



in  
partnership  
with



## ***T&L 2900 – Parent and Community Outreach/Involvement***

### **Course-at-a-Glance**

**Instructor/Presenter:** Sam Hostetler, Ron Farrow, Dr. Therese Kiley

**Instructor of Record:** Sarah Holder. *Note: A reader and Learning Coach may also be assigned to the learner to read and provide feedback on written assignments.*

**Length:** 15 hours for one PD credit

**Dates:** Enroll Anytime – Complete in 4 months

**Professional Development Credit Options:** 1

#### **Introduction**

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Creating partnerships with the home, community organizations, and businesses, as well as setting up collaborative structures both within and outside the school, can positively impact instruction and learning. This course will explain the importance of and define strategies in order to foster these partnerships, and effective communication and implementation structures to ensure that your planning goes beyond the brainstorming phase.

#### **Getting Started and Course Directions**

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**Directions for Completing UND Professional Development Courses Using Hoonuit Content** are available upon the student's receipt of the welcome email from Hoonuit 3-8 days after online course registration.

#### **Course Objectives**

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This course will explain the importance of and define strategies to foster parent and community partnerships, effective communication and implementation structures to ensure that your planning goes beyond the brainstorming phase.

#### **Learning Objectives**

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The learner will address:

- The definition and characteristics of multiple mental health conditions including depression disorder, disruptive behavior disorder, anxiety disorder, attention deficit hyperactivity disorder, and bipolar disorder.
- Interventions to help the individual with the disorder be successful in school and society.
- What defines a traumatic event, or Adverse Childhood Experience, and the commonly displayed symptoms of trauma exposure in children and adolescents.
- The immediate and lasting effects of trauma on the body and mind, and how these influence learning abilities.

- The devastating effects of homophobia and bullying on mental and emotional well-being, interpersonal relationships, and academic achievement.
- What educators can do to support targeted students and address bullying issues in school.

## Course Materials

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### Improving Communication Between Parents and Teachers It Takes a Village: Partnering with Parents It Takes Village: Partnering with the Community

## Module Topics

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### Improving Communication Between Parents and Teachers

#### A. Getting Started

1. Overview of the Series
2. Specific Tools Covered in this Series

#### B. Best Practices for Parent Communication Based on Research and Practice

1. Brief Overview of Research on Parent Communication
2. Frequency of Communication
3. Importance of Multiple Modes of Communication
4. What Should be Communicated
5. Importance of Early Initiation of Communication
6. Caution on Relying Entirely on Technology
7. Focus on Positive Communication
8. Note on Tone, Importance of Word Choice

#### C. Using the Remind App to Communicate with Families and Students

1. What is Remind?
2. Setting Up Remind
3. Signing Parents and Students Up
4. Multiple Ways to Use Remind

#### D. Tools to Communicate Class-Wide News

1. Importance of Communicating Class-Wide
2. Creating a Class Website
3. What to Include on a Class Website
4. Creating a Class Newsletter
5. What to Include on a Class Newsletter

#### E. Using ClassDojo to Communicate Behavior with Parents

1. What is ClassDojo?
2. Setting up ClassDojo
3. Why Use Live Chats? What Tools are Available?
4. Getting Started with Google Hangouts
5. Google Hangouts to Speak with Multiple Parents and Single Families

#### F. Online Surveys for Parent Involvement

1. Why Use Surveys to Increase Communication?
2. Create a Survey

#### G. Online Calendar Accessible by Parents

1. Why an Online Calendar Makes a Great Communication Tool
2. How to Set Up a Shared Calendar
3. What to Communicate Through the Calendar

### It Takes a Village: Partnering with Parents

## A. Getting Started

1. Introduction
2. Involving Parents as Educational Partners
3. Seeing Parents as Their Children's First Teachers
4. Clarifying What Parents and Teachers Expect from Each Other
5. Shared Responsibilities
6. Five Steps to Developing School: Family Partnerships pt. 1
7. Five Steps to Developing School: Family Partnerships pt. 2

## B. Families

1. Understanding Parenting Styles
2. Understanding Traditional and Nontraditional Families
3. Kids Raising Kids
4. Single-Parent Families pt. 1
5. Single-Parent Families pt. 2
6. Single Mothers pt. 1
7. Single Mothers pt. 2
8. Single Fathers
9. Blended Families
10. Divorced Families
11. Interethnic Families
12. Immigrant Families
13. Adoptive Families
14. Alternative Lifestyle Families
15. Never-Married Singles
16. Gay and Lesbian Relationships
17. Grandparents Raising Grandchildren

## C. Communications

1. Parent Communications
2. Ways to Communicate with Parents
3. Open Houses, Parent Meetings, and Visits
4. Communicating Through Technology

## **It Takes Village: Partnering with the Community**

### A. Introduction

1. What This Module is about
2. It Takes a Village: Why Partnerships Matter

### B. Community and Home Resources

1. Home Partnerships Start with Communications
2. The Power of a Parent Liaison
3. Business Partners that Matter
4. Kickstart STEM Instruction to Let Partners Help with the Workload
5. Don't Be Afraid to Ask

### C. Learning Activities with Outside Groups/Agencies

1. Big Brothers/Big Sisters, Boys and Girls Club: Agencies Filling a Need
2. Universities: Utilize Service Hours
3. Scouts and Religious Organizations: Always Seeking Opportunities
4. Make it Relevant to Your School

### D. Collaborative and Cooperative Planning

1. PTA/PTO
2. Share the News Everywhere
3. Bring them in with Town Hall Meetings
4. Surveys that Matter
5. PLC: Build a Communication Culture
6. PLC: Systems of Communication
7. PLC: Include all Stakeholders
8. PLC: Action Plans

## **Professional Development Reflection**

- What new ideas or concepts did you learn?
- What teaching practices or concepts were reinforced?
- When applying the strategies and concepts you learned in this course into your daily practice, what went well?
- What would you change?
- How will students benefit from this course?
- What resources or ideas do you want to explore further? What questions or concerns do you still have?

## Course Requirements

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- Complete all the components for the required learning modules and electives relevant to you.
  - Read all contents included
  - View the module
  - Activity and Assessment – at the end of each module you will find a Dolt and Provelt. You must complete each and upload your Dolt as a ShareIt and comment on at least one other ShareIt.
  - Upon completion of all required modules included in the course, the student will write a reflection. The reflection is included on the syllabus.

## Assignments & Grading Percentages toward Final Grade

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The Learner Will:

- Review all content within each module. (10% of grade)
- Complete each module Dolt activity and upload as a ShareIt. (40% of final grade)
- Comment on at least one other ShareIt per module. (20% of final grade)
- Complete module Provelt with a score of 80% or greater. (20% of final grade)
- Complete an end of course survey/reflection that follows the specifications provided (10% of final grade)

## Grading

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**This online course uses Letter Grading (A – F) or Satisfactory/Unsatisfactory (S/U). The grading option must be selected at the time of course registration.**

Hoonuit courses will be graded on an S/U basis unless a special request is made by a district or because of a learner's district of employment's requirements for a letter grade to earn a lane change for pay increases or other significant reasons.

If a letter grade is selected, the learner must complete work to earn a minimum grade of B. To earn a B, the learner must earn at least 13-15 points on the following rubric for one credit.

To earn an A, all Provelts must have a score higher than 90% and earn at least 16-20 points on the rubric for one credit.

<b>Rubric</b>					
<b>Indicators</b>	<b>Beginner 1</b>	<b>Developing 2</b>	<b>Accomplished 3</b>	<b>Exemplary 4</b>	<b>Points</b>
Demonstration of topic knowledge.	The learner does not demonstrate adequate knowledge of the topic.	The learner is beginning to adequately understand the topic.	The learner shows topic competency.	The learner shows topic mastery.	
The project/text has been created at a professional level.	The final project/text has numerous errors, is unorganized, or has problems with clarity.	The final project/text needs attention to errors, organization, and clarity.	The final project/text is mostly error-free, clear, and organized.	The final project/text is error-free, clear, and organized.	
All elements of the Dolt instructions have been completed thoughtfully.	The learner does not meet the majority of the Dolt requirements.	The learner meets most of the Dolt requirements.	The learner meets all of the Dolt requirements.	The learner goes above and beyond Dolt requirements.	
Providing feedback to others: Demonstration of activity knowledge.	The commenter does not demonstrate knowledge of the project/text.	The commenter has demonstrated a basic understanding of the project/text.	The commenter has demonstrated they have read and evaluated the ShareIt.	The commenter demonstrates that they understand the purpose and scope of the project, and have read and evaluated the ShareIt.	

Providing feedback to others.	The commenter has provided unhelpful or unkind feedback.	The commenter has provided basic feedback.	The commenter has provided kind, authentic/genuine feedback, including a minimum of two positive comments, and one needs-improvement comment.	The commenter provides kind, authentic/genuine feedback, and provides more than three suggestions/statements of feedback with a balance between positive and needs-improvement.	
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**Scholastic Dishonesty**

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Students enrolled in this course are expected to be aware of the seriousness of scholastic dishonesty. Unacceptable behavior, such as submitting someone else's work as your own, cheating on exams, or plagiarizing can result in failure of the course or other sanctions. For a more detailed description of these policies, please refer to the UND Code of Student Life; Appendix IIIa-3, at: <http://und.edu/student-affairs/code-of-student-life/>