> <li>Describe the importance of earning trust from parents in traditionally marginalized cultural groups.</li> <li>Reflect on how their own identity and culture may affect the way they are perceived by parents from marginalized cultural groups.</li> <li>Utilize culturally responsive practices to connect with students and families.</li> <li>Explain ways to affirm each student and family’s cultural identity.</li> <li>Evaluate the Safety, Order and Rights value set and how it forms a lens through which all parent and community interactions can be framed.</li> <li>Apply elements of effective communication and relate those elements specifically to parent-teacher relationships to improve student learning and behavior outcomes.</li> <li>Analyze the importance of active listening and trust-building to the development of effective parent-teacher relationships centered on student outcomes.</li> <li>Develop predictable and effective communication systems that work for both you and your parent body to drive enhanced student behaviors and performance.</li> <li>Identify the different topics on which parents are likely to have questions and concerns and develop a proactive plan for how they can be addressed.</li> <li>Choose appropriate strategies for engaging your parent body in culturally responsive and inclusive ways to close gaps in participation, engagement, and achievement in diverse populations.</li> </ul>	
<b>Topics and Agenda:</b>	
<ul style="list-style-type: none"> <li>Interactive Presentation 1: Laying the Groundwork</li> </ul>	

- Discussion Board: [Cultivating Trust](#)
- Interactive Presentation 2: Communication Systems
- Developing a Parent Contact Log
- Interactive Presentation 3: Culturally Responsive Practices
- Final Project Task: [Foundational Practices](#)
- Discussion Board: [Sharing Culturally Responsive Practices](#)
- Interactive Presentation 4: Culturally Responsive Pedagogy
- Final Project Task: [Culturally Responsive Pedagogy](#)
- Downloadable Resource: [Parent Contact Log](#)

### Connection to Critical Consciousness/CRSE:

**Criteria from Rubric (the criteria marked by an asterisk (\*) will be evaluated this year but providers may address other criteria):**

\* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)

\* Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups

\* Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity

Course provides participants with multiple opportunities to reflect on the complexities of their own and students' individual identities and cultures, including influences on teaching and learning

Course incorporates clear structures and expectations for participation in a brave learning community

Course helps participants design and implement a learning environment that affirms students' racial and cultural identities

Course helps participants design and implement a learning environment that cultivates critical inquiry

### Activity:

- Presentation: The Safety, Order, and Rights Value Set
  - Reflection/Readings: it is important that you view your student's families through an asset-based lens and that the strong relationships and communication methods you implore are contextual to the school and family context. One size does not fit all so we must know who our students and their families are and then our intentional actions should be relevant and responsive. As educators, we need to firmly believe that all families want to engage and be part of their child's schooling experience. When we firmly believe this then we can work towards creating authentic and meaningful partnerships. Please read the following articles and consider the lens in which you view your students and their families. Identify specific areas of strength and specific areas where you could improve.
    - [An Asset-Based Approach to Education: What It Is and Why It Matters](#)
    - [Families Are Such an Asset](#)
    - [Culturally Responsive and Asset-Based Strategies for Family Engagement in Odds-Beating Secondary Schools](#)
- Presentation: Laying the Groundwork
  - Readings: These two readings, "[How to Be Proactive With Parents](#)" and "[Parents and Teachers Working Together](#)," offer educator insight into how effective communication and collaboration with parents is achieved. As you read, reflect on:

- How do you set the tone for parent-teacher communication at the beginning of the year?
- How do you show you care?
  - Why is it important to share your classroom environment and the plan you have to stress creativity, inclusivity and transparency?
- How do you bridge the gap between school and home for both students and families?
  - Why is bridging this gap so important to both student success and family engagement?
- Reflection Question:  
As you read in the previous two articles on effective communication, listening is a very important skill to driving parent engagement. But really, how good are we at listening?
  - Do you consider yourself a good listener? Why or why not?
  - When do you find it easiest to listen to someone else?
  - When is it the hardest, and why?
  - What role do you think listening plays in relationship-building and creating a safe and welcoming environment for all?
- Video: [5 Ways to Be a Better Listener](#)
  - As you watch, consider the following questions:
  - Do you agree with Julian Treasure that we are “losing our listening?” Why or why not?
  - Think of a specific time when one of the filters mentioned in this talk (culture, language, values, beliefs, attitudes, expectations, intentions) have interfered with your ability to listen. What happened?
  - Do you explicitly teach your students how to listen? If so, how?
- Reflection Question:  
Reflect on your own listening skills, specifically during one-on-one conversations with parents. How have the five barriers mentioned on the previous slide affected you in the past?
  - Have you ever caught yourself **daydreaming** during a parent-teacher conference?

	<ul style="list-style-type: none"><li>○ In what types of conversations with parents are you most tempted to <b>rehearse</b> what you're going to say next?</li><li>○ For what do you find yourself <b>filtering</b> a conversation? (Perhaps an opening to say what you've been rehearsing?)</li><li>○ What are you most likely to pass <b>judgement</b> about when speaking to parents? (Be honest with yourself on this!)</li><li>○ By what are you most often <b>distracted</b>? (Hunger -- especially if it's a meeting after school? Or perhaps kids coming in the door if a morning conference runs late?)</li><li>• Reading: <a href="#">Listening to Parents: What It Means to Be an Ally</a></li><li>• Discussion: <a href="#">Cultivating Trust</a></li><li>• Presentation: Culturally Responsive Practices<ul style="list-style-type: none"><li>• Reading: <a href="#">Beyond the Classroom: The impact of culture on the classroom</a> As you read, consider the following questions:<ul style="list-style-type: none"><li>○ Why is there often tension between culture and traditional schools/teaching?</li><li>○ How is your school or district working to overcome the diversity vs. uniformity dilemma, and what challenges do they still face?</li><li>○ What new information do you want to learn about your students and families after reading this article?</li></ul></li><li>• Video/Reading: <a href="#">Introduction to Culturally Relevant Pedagogy</a> <a href="#">What Is Culturally Responsive Pedagogy?</a> As you watch and read, answer the following questions:<ul style="list-style-type: none"><li>○ There are many definitions of culturally responsive pedagogy. After reading and watching these resources, how would you define cultural responsiveness in your own words?</li><li>○ What do you see are the major reasons that culturally responsive teaching is important?</li><li>○ What culturally responsive practices are you currently employing, and/or what questions do you still have</li></ul></li></ul></li></ul>
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about culturally responsive pedagogy?

- Reading: [Building Trust with Schools and Diverse Families](#)
  - How successful have you been in engaging families of very diverse backgrounds. What key practices have you used to be successful? Where can you improve?
- Reading: Through what filters are you looking at the world? Before you explore the culture of your students, it's important to turn your gaze inward and examine your own worldview. This article, "[Understanding Our Diverse Students by Understanding Ourselves First](#)," explains why this step is so important.

As you read, take a moment to reflect on your cultural background and upbringing, and how it may influence your teaching and classroom management style:

- What values were you taught about punctuality and work/study habits?
- What were you taught about how to show respect and that you are listening?
- What types of relationships did your parent(s)/guardian(s) have with your teachers?
- What models did you have for building and maintaining different types of relationships?
- Resources: [Individualistic Cultures and Behavior By Kendra Cherry](#)
- [Understanding Collective Cultures by Kendra Cherry](#)
- Reading: [How to \(Really\) Listen to Parents](#)

As you read, consider:

- How is listening to families related to being culturally responsive and inclusive?
- Which of these strategies have you tried in the past, and what was their effect?
- What 3-5 strategies from these articles can you implement in your own practice?

- Reading: [Learning for Justice: Family Engagement](#)

As you read through the page and watch each of the four short videos, take notes on:

	<ul style="list-style-type: none"> <li>○ What strategies do you use to make sure all parents feel welcome in your classroom?</li> <li>○ What strategies are you taking away from this reading and accompanying videos that you'd like to implement in your classroom? Why?</li> <li>• Reading: This two-part reading, "Immigration In and Out of the Classroom," explores considerations and engagement strategies specific to these families (<a href="#">Part 1</a> and <a href="#">Part 2</a>). As you read, think about: <ul style="list-style-type: none"> <li>○ Do you have any families who are recent immigrants? If so, what do you know about them? How can you learn more?</li> <li>○ What ideas will you take away from this article, and why do you think they will be helpful?</li> <li>○ Which of these strategies can also be used for non-immigrant parents, and why do you think they'd be effective?</li> </ul> </li> <li>• Reading: <a href="#">Immigrant and Refugee Children: A Guide for Educators and School Support Staff</a></li> <li>• Discussion Board: <a href="#">Sharing Culturally Responsive Strategies</a></li> <li>• <a href="#">Developing a Parent Contact Log</a></li> <li>• <a href="#">Final Project Task: Foundational Practices</a></li> <li>• <a href="#">Final Project Task: Culturally Responsive Pedagogy</a></li> </ul>
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**Application to Instruction and Student Learning:**

This module introduces several elements that are essential to building strong relationships with parents. Participants will learn the importance of, and strategies for, active listening to establishing trust with families. Learners also explore strategies for communicating effectively with parents through regular newsletters and other methods made possible by technology. Each educator will evaluate tools for facilitating parent-teacher communication such as email, web pages, social media, and mobile apps, as well as acquire a downloadable parent contact log. Additionally, learners will determine best practices to prepare for common parent concerns such as questions about grades or assignments, or the student's routine social and behavioral concerns. Finally, educators will see examples of culturally responsive and inclusive practices that can help ensure all students and families feel welcome and an active participant in the learning process. Educators will analyze strategies such as making links between content and culture and adapting content delivery to match the cultural receptors of their students and evaluate their applicability to increased engagement. The learners will collaborate via discussion board about cultivating trust and will share culturally responsive practices. As Final Project components, educators will create resources for foundational engagement strategies and culturally responsive pedagogy.

**Assessment and Feedback:**



For each Authentic Task, Discussion Board, and Classroom Practice Analysis description and rubric, click the links in the Topics and Agenda section. Participants will receive feedback on Discussion Board responses within 1-3 days of submission.

## Module #3 Effective Conferencing

Date: June 17, 2024 – August 30, 2024

Number of hours for this session: 7

Time: Self-paced

Assignments due today: August 30, 2024

### Standards and Components Alignment:

#### Alignment to the Charlotte Danielson Framework for Teaching

Domain 1: Planning and Preparation

- 1b Demonstrating Knowledge of Students

Domain 2: Classroom Environment

- 2a Creating an Environment of Respect and Rapport
- 2b Establishing a Culture for Learning
- 2d Managing Student Behavior

Domain 4: Professional Responsibilities

- 4b Maintaining Accurate Records
- 4c Communicating with Families
- 4e Growing and Developing Professionally

#### NYS PD standards

Standard 7: Professional development ensures that educators have the knowledge, skills, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children’s education. Indicators:

#### NYC Pillars of Engagement in the Partnership Standards Framework

Fostering Communication  
Encouraging Parent Engagement  
Creating Welcoming Schools  
Partnering for Student Success  
Collaborating Effectively

### Objectives:

Participants will:

- Set a vision for a dream conference structure that is inviting for all parents.
- Conduct conferences that are focused on observable behaviors and not judgments.
- Utilize data collection to create unbiased behavior assessments for discussion.
- Discuss strategies that have been successful in engaging parents from marginalized groups.
- Consider barriers caused by inequitable structures in parent conferencing.
- Design a system for collecting student data that will support your parent conferences and help to identify student strengths, growth areas, and next steps.
- Explain the importance of making a plan for each parent conference.
- Summarize the 7 Steps for Conducting Conferences and how to implement each step.
- Connect the Safety, Order and Rights Value Set® to student outcomes when communicating with parents and families.
- Evaluate various conferencing structures to determine which support the diverse needs of your students and families.

**Topics and Agenda:**

- Interactive Presentation 1: Making a Plan
- Interactive Presentation 2: 7 Steps for Conducting a Behavior-Focused Conference
- Final Project Task: [Dream Conference Structure](#)
- Discussion Board: [The 7-Step Process](#)
- Interactive Presentation 3: Academic Conferences
- Interactive presentation 4: Brave Learning Space Mid-Course Check
- Discussion Board: [Sharing Conferencing Strategies](#)
- Authentic Task 1: [Collecting Data for Conferences](#)
- Downloadable Resource: [ABC Behavior Log](#)
- Downloadable Resource: [Conference Follow-Up Plan](#)

**Connection to Critical Consciousness/CRSE:**

**Criteria from Rubric (the criteria marked by an asterisk (\*) will be evaluated this year but providers may address other criteria):**

\* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)

\* Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups

\* Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity

□ Course provides participants with multiple opportunities to reflect on the complexities of their own and students' individual identities and cultures, including influences on teaching and learning

□ Course incorporates clear structures and expectations for participation in a brave learning community

□ Course helps participants design and implement a learning environment that affirms students' racial and cultural identities

□ Course helps participants design and implement a learning environment that cultivates critical inquiry

**Activity:**

**Presentation: Brave Learning Space - Mid-Course Check**

- Reflection on participant's identities and that of the students and parents
- Reflection on how these identities impact communication with parents.
- Reflection on norms for a brave learning space
- Presentation: Planning for Conferences
  - Reading: [Tips for Parent-Teacher Conferencing By Elena Aguilar](#)  
As you read, note any connections you make to what you learned about building strong parent relationships in the previous module, and reflect on the following questions:
    - Evaluate your beliefs, and ask yourself, "Have I gone in to a parent conference with negative assumptions?" What can you do to approach parents with positive assumptions?
    - What is your planning process for a parent conference?
    - What kinds of student data are you currently collecting? What questions will you ask a parent to better support your student?
    - How are you currently using data in your parent-teacher conferences?
- Authentic Task 1: [Collecting Data for Conferences](#)
- Discussion Board: [The 7-Step Process](#)
- Discussion Board: [Sharing Conferencing Strategies](#)

	<ul style="list-style-type: none"> <li>• Presentation: Making a Conference Plan and 7 Steps for Conducting a Behavior-Focused Conference</li> <li>• Interactive Presentation1: Making a Plan</li> <li>• Interactive Presentation2: 7 Steps for Conducting a Behavior-Focused Conference</li> <li>• Final Project Task: <a href="#">Dream Conference Structure</a></li> <li>• Sharing Conferencing Strategies</li> </ul>
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**Application to Instruction and Student Learning:**

In this module, educators will evaluate systems to effectively plan for, execute, and follow up on parent conferences using a 7-step process. The participants will collaborate through a discussion board exchange regarding this process. Educators will understand that it is important to have made a plan about what you want to discuss, the way you want to discuss the issue(s), and how you intend to document the discussion no matter the topic or form of the conference. Additionally, proper systems for logging behavioral and academic data, and making this the focus of the conferences will be explored, including downloadable resources of an ABC Behavior Log and a Conference Follow-Up Plan. The participants will apply the learning to an authentic collection of conference data for use with parents and students. The module will build capacity for communicating and problem solving academic and behavioral issues with parent buy in and cooperation. This module's Final Project Task asks the educators to apply the learning to a Dream Conference Structure.

**Assessment and Feedback:**

For each Authentic Task, Discussion Board, and Classroom Practice Analysis description and rubric, click the links in the Topics and Agenda section. Participants will receive feedback on Discussion Board responses within 1-3 days of submission.

**Module #4 Crucial Conversations**

Date: June 17, 2024 – August 30, 2024	Number of hours for this session: 7
Time: Self-paced	Assignments due today: August 30, 2024

**Standards and Components Alignment:**

<p><b>Alignment to the Charlotte Danielson Framework for Teaching</b></p> <p>Domain 1: Planning and Preparation</p> <ul style="list-style-type: none"> <li>• 1b Demonstrating Knowledge of Students</li> </ul> <p>Domain 2: Classroom Environment</p> <ul style="list-style-type: none"> <li>• 2a Creating an Environment of Respect and Rapport</li> <li>• 2b Establishing a Culture for Learning</li> <li>• 2d Managing Student Behavior</li> </ul> <p>Domain 4: Professional Responsibilities</p>	<p><b>NYS PD standards</b></p> <p>Standard 7: Professional development ensures that educators have the knowledge, skills, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education. Indicators:</p> <p><b><u>NYC Pillars of Engagement in the Partnership Standards Framework</u></b></p> <p>Fostering Communication  Encouraging Parent Engagement  Creating Welcoming Schools  Partnering for Student Success  Collaborating Effectively</p>
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<ul style="list-style-type: none"> <li>• 4b Maintaining Accurate Records</li> <li>• 4c Communicating with Families</li> <li>• 4e Growing and Developing Professionally</li> </ul>	
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**Objectives:**

<p>Participants will:</p> <ul style="list-style-type: none"> <li>• Conduct productive crucial conversations with parents from dominant and non-dominant culture groups.</li> <li>• Discuss how crucial conversations may be interpreted by marginalized families who have had adverse experiences with authority figures and schools.</li> <li>• Analyze the nature of a “crucial conversation” and how to plan for them, handle them well to obtain desired and positive outcomes.</li> <li>• Develop methods for turning conversations into opportunities to frame engagement around what may, or may not, create a barrier to student learning.</li> <li>• Employ confidently techniques designed to overcome parental resistance while maintaining a respectful interaction.</li> <li>• Utilize strategies to reframe conversation when necessary to keep or get the communication on track.</li> <li>• Develop techniques to gracefully and respectfully end a communication that has become unproductive and stressful.</li> </ul>
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**Topics and Agenda:**

<ul style="list-style-type: none"> <li>• Interactive Presentation 1: What is a Crucial Conversation?</li> <li>• Discussion Board: <a href="#">The Challenge of Crucial Conversations in School</a></li> <li>• Interactive Presentation 2: How Do You Have a Crucial Conversation?</li> <li>• Discussion Board: <a href="#">Preparing for a Crucial Conversation</a></li> <li>• Final Project Task: <a href="#">Crucial Conversation</a></li> <li>• Interactive Presentation 3: Other Techniques to Employ</li> <li>• Downloadable Resource: <a href="#">Crucial Conversation Planning Guide</a></li> </ul>
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**Connection to Critical Consciousness/CRSE:**

<p><b><i>Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):</i></b></p> <p>* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)</p> <p>* Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups</p> <p>* Course builds participants’ capacity to identify and question underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity</p> <p><input type="checkbox"/> Course provides participants with multiple opportunities to reflect on the complexities of their own and students’ individual</p>	<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>• Presentation: Introduction to Crucial Conversations <ul style="list-style-type: none"> <li>◦ Video: <a href="#">Mastering The Art of Crucial Conversations   Joseph Grenny</a></li> </ul> </li> <li>• Discussion Board: <a href="#">The Challenge of Crucial Conversations in Schools</a></li> <li>• Task: <a href="#">Critical Conversation Planning Guide</a></li> <li>• <a href="#">The Challenge of Crucial Conversations in Schools</a></li> <li>• <a href="#">Preparing for a Crucial Conversation</a></li> </ul>
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<p>identities and cultures, including influences on teaching and learning</p> <p><input type="checkbox"/> Course incorporates clear structures and expectations for participation in a brave learning community</p> <p><input type="checkbox"/> Course helps participants design and implement a learning environment that affirms students' racial and cultural identities</p> <p><input type="checkbox"/> Course helps participants design and implement a learning environment that cultivates critical inquiry</p>	
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**Application to Instruction and Student Learning:**

In this module, learners will develop frameworks and procedures for difficult and crucial conversations with parents. The participants will brainstorm barriers to their own effective communication such as defensiveness and lack of preparation. Strategies will be analyzed and evaluated in order to overcome these barriers and employ confident, data-driven, effective, and compassionate conferences in these circumstances. Educators will become adept at reframing crucial conversations into opportunities to partner with parents, help students overcome difficulties, and raise engagement. Participants will collaborate via discussion board exchanges regarding the challenges of crucial conversations and preparations for such conversations using a downloadable planning guide. The educators will complete a Final Project Task documenting a crucial conversation plan.

**Assessment and Feedback:**

For each Authentic Task, Discussion Board, and Classroom Practice Analysis description and rubric, click the links in the Topics and Agenda section. Participants will receive feedback on Discussion Board responses within 1-3 days of submission.

**Module #5 Special Populations and Circumstances**

Date: June 17, 2024 – August 30, 2024	Number of hours for this session: 7
Time: Self-paced	Assignments due today: August 30, 2024

**Standards and Components Alignment:**

<p><b>Alignment to the Charlotte Danielson Framework for Teaching</b></p> <p>Domain 1: Planning and Preparation</p> <ul style="list-style-type: none"> <li>● 1b Demonstrating Knowledge of Students</li> </ul> <p>Domain 2: Classroom Environment</p> <ul style="list-style-type: none"> <li>● 2a Creating an Environment of Respect and Rapport</li> <li>● 2b Establishing a Culture for Learning</li> <li>● 2d Managing Student Behavior</li> </ul> <p>Domain 4: Professional Responsibilities</p>	<p><b>NYS PD standards</b></p> <p>Standard 7: Professional development ensures that educators have the knowledge, skills, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children’s education. Indicators:</p> <p><b><u>NYC Pillars of Engagement in the Partnership Standards Framework</u></b></p> <p>Fostering Communication  Encouraging Parent Engagement  Creating Welcoming Schools  Partnering for Student Success  Collaborating Effectively</p>
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<ul style="list-style-type: none"> <li>● 4b Maintaining Accurate Records</li> <li>● 4c Communicating with Families</li> <li>● 4e Growing and Developing Professionally</li> </ul>	
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**Objectives:**

<p>Participants will:</p> <ul style="list-style-type: none"> <li>● Use strategies to support and engage special needs students and their parents.</li> <li>● Use strategies to support and engage English Language Learners and their parents.</li> <li>● Create a classroom free of racial, religious, sexual, or other identity-based harassment.</li> <li>● Discuss barriers faced by marginalized and racialized students and families.</li> <li>● Explain ways to help centralize and affirm all family's cultural identities.</li> <li>● Question any existing structures or assumptions that contribute to inequality for special populations in regard to parent engagement.</li> <li>● Develop communications that will assist learning disabled students and English language learners overcome barriers to achievement.</li> <li>● Understand the effects of HIB and trauma on students and families and develop communications techniques and goals which will help students affected by these circumstances.</li> <li>● Analyze causes of bullying in the classroom and evaluate plans of a safe classroom environment to implement for the benefit of all students.</li> <li>● Research resources for parents and develop a curated bank of parent resources to assist families when helping students.</li> </ul>
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**Topics and Agenda:**

<ul style="list-style-type: none"> <li>● Interactive Presentation 1: Learning Needs</li> <li>● Interactive Presentation 2: Trauma</li> <li>● Discussion Board: <a href="#">Sharing Trauma-informed Strategies</a></li> <li>● Interactive Presentation 3: Bullying, Harassment, and Civil Rights</li> <li>● Final Project Task: <a href="#">Partnering Through it All</a></li> <li>● Discussion Board: <a href="#">Creating a Bullying and Harassment Free Classroom</a></li> <li>● Authentic Task#2 <a href="#">Curated Parent Resources</a></li> <li>● Downloadable Resource: <a href="#">Student Contract</a></li> <li>● <a href="#">Classroom Practice Analysis</a></li> </ul>
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**Connection to Critical Consciousness/CRSE:**

<p><b><i>Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):</i></b></p> <p>* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)</p> <p>* Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups</p> <p>* Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity</p>	<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>● Presentation: Supporting Students with Disabilities and ELLs <ul style="list-style-type: none"> <li>○ Reading/Review: <a href="#">Listening to Parents of Children with Disabilities</a></li> <li>○ Reading/Review: <a href="#">Who Are The 'Gifted And Talented' And What Do They Need?</a></li> <li>○ Reading/Review: <a href="#">Ensuring English Learner Students Can Participate Meaningfully and Equally in Educational Programs</a></li> <li>○ Video: <a href="#">Engaging Parents of English-Language Learners</a></li> </ul> </li> </ul>
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□ Course provides participants with multiple opportunities to reflect on the complexities of their own and students' individual identities and cultures, including influences on teaching and learning

□ Course incorporates clear structures and expectations for participation in a brave learning community

□ Course helps participants design and implement a learning environment that affirms students' racial and cultural identities

□ Course helps participants design and implement a learning environment that cultivates critical inquiry

- Reading/Review: [Engaging Immigrant Parents as Partners](#)
- Reading/Review: [Learning for Justice: Family Engagement](#)
- Reading/Review: [4 Parent Engagement Strategies for English Language Learners](#)
- Reading/Review: [Learning for Justice: The Gift of Second Languages](#)
- Reading/Review: [Six Insights for Parents/Caregivers with English Language Learners](#)
- Presentations: Dealing with Trauma
  - Reading/Review: [Helping the Homeless In School and Out](#)
  - Reading/Review: [When Schools Meet Trauma With Understanding, Not Discipline](#)
  - Reading/Review: [How to Help a Traumatized Child in the Classroom](#)
  - Reading/Review: [When Students Are Traumatized, Teachers Are Too](#)
- Presentation: Bullying and Harassment
  - Reading: [Rude Vs. Mean Vs. Bullying: Defining The Differences](#)
  - Video: [Bullying, Harassment, & Civil Rights](#)
    - How is discriminatory harassment different from bullying?
    - What examples of discriminatory harassment have you encountered as an educator?
    - How is combating discriminatory harassment related to upholding the Safety, Order, & Rights Value Set®?
    - What examples of discriminatory harassment have you encountered as an educator?
    - How is combating discriminatory harassment related to upholding the Safety, Order, & Rights Value Set®?
  - Reading: [How is discriminatory harassment different from bullying?](#)
  - Reading: [Teaching Teens Why Sexual Harassment and Assault Is Wrong](#)
- Discussion Board: [Creating a Bullying and Harassment Free Classroom](#)
- Authentic Task: [Curated Parent Resources](#)

	Sharing Trauma-Informed Strategies Creating a Bullying and Harassment Free Classroom <ul style="list-style-type: none"> <li>• <a href="#">Classroom Practice Analysis</a></li> <li>• Final Project Task: <a href="#">Partnering Through it All</a></li> </ul>
<b>Application to Instruction and Student Learning:</b>	
<p>There is a wide array of topics that parents may want to engage with teachers. Educators will learn that in virtually all cases, you can assume there is a well-intentioned reason for doing so, and that families want to be reasonable in the process of engaging and want only the best outcomes for their child. The educators will analyze how this nationwide trend can be amplified in a linguistically, ethnically, and socio-economic diverse populations of New York City. Throughout this module participants will look at several special population topics that are common for educators to respond to such as learning disabilities and bullying, harassment, or trauma affected students - and attain resources that will help you when responding to families in these difficult circumstances. Also, learners will describe the key steps you can take as an educator to honor the family's investment of time/energy to learn about a topic, in turn, assisting themselves to protect their own time and professional commitments.</p> <p>Collaboration will take place via discussion board exchanges sharing trauma informed strategies and how to create a harassment and bully free classroom. As an authentic task, educators will compile and curate parent resources for distribution. For the Final Project Task, Partnering Through It All, educators will create a plan to address four or more common special populations needs and increase engagement in these circumstances.</p>	
<b>Assessment and Feedback:</b>	
<p>For each Authentic Task, Discussion Board, and Classroom Practice Analysis description and rubric, click the links in the Topics and Agenda section. Participants will receive feedback on Discussion Board responses within 1-3 days of submission.</p>	

<b>Module #6 Meaningful Engagement</b>	
Date: June 17, 2024 – August 30, 2024	Number of hours for this session: 10 (including Final)
Time: Self-paced	Assignments due today: August 30, 2024
<b>Standards and Components Alignment:</b>	
<p><b>Alignment to the Charlotte Danielson Framework for Teaching</b></p> <p>Domain 1: Planning and Preparation</p> <ul style="list-style-type: none"> <li>• 1b Demonstrating Knowledge of Students</li> </ul> <p>Domain 2: Classroom Environment</p> <ul style="list-style-type: none"> <li>• 2a Creating an Environment of Respect and Rapport</li> <li>• 2b Establishing a Culture for Learning</li> <li>• 2d Managing Student Behavior</li> </ul>	<p><b>NYS PD standards</b></p> <p><b>NYS PD standards</b></p> <p>Standard 7: Professional development ensures that educators have the knowledge, skills, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education. Indicators:</p> <p><b><u>NYC Pillars of Engagement in the Partnership Standards Framework</u></b></p> <p>Fostering Communication Encouraging Parent Engagement</p>



<p>Domain 4: Professional Responsibilities</p> <ul style="list-style-type: none"> <li>• 4b Maintaining Accurate Records</li> <li>• 4c Communicating with Families</li> <li>• 4e Growing and Developing Professionally</li> </ul>	<p>Creating Welcoming Schools Partnering for Student Success Collaborating Effectively</p>
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**Objectives:**

Participants will:

- identify practices for successful home visits for special populations such as students with disabilities, ELL students
- reflect on how their own identity and culture affects relationships with different parents or the perceptions parents have of the educator
- complete a meaningful family engagement plan that includes culturally responsiveness and considerations for parents from special populations, and parents from cultures who have been marginalized
- reflect on traditional structures, procedures, or assumptions that contribute to inequitable parent engagement - and plan strategies that break down such barriers.
- Determine the effectiveness of targeted home visits in raising student attendance, morale, and achievement
- Evaluate the most important questions to probe families to produce reflective parenting procedures for homework and academic support.
- Analyze effective construction of SMART goals for students.
- Implement one of the Downloadable Resources from the course in his/her classroom and then analyze the impact it had on students/peers while working with colleagues from the course
- Build capacity to partner with families on an academic parent teacher team.
- Employ workshop style meetings for the APTT to focus upon data, student achievement, and student learning environment
- Lead parents in connecting their child's interests and goals to the school environment and student achievement.

**Topics and Agenda:**

- Interactive Presentation 1: Home Visits
- Discussion Board: [Home Visits & APTTS](#)
- Presentation 2: Academic Parent Teacher teams (APTTS)
- Classroom Practice Analysis
- Final Project Task: [Home Visit and APTT's](#)
- Presentation 3: Thinking Outside the Box
- Final Project Task: [Bringing it All Together Task](#)
- Discussion Board: [Final Thoughts](#)

**Connection to Critical Consciousness/CRSE:**

<p><b><i>Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):</i></b></p> <p>* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)</p>	<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>• Presentation: Home Visits</li> <li>• <a href="#">Discussion; Academic Parent-Teacher Teams</a></li> <li>• <a href="#">Task: APTT plan</a></li> <li>• Presentation 3: Thinking Outside the Box</li> <li>• <a href="#">Final Project Task: Bringing it All Together Task</a></li> </ul>
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<p>* Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups</p> <p>* Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity</p> <p><input type="checkbox"/> Course provides participants with multiple opportunities to reflect on the complexities of their own and students' individual identities and cultures, including influences on teaching and learning</p> <p><input type="checkbox"/> Course incorporates clear structures and expectations for participation in a brave learning community</p> <p><input type="checkbox"/> Course helps participants design and implement a learning environment that affirms students' racial and cultural identities</p> <p><input type="checkbox"/> Course helps participants design and implement a learning environment that cultivates critical inquiry</p>	<p><b>Brave Learning Space - Final Reflection</b></p> <ul style="list-style-type: none"> <li>● Reflection on professional growth in a brave learning space.</li> <li>● Final reflection about the participant's social identities.</li> <li>● Final Reflection about the complex social identities of students and parents in NYC schools – and how these identities impact communication teacher-parent communication.</li> <li>● Final Reflection on questioning traditional assumptions, practices, and ways of interacting with parents.</li> <li>● How to enact ideas from the course in practice</li> </ul>
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**Application to Instruction and Student Learning:**

This module examines the effects of partnership above and beyond the traditional conference, including home visits and Academic Parent-Teacher Teams (APTTs). Educators will learn how appropriate and sanctioned home visits can be instrumental in strengthening parent-teacher relationships and opening the doors of communication. Learners will see how teacher, parent, and student morale, attendance, and achievement can grow from these visits. The participants will plan how to formalize such visits and communications into a APTT in order to create a framework to create ongoing partnerships.

Home visits should always be framed as a positive to the family, and as an opportunity to get to know each other further and find new and better ways to partner together to support their child. The Academic Parent-Teacher Teams (APTT) model helps the parent and teacher evaluate the best way for parents to engage in their child's education is through academic socialization, by making connections for their child between school and what they are learning, and their child's personal goals and interests. Participants will collaborate via discussion board exchanges about home visits and APTTs and their final thoughts on the total course. Two Final Project Tasks, educators will create plans to implement home visits and APTTs and will create SMART goals to bring the entire course learning into practice.

**Assessment and Feedback:**

For each Authentic Task, Discussion Board, and Classroom Practice Analysis description and rubric, click the links in the Topics and Agenda section. Participants will receive feedback on Discussion Board responses within 1-3 days of submission.

**Appendix A**  
**Discussion Boards and Rubric**

**Discussion Board Assignments**

Module	Title	Text
1	Engaging ALL families	<p>What are intentional strategies you can use to engage all families?</p> <p>Were there any academic or behavioral outcomes of your students that you attribute either to their engagement, your relationship with them, or both? Be specific about these outcomes and what you attribute them to.</p> <ol style="list-style-type: none"> <li>1. Continue your discussion post by describing your overall vision for family engagement. What would it look like, sound like, and feel like to fully engage all of your families?</li> <li>2. What would it look like, sound like, and feel like to be culturally inclusive to every family? What are ways that traditional school structures have been hostile, intimidating, or unwelcoming to a variety of racial, ethnic, religious, or cultural groups? How can we help break down these barriers to effective communication?</li> <li>3. Finally, respond to one of your colleagues by sharing a connection or reaction to their thoughts. (Your response should be meaningful, with a goal to push each other's thinking rather than offering a superficial exchange. <b>Please see rubric</b>)</li> </ol>
1	Your Local and State Guidelines For Family Engagement	<p>Research your school, district, and state policies and guidance around family engagement. Make sure to check your:</p> <ul style="list-style-type: none"> <li>• teacher/employee handbook</li> <li>• family handbook</li> <li>• school website</li> <li>• district website</li> <li>• state DOE website</li> <li>• family engagement framework, if one exists</li> <li>• state's ESSA plan, if one exists</li> </ul> <p>Look for information that will help you answer the following questions in a discussion board post:</p> <ol style="list-style-type: none"> <li>1. What do these documents say about the overall approach to family engagement?</li> <li>2. What aspects of family engagement are stipulated at the various policy levels that you investigated? (For example, how many parent-teacher conferences are mandated? What information and resources must parents have access to?)</li> <li>3. What resources were provided for facilitating family engagement?</li> <li>4. What did you learn or were you surprised by when reading through these documents, if anything?</li> <li>5. Respond to at least one colleague with a connection, reflection, or answer to one of their questions. (Your response should be</li> </ol>

		<p>meaningful, with a goal to push each other's thinking rather than offering a superficial exchange. <b>Please see rubric)</b></p>
2	Cultivating Trust	<p>Reflect on what you've learned about the importance of trust. Post to the discussion board answering the following questions:</p> <ol style="list-style-type: none"> <li>1. What "marble jar" moments; have you had with parents in the past, in which something happened, or someone did something to add to your "marble jar" with a particular parent?</li> <li>2. Think of a specific relationship you've had with a parent that either lacked or exemplified trust.</li> <li>3. How did it stack up against the BRAVING acronym?</li> <li>4. What impact did this relationship have on student outcomes, either academically or behaviorally?</li> <li>5. What strategies do you use to build trust with parents and families? Be specific so that others can learn from your ideas.</li> <li>6. How might establishing trust be different if your own individual identity and culture is different from that of a family you serve?</li> <li>7. How might parents from minority cultural groups feel about teachers from the dominant group? If this creates barriers, what can you do to break them down?</li> <li>8. Respond to one of your colleagues with a connection, reflection, or reaction to their post. (Your response should be meaningful, with a goal to push each other's thinking rather than offering a superficial exchange. <b>Please see rubric)</b></li> </ol>
2	Sharing Culturally Responsive Strategies	<p>As you wrap up this section on Culturally Responsive Pedagogy, tap into the expertise of your colleagues, and share your own. Post to the discussion board answering the following questions:</p> <ol style="list-style-type: none"> <li>1. How does your culture impact your teaching and your relationships with your students and their parents?</li> <li>2. What practices and strategies are you currently using to address culture and diversity with your parents? Be specific so that others can learn from your ideas.</li> <li>3. What questions do you have and/or what challenges are you facing in this area? Be specific so that others can respond with detailed and productive ideas.</li> <li>4. Respond to at least one of your colleagues by offering advice, ideas, or strategies to the question(s) they posted, or by asking them a question regarding the strategies they shared. (Your response should be meaningful, with a goal to push each other's thinking rather than offering a superficial exchange. <b>Please see rubric)</b></li> </ol>
3	The 7-Step Process	<p>Reflect on the 7-step conferencing process you just learned. Answer the following questions in a discussion board post:</p> <ol style="list-style-type: none"> <li>1. Which parts of this process are you already doing when conferencing with parents? Which parts are new to you?</li> <li>2. Evaluate the process overall. How effective do you think it would be, and in what specific circumstances would you want to use it?</li> <li>3. Has your current conference plan worked for ALL students and families? Consider any barriers to successful conferences to parents of students with special needs, parents from historically</li> </ol>

		<p>marginalized racial or cultural groups, or English Language Learners.</p> <p>4. Respond to at least one of your colleagues with a reflection on, or connection to, their post. (Your response should be meaningful, with a goal to push each other's thinking rather than offering a superficial exchange. <b>Please see rubric</b>)</p>
3	Sharing Conferencing Strategies	<p>Reflect on the conferencing strategies and structures you learned throughout this module, as well as the framework that you've been using for conferences up until this point. In a discussion board post, answer the following questions:</p> <ol style="list-style-type: none"> <li>1. What practices and strategies have you found to be effective in facilitating conferences? Be specific so that others can learn from your ideas.</li> <li>2. What questions do you have and/or what challenges are you facing in this area? Be specific so that others can respond with detailed and productive ideas.</li> <li>3. Has any strategy you have utilized seemed to resonate with traditionally marginalized groups? What barriers to successful parent engagement may have been perpetuated from historical discrimination and processes that contributed to inequity?</li> <li>4. Respond to at least one of your colleagues by offering advice, ideas, or strategies to the question(s) they posted. (Your response should be meaningful, with a goal to push each other's thinking rather than offering a superficial exchange. <b>Please see rubric</b>)</li> </ol>
4	The Challenge of Crucial Conversations in Schools	<p>Reflect on what you've learned so far about both family engagement and crucial conversations, as well as your own experience in parent situations that you can now identify as crucial. Post to the discussion board answering the following questions:</p> <ol style="list-style-type: none"> <li>1. What about family-educator or family-school relationships makes crucial conversations so difficult to hold between the two parties?</li> <li>2. Tell about a time when either you or a colleague have successfully held a crucial conversation with a parent. What made it successful? Be specific so that others can learn from the experience.</li> <li>3. What positive effects can holding a crucial conversation with a parent have?</li> <li>4. How may your own unique identity, life experience, and culture - and those of the families you serve - affect crucial conversations? How can you make connections with families who may have had previous bad experiences in schools or with authority figures?</li> <li>5. Respond to at least one of your colleagues with a reflection on, or connection to, their post. (Your response should be meaningful, with a goal to push each other's thinking rather than offering a superficial exchange. <b>Please see rubric</b>)</li> </ol>
4	Preparing for a Crucial Conversation	<p>Think about the relationships you have at work and in your personal life. What crucial conversation are you not having, or not having well? Or is there a crucial conversation you anticipate needing to have in the future? Choose one you feel comfortable sharing with</p>

		<p>your colleagues. In a discussion board post, answer the following questions:</p> <ol style="list-style-type: none"> <li>1. What crucial conversation do you need (or might need) to have, and with whom? Be as detailed as possible.</li> <li>2. How and when do you plan on holding this conversation?</li> <li>3. What questions or concerns do you have that you'd like to pose to the group? Be specific so that others can respond with detailed and productive ideas.</li> <li>4. Respond to at least one of your colleagues by offering advice, ideas, or strategies to the question(s) they posted. (Your response should be meaningful, with a goal to push each other's thinking rather than offering a superficial exchange. <b>Please see rubric</b>)</li> </ol>
5	Sharing Trauma-Informed Strategies	<p>Reflect on what you've learned about trauma and ACEs throughout this presentation, as well as your own experiences supporting children and families who have experienced trauma. In a discussion board post, answer the following questions:</p> <ol style="list-style-type: none"> <li>1. What practices and strategies have you found to be effective in dealing with trauma as an educator, either in working with students and/or their families, in supporting colleagues, or in administering self-care? Be specific so that others can learn from your ideas.</li> <li>2. What questions do you have and/or what challenges are you facing in this area? Be specific so that others can respond with detailed and productive ideas.</li> <li>3. How does trauma informed, and compassionate education compare to traditional approaches to student behaviors and stress? How can trauma informed schools help break down barriers for marginalized students and families?</li> <li>4. Respond to at least one of your colleagues by offering advice, ideas, or strategies to the question(s) they posted. (Your response should be meaningful, with a goal to push each other's thinking rather than offering a superficial exchange. <b>Please see rubric</b>)</li> </ol>
5	Creating a Bullying- and Harassment-Free Classroom	<p>Each professional is unique and works in different ways to create a classroom learning culture free of bullying and harassment. Post the following to the discussion board to share your strategies and insights:</p> <ol style="list-style-type: none"> <li>1. How has harassment, bullying, intimidation, and discrimination contributed to inequity for marginalized cultural groups?</li> <li>2. Summarize your own current process and methods for creating a classroom free of bullying/harassment and what steps you would use (or have used) to share your approach directly with parents.</li> <li>3. Do you believe you are reducing the incidences of bullying and harassment in your classroom as a result of your efforts? If not, discuss why you are unable to make much of an impact on these incidences.</li> </ol>

		<ol style="list-style-type: none"> <li>4. Name a traditional practice that may have contributed to inequity in parent engagement for special populations or marginalized groups and their parents.</li> <li>5. Respond to at least one of your colleagues by asking a question or offering advice, ideas, or strategies that connect to what they posted. (Your response should be meaningful, with a goal to push each other's thinking rather than offering a superficial exchange. <b>Please see rubric</b>)</li> </ol>
6	Home Visits and APTTs	<p>Reflect on what you've learned about home visits and APTTs. In a discussion board post, answer the following questions:</p> <ol style="list-style-type: none"> <li>1. If you were to start implementing APTTs, what modifications would you have to make to the model or structure to meet the needs of your families? <ol style="list-style-type: none"> <li>a. What culturally responsive practices could you implement, especially if you have parents who don't speak English?</li> <li>b. If you teach middle or high school, how might the model look different in your setting?</li> </ol> </li> <li>2. What effect do you imagine combining home visits and APTTs would have on home-school partnerships, and why?</li> <li>3. What additional suggestions or questions do you have about these two family engagement strategies?</li> <li>4. Finally, respond to one of your colleagues by sharing a connection or reaction to their thoughts, or responding to their suggestion(s) and/or question(s). (Your response should be meaningful, with a goal to push each other's thinking rather than offering a superficial exchange. <b>Please see rubric</b>)</li> </ol>
6	Final Thoughts	<p>Post to the discussion board answering the following questions:</p> <ol style="list-style-type: none"> <li>1. Which ideas presented in the course did you find to be most valuable? How successful have the techniques worked for you, if you've had the opportunity to use them?</li> <li>2. Write a summary or definition of what family engagement means to you. Include a few examples to help distinguish family engagement from parent involvement.</li> <li>3. What did you learn about the ways traditional assumptions about family structure, parent - teacher relationships, or school structures - and how they may have created barriers for effective parent engagement?</li> <li>4. What elements, strategies, and/or mindsets do you feel are most important to successfully fostering effective family engagement? Write a justification for why each is so vital.</li> <li>5. Respond to at least one of your colleagues with a reflection on or connection to their post. (Your response should be meaningful, with a goal to push each other's thinking rather than offering a superficial exchange. <b>Please see rubric</b>)</li> </ol>

## Discussion Board Rubric

<b>1: Does Not Meet Expectations</b>	<b>2: Partially Meets Expectations</b>	<b>3: Meets Expectations</b>	<b>4: Exceeds Expectations</b>
<p>Participant rarely shares thoughtful reflections or responds to colleagues in a respectful and engaging way.</p> <p>Participant provides a low level of detail in entries.</p> <p>Participant typically does not include informative examples or foster discussions.</p> <p>Participant's responses are unclear or poorly written.</p> <p>Participant does not respond to colleague.</p> <p>Participant includes no self-reflection or consideration of issues related to critical consciousness.</p>	<p>Participant partially shares thoughtful reflections and responds to colleagues in a respectful and engaging way.</p> <p>Participant provides some level of detail in entries.</p> <p>Examples are somewhat helpful and informative and occasionally foster discussions.</p> <p>Participant's responses are somewhat clear and well written.</p> <p>Participant responds to a colleague providing basic information.</p> <p>Participant includes little self-reflection or consideration of issues related to critical consciousness.</p>	<p>Participant satisfactorily shares thoughtful reflections and responds to colleagues in a respectful and engaging way.</p> <p>Participant provides an adequate level of detail in entries.</p> <p>Examples are satisfactorily helpful and informative and foster discussions.</p> <p>Participant's responses are clear and well written.</p> <p>Participant responds to a colleague in a meaningful way and provides useful and relevant information.</p> <p>Participant engages in self-reflection and consideration of issues related to critical consciousness.</p>	<p>Participant frequently shares thoughtful reflections and responds to and collaborates with colleagues in a respectful and engaging way.</p> <p>Participant provides a high level of detail in entries.</p> <p>Examples are very helpful and informative and almost always foster discussions.</p> <p>Participant's responses are exceedingly clear and well written.</p> <p>Participant responds to colleagues in a meaningful way and provides useful and relevant information while demonstrating understanding of the topic being discussed.</p> <p>Participant engages in meaningful and extensive self-reflection and consideration of issues related to critical consciousness and advances the group discussion of these issues.</p>
<p>Participants will not be provided a grade within the discussion boards without having provided a comment to a fellow colleague.</p> <p>Participants will be informed when a fellow colleague has commented on their board post and encouraged to continue the conversation.</p> <p>Facilitators will offer comments and guidance on every discussion board submission.</p> <p>Facilitators will inform participants where and in what way their response was insufficient.</p>			



## **Appendix B**

### **Assignments and Rubrics**

#### **MODULE 3, PRESENTATION 1**

##### **Authentic Task #1: COLLECTING DATA FOR CONFERENCES**

**Danielson Elements Assessed: 1b,2b,4b,4c**

Design a system for collecting student data that will support your parent conferences and help to identify student strengths, growth areas, and next steps. For this assignment, complete the following (Note: You will be graded based on the rubric in this document):

**Before You Begin:** Determine what data your school or district requires to be collected so that you don't replicate work (e.g. what assessments are required? What data is needed for report cards? Does the office collect attendance data that you can use?)

##### **Step 1: Ensure There's a Purpose for the Data**

Consider what academic and/or behavioral areas students struggle with the most, and what areas parents are most concerned or confused about.

##### **Step 2: Choose a Data Point**

Identify what data points you'd like to have, but are not mandated to collect, and choose one to focus on.

##### **Step 3: Decide When to Collect Data**

During what class activities or what time of day will you collect data, and over what time period (e.g. six weeks)?

##### **Step 4: Decide How to Collect Data**

Make sure it's a system that you can maintain (e.g. do you prefer handwritten or electronic notes? How often is it realistic for you to collect the data?)

##### **Step 5: Plan How to Analyze Data**

Every Friday with a colleague, for example.

**Authentic Task #1: RUBRIC: COLLECTING DATA FOR CONFERENCES**

**Danielson Elements Assessed: 1b,2b,4b,4c**

<b>Criteria</b>	<b>4-Exceeds Expectations</b>	<b>3-Meets Expectations</b>	<b>2-Approaching Expectations</b>	<b>1-Does Not Meet Expectations</b>
Step 1: Ensure There's a Purpose for the Data	Clear, logical explanation of why area(s) were chosen and what will be learned from/improved by collecting data on them.	Clear, logical explanation of why area(s) were chosen.	Vague or unclear explanation for why area(s) were chosen.	Brief or no explanation for why area(s) were chosen.
Step 2: Choose a Data Point	Clear and detailed description of what data will be collected.	Clear description of what will be tracked.	Vague or unclear description of what data will be collected.	Brief or no description of what data will be collected.
Step 3: Decide When to Collect Data	Specific time frame for when data will be collected throughout the day, over what time period in terms of weeks/months, and a rationale for each of these decisions.	Specific time frame for when data will be collected throughout the day, and over what time period in terms of weeks/months.	Vague or unclear time frames for when data will be collected throughout the day, and/or over what time period in terms of weeks/months.	Brief or no time frames specified.
Step 4: Decide How to Collect Data	Specific description of how data will be collected, including how information will be recorded and with what frequency, and a rationale for each of these decisions.	Specific description of how data will be collected, including how information will be recorded and with what frequency.	Vague or unclear description of how data will be collected.	Brief or no description of how data will be collected.
Step 5: Plan How to Analyze the Data	Specific description of how data will be analyzed, including who will be involved, when analysis will happen, and what method for analysis	Specific description of how data will be analyzed, including who will be involved, when analysis will happen, and what	Vague or unclear description of how data will be analyzed.	Brief or no description of how data will be analyzed.

	will be used, and a rationale for each of these decisions.	method for analysis will be used.		
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## MODULE 5, PRESENTATION 3

### Authentic Task #2: CURATED PARENT RESOURCES

#### Danielson Elements Assessed: 1b, 2a, 2b,4c

Compile a curated list of resources specific to your student and parent population that will be helpful to either you or parents when partnering on topics of disability, English language learning, trauma, bullying, and harassment. For this assignment complete the following (**Note: You will be graded based on the rubric in this document**):

- **What do you know about your students, parents, and families, and their needs** around these five topics?
  - What **specific scenarios have come up** around these five topics in your experience as an educator?
    - What are the most **challenging or concerning areas** for your unique group of students?
  - What **specific parent questions or concerns** have arisen around these five topics?
    - What areas do you get **the most parent questions and concerns** about?
- **Compile and annotate a list of 5-7 resources that are aimed at helping to support these diverse needs, scenarios, questions, and concerns.**
  - What is the **purpose** of the resource?
  - What is the **main topic/idea** of the resource?
  - What **audience** is it best suited for?
  - How should the resource be **presented or introduced**?
  - Is there a particular **time or setting** that might be best?

### Authentic Task #2: RUBRIC: CURATED PARENT RESOURCES

#### Danielson Elements Assessed: 1b, 2a, 2b,4c

Criteria	4-Exceeds Expectations	3-Meets Expectations	2-Approaching Expectations	1-Does Not Meet Expectations
Parent/Student Scenarios	A variety of common yet challenging scenarios described	A variety of common scenarios with a clear explanation.	Vague or unclear identification and explanation for	Brief or no explanation of common scenarios and/or common

	thoroughly. The scenarios strongly relate to student achievement, classroom culture, and family engagement.	The scenarios are reasonably related to student achievement, classroom culture, and family engagement.	common scenarios including few questions and concerns from parents in the past.	questions from parents.
Purpose/Rationale (The "Why")	Thoughtful and articulate explanation for why each resource (5-7) was chosen including the connection between the resource, the problem faced, and the expected outcome.	Clear, logical explanation for why each resource (5-7) was chosen and what will be learned from/improved by using it.	Vague or unclear explanation for why each resource (>5) was chosen.	Brief or no explanation for why each resource (1-2) was chosen.
Topic(s) (The "What")	Resources apply to all five topics, and subtopics have been identified as well. Each subtopic clearly aligns to a principle of student learning, classroom climate, and parent engagement.	Resources apply to all five topics with direct application toward student learning, classroom climate, and parent engagement.	Resources apply to only three or four of the five topics.	Resources apply to only one or two of the five topics.
Audience (The "Who")	Specific description of who each resource is	Specific description of who each resource is	Vague or unclear description of who each	Brief or no description of who each resource is

	best suited for, and why. The resources are accessible to a wide variety of parents and can help with bot common problems or special concerns for parents of special needs, ELL, or other students with greater needs.	best suited for. The resources are accessible for a wide variety of parents who have different levels of reading ability, technology, or English language skills.	resource is best suited for.	best suited for.
Process (The "How")	Specific ideas for how each resource should be presented or introduced (if applicable), and why.	Specific ideas for how each resource should be presented or introduced (if applicable).	Vague or unclear ideas for how each resource should be presented or introduced (if applicable).	Brief or no ideas for how each resource should be presented or introduced (if applicable).
Overall Quality	Clear understanding that "less is more;" there are no resources that are unnecessary to the collection, and it is well-organized and easy to navigate.	Clear understanding that "less is more;" there are no resources that are unnecessary to the collection.	There are a few resources that may be unnecessary, of lower quality, or confusing in nature.	There are many resources that may be unnecessary, of lower quality, or confusing in nature.

**Classroom Practice Analysis**

For this activity, you will choose one of the downloadable resources from the course to implement in your practice. If you are in the classroom currently, you will answer the first set of questions. If you are on break or not currently teaching, you will answer the second set of questions.

**In the Classroom:**

- What is the name of the resource?
- Why did you pick this resource to implement? Please be specific.
- Before implementing the resource, what were your expectations on how it would impact your practice?
- During implementation did you alter the resource in any way?
  - If so, how? And why?
  - If not, why?
- How did students/colleagues respond during/after the resource? Do you think it positively impacted your audience? Why or why not?
- How did the resource impact your practice? Please be specific.
- No resource is neutral, from a critical consciousness perspective. What is the viewpoint/background of the author/creator of this resource? How might that viewpoint/background affect the way you use this resource, or make it more or less effective at working with your students?
- How do you plan on improving the resource for the future?

**Out of the classroom:**

- What is the name of the resource?
- Why did you pick this resource? Please be specific.
- No resource is neutral, from a critical consciousness perspective. What is the viewpoint/background of the author/creator of this resource? How might that viewpoint/background affect the way you use this resource, or make it more or less effective at working with students from varying backgrounds?
- How do you plan on using this resource?
- What specific modifications will you make to the resource to ensure its effectiveness in the classroom/with peers?
- How do you think this resource will impact your classroom/peers?
- How will you measure the success of this resource (e.g., assessment, data collection, etc.)?

**Classroom Practice Analysis Rubric**

<b>Criteria</b>	<b>4-Exceeds Expectations</b>	<b>3-Meets Expectations</b>	<b>2-Approaching Expectations</b>	<b>1-Does Not Meet Expectations</b>
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<p><b>Resource Choice</b></p>	<p>Learner provides the name of a relevant downloadable resource with a clearly articulated rationale for why the resource was selected.</p>	<p>Learner provides the name of a downloadable resource with a rationale for why the resource was selected.</p>	<p>Learner provides the name of a resource with a vague rationale for why the resource was selected.</p>	<p>Learner does not define a downloadable resource and/or fails to provide a description of why the resource was selected.</p>
<p><b>Planning</b></p>	<p>Learner includes an explicit plan, outlining how the resource will be implemented with fidelity, including a thorough overview of the expected impact on peers and modifications to ensure effectiveness.</p>	<p>Learner includes a plan, outlining how the resource will be implemented with an overview of the expected impact on peers and modifications to ensure effectiveness.</p>	<p>Learner includes an underdeveloped plan, outlining vaguely how the resource will be implemented with an overview of some of the expected impacts on peers.</p>	<p>Learner does not provide a plan that outlines how the resource will be implemented or the expected impact on peers.</p>
<p><b>Analysis</b></p>	<p>Learner provides a thoughtful reflection on how the resource did/will impact their classroom, peers, and/or practice, while indicating various expert ways to evaluate and modify the resource to ensure that it is effective.</p> <p>Learner deeply engages with the resource on issues related to author/creator perspective and critical consciousness.</p>	<p>Learner provides a reflection on how the resource did/will impact their classroom, peers, and/or practice, while indicating various ways to evaluate and modify the resource to ensure that it is effective.</p> <p>Learner engages with the resource on issues related to author/creator perspective and critical consciousness.</p>	<p>Learner provides a vague reflection on how the resource did/will impact their classroom, peers, and/or practice, while indicating one way to evaluate the resource to ensure that it is effective.</p> <p>Learner minimally engages with the resource on issues related to author/creator perspective and critical consciousness.</p>	<p>Learner provides no reflection on how the resource did/will impact their classroom, peers, and/or practice, while failing to outline how they will evaluate the resource to ensure that it is effective.</p> <p>Learner does not engage with the resource on issues related to author/creator perspective and critical consciousness.</p>

<b>Writing</b>	Learner's writing is clear and concise with articulate language, thoughtful expression, and a careful attention to mechanics.	Learner's writing is clear with concise language, good expression, and a few mechanical errors.	Learner's writing is underdeveloped, contains few details, has little expression, and includes multiple mechanical errors.	Learner's writing is vague, lacks details, and contains multiple mechanical errors.
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### **Appendix C Final Project and Rubric**

#### **Final Project: MEANINGFUL FAMILY ENGAGEMENT PLANNING DOCUMENT**

**Danielson Elements Assessed: 1b, 2a, 2b,2d, 4b,4c,4e**

The final project for this course is to complete a plan for cultivating meaningful family engagement that includes a clear vision, measurable goals, and a detailed plan for how to achieve it.

Rather than leave the entirety of this project to the very end of this course, you will be prompted once or twice each module to fill in a specific section of the plan that is aligned to the material you are learning.

#### **Module 1 Task 1: Defining Family Engagement (presentation 3)**

- Define "family engagement" in your own words
- List examples and non-examples of meaningful family engagement based on your learnings so far

#### **Module 2 Task 1: Foundational Practices (presentation 3)**

- Name practices related to effective communication and trust-building (from presentation 1) that you would like to focus on as part of your family engagement plan.
  - Briefly describe why each practice is important for you specifically to focus on (because of your own professional goals, your unique parent population, or both).
- Name the communication systems and practices you will employ to:
  - Communicate with your parents regularly;
  - Make it clear that your door is open for parents to reach out to you; and
  - Keep track of your communications with individual parents.

#### **Module 2 Task 2: Culturally Responsive Pedagogy (presentation 4)**



- Define “culturally responsive pedagogy” in your own words.
- Name the culturally responsive practice that you would like to focus on as part of your family engagement plan.
  - Briefly describe why each practice is important for you specifically to focus on (because of your own professional goals, your unique parent population, or both).

### **Module 3 Task 1: Dream Conference Structure (presentation 4)**

- Describe your ideal structure for parent-teacher conferences.
  - “Conferences” can mean whatever is most useful to you, whether that is the conferences you hold when your school or district dictates that you hold them, one-off meetings with parents to discuss specific concerns as they arise, or something else.
  - Include a generic agenda to help outline your structure, and specific language you’ll use for common topics such as describing the Safety, Order, & Rights Value Set®.
- Explain why this structure is most beneficial for your students’ and parents’ unique set of needs and preferences.

### **Module 4 Task 1: Crucial Conversations (presentation 2)**

- Make a plan for how you will hold yourself accountable to having crucial conversations as needed.
  - Include how you will know (what signs will you look for) that you need to have one.
- Name the key mindsets you want to strive for and key practices/components you want to employ when holding crucial conversations with parents

### **Module 5 Task 1: Partnering Through It All (presentation 3)**

- Name the specific mindsets you will hold and practices you will employ when engaging parents whose student:
  - has a disability
  - is an English language learner
  - has experienced trauma
  - has been involved in bullying or harassment

### **Module 6 Task 1: Home Visits & APTTs (presentation 2)**

- Describe how you would like to implement home visits, APTTs, or both by answering the following questions:
  - With what frequency would you like them to happen?

- Who will be invited to participate (all parents, or just a specific group)?
- What exactly will they look like? Include a general agenda to help explain.

### Module 6 Task 2: Bringing It All Together (presentation 3)

- Write a [vision statement](#) specific to your family engagement practice.
- Set a SMART goal or goals around family engagement that will help you achieve the vision you wrote above. Recall that SMART stands for:
  - Specific: Avoid generalities; be detailed and precise.
  - Measurable: How will we know when the goal is met?
  - Actionable: What actions can and will you take to reach this goal?
  - Realistic: Is it possible?
  - Time-Bound: How many times will x happen, and when will the goal be reached?

Example sentence frame:

I will \_\_\_\_\_ [action] \_\_\_\_\_ [frequency of action], resulting in \_\_\_\_\_ [specific, measurable result] by \_\_\_\_\_ [date].

- Make an action plan for achieving your SMART goal which includes:
  - timelines/milestones
  - resources
    - team members
    - physical resources
    - Implementation ideas (see tasks above)
  - reminders
    - necessary mindsets (see tasks above)
    - best practices (see tasks above)

A sample action plan template is provided on the next page, but feel free to modify to best fit your needs.

SMART Goal: \_\_\_\_\_

#### ACTION PLAN

Action Step	Resources <i>physical or people</i>	Reminders <i>key mindsets and practices</i>	Absolute Due Date <i>include a "soft" due date as well if helpful</i>


**RUBRIC: MEANINGFUL FAMILY ENGAGEMENT PLANNING DOCUMENT (FINAL PROJECT)**

**Danielson Elements Assessed: 1b, 2a, 2b,2d, 4b,4c,4e**

<b>Criteria</b>	<b>4-Exceeds Expectations</b>	<b>3-Meets Expectations</b>	<b>2-Approaching Expectations</b>	<b>1-Does Not Meet Expectations</b>
Module 1 Task 1: Defining Family Engagement	A clear, thoughtful definition of “family engagement,” along with at least 5 examples and	A clear, thoughtful definition of “family engagement,” along with at least 3 examples and 3	A vague, unclear, or incorrect definition of “family engagement,” OR less than 3 examples or non-examples.	A vague, unclear, or incorrect definition of “family engagement,” AND less than 3 examples/ non-

	5 non-examples.	non-examples.		examples.
Module 2 Task 1: Foundational Practices	A clear description of at least 5 effective communication /trust-building strategies, at least 3 communication systems/practices (one for each criteria listed), and an explanation for why each was chosen.	A clear description of at least 5 effective communication/trust-building strategies, and at least 3 communication systems/practices (one for each criteria listed).	A vague, unclear, or incorrect description of at least 3 effective communication/trust-building strategies, and at least 2 communication systems/practices.	A vague, unclear, or incorrect description of less than 3 effective communication/trust-building strategies, and less than 2 communication systems/practices.
Module 2 Task 2: Culturally Responsive Pedagogy	A clear, thoughtful definition of “culturally responsive pedagogy,” along with at least 5 appropriate practices, and an explanation for why each was chosen.	A clear, thoughtful definition of “culturally responsive pedagogy,” along with at least 3 appropriate practices, and an explanation for why each was chosen.	A vague, unclear, or incorrect definition of “culturally responsive pedagogy,” OR less than 3 appropriate practices.	A vague, unclear, or incorrect definition of “culturally responsive pedagogy,” AND less than 3 appropriate practices.
Module 3 Task 1: Dream Conference Structure	A clear, thoughtful description of the learner’s “dream” conference structure that includes a generic agenda and specific language, and	A clear, thoughtful description of the learner’s “dream” conference structure that includes a generic agenda and specific language.	A vague or unclear description of the learner’s “dream” conference structure that includes a generic agenda OR specific language.	A vague or unclear description of the learner’s “dream” conference structure that does not include a generic agenda or specific

	an explanation for why the structure was chosen.			language.
Module 4 Task 1: Crucial Conversations	A clear description of how the learner will know when to have a crucial conversation and how they will hold themselves accountable to having it, along with at least 5 key mindsets and/or key practices/components.	A clear description of how the learner will know when to have a crucial conversation and how they will hold themselves accountable to having it, along with at least 3 key mindsets and/or key practices/components.	A vague or unclear description of how the learner will know when to have a crucial conversation or how they will hold themselves accountable to having it, along with at least 3 key mindsets and/or key practices/components.	A vague or unclear description of how the learner will know when to have a crucial conversation or how they will hold themselves accountable to having it, and less than 3 key mindsets and/or key practices/components.
Module 5 Task 1: Partnering Through It All	A clear description of key mindsets and practices the learner will employ for each of the four categories of students listed, and a link between each category and the learner's unique population of students.	A clear description of key mindsets and practices the learner will employ for each of the four categories of students listed.	A vague or unclear description of key mindsets and practices the learner will employ for each of the four categories of students listed.	A vague or unclear description of key mindsets and practices the learner will employ for less than four categories of students listed.
Module 6 Task 1: Home Visits & APTTs	A clear description of how the learner will implement home visits,	A clear description of how the learner will implement home visits,	A vague or unclear description of how the learner will implement	Brief or no description of how the learner will implement home visits,

	APTTs, or both, including with what frequency they will occur, who will be invited to participate, a sample agenda, and reasonings for these decisions.	APTTs, or both, including with what frequency they will occur, who will be invited to participate, and a sample agenda.	home visits, APTTs, or both, including at least two of the following elements: what frequency they will occur, who will be invited to participate, or a sample agenda.	APTTs, or both, or a vague description that includes just one of the following elements: what frequency they will occur, who will be invited to participate, or a sample agenda.
Module 6 Task 2: Bringing It All Together -- Vision Statement	A clear vision statement for family engagement that includes what affect the vision will have on the learner, students, and parents.	A clear vision statement for family engagement.	A vague or unclear vision statement for family engagement.	Brief or no vision statement for family engagement.
Module 6 Task 2: Bringing It All Together -- SMART Goal	A clear goal that meets each of the five SMART goal criteria (specific, measurable, actionable, realistic, time-bound), is clearly tied to the learner's vision statement, and an explanation for why that goal was chosen.	A clear goal that meets each of the five SMART goal criteria (specific, measurable, actionable, realistic, time-bound) and is clearly tied to the learner's vision statement.	A vague or unclear goal that meets only four of the five SMART goal criteria (specific, measurable, actionable, realistic, time-bound) and/or is not clearly tied to the learner's vision statement procedure.	A vague or unclear goal that meets less than four of the five SMART goal criteria (specific, measurable, actionable, realistic, time-bound) and/or is not clearly tied to the learner's vision statement procedure.
Module 6 Task 2:	A clear and thoughtful	A clear and thoughtful	A vague or unclear action	A vague or unclear action

<p>Bringing It All Together -- Action Plan</p>	<p>action plan for how to meet the learner's SMART goal that includes timelines, resources, and reminders, and includes a plan for how the learner will hold themselves accountable to following through.</p>	<p>action plan for how to meet the learner's SMART goal that includes timelines, resources, and reminders.</p>	<p>plan for how to meet the learner's SMART goal that may or may not include timelines, resources, and reminders.</p>	<p>plan for how to meet the learner's SMART goal that does not include timelines, resources, and reminders.</p>
<p>Overall Cohesiveness</p>	<p>Overall, the Meaningful Family Engagement Plan establishes a clear plan for cultivating meaningful family engagement that is supported by the content of this course.</p>	<p>Overall, the Meaningful Family Engagement Plan establishes a clear plan for cultivating meaningful family engagement that is mostly supported by the content of this course.</p>	<p>Overall, the Meaningful Family Engagement Plan is vague or is only somewhat supported by the content of this course.</p>	<p>Overall, the Meaningful Family Engagement Plan is vague and is only somewhat supported by the content of this course.</p>

## **Appendix D**

### **Downloadable Resources**

#### Parent Contact Log (Module 2)

*This tool helps track communications with parents to help educators document contacts as throughout the school year, as well as the action steps that all parties committed to. The summary should include a description of how the incident was resolved with the student and if any follow up is required. The optional “notes” line to record such things as the best parent to contact, their preferred method of communication, the child’s living situation, etc.*

#### ABC Behavior Log (Module 3)

*This tool tracks a specific student’s concerning behavior using antecedents, behaviors, and consequences. This data can be used to help identify root causes of the behavior and potential solutions. It can be utilized to problem solve, create behavior plans, or form the basis of a data-based conversation with parents.*

#### Conference Follow-Up Plan (Module 3)

*This tool documents a conference and records the action plan created with the family. Follow up actions by the teacher and family can also be recorded here to create a running record of interventions and plans to help the student either academically or behaviorally.*

#### Crucial Conversation Planning Guide (Module 4)

*This tool helps educators prepare for a foreseeable crucial conversation; i.e., conversations that are on a topic of significance or where stakes are high; where opinions vary; and where emotions run strong.*

#### A Guide to Peace Corners (Module 5)

*This tool helps teachers create a peace corner in the classroom/school space, and/or as a resource to give to parents to help them create one in their home. Peace corners can benefit all students but might prove especially helpful to those who have or are currently experiencing trauma.*

#### Student Contract (Module 6)

*This tool to help draft student contracts when you believe one could prove useful in helping a student succeed. It includes example of language that could be used to clarify expectations for a student and be included in an initial behavior contract.*