FITCHBURG STATE UNIVERSITY

New Graduate Course Proposal

Form Procedure
To share the form with others prior to Submitting choose the **Save Progress** option at the bottom.
Create a PDF of the saved form go to Print and choose Save as PDF copy rather than print.
To access the saved form for editing or to finalize submission visit forms.fitchburgstate.edu to log in and view your Pending/Drafts under My Forms.

Course Title

Course Title: Parental Engagement for Student Learning

Proposed Banner Abbreviation: Parentl Engmnt for Studnt Lrng

Banner limit of 30 characters, including punctuation, spaces, and special characters.

Department/Committee Information

The main contact person for the Graduate Curriculum Committee should fill out this form.

Requestor Name: Lisa Moison/Phil Saisa

Members of the Graduate   Karen DeAngelis, Dustin Halterman
Curriculum Committee:

Department / Unit Developing: Education

Department Chair: Dr. Lyndsey Benharris   lbenharr@fitchburgstate.edu

Academic Dean: Dr. Nancy Murray   nmurray5@fitchburgstate.edu

Program Chair   The Program Chair for this request is among the people listed above.
                 ○ Yes
                 ● No
                 ☑ This confirms that the Graduate Program Chair has given approval
                   for the submission of this proposal

Graduate Program   EDLM

The above program would be responsible for scheduling, staffing & assessing this course.

Course Information

Course Description

Effective school leaders address family concerns in an equitable, effective, and efficient manner, and create opportunities for families to inform policies, practices and programs that enhance student learning. Utilizing case studies and other activities, candidates will develop skills, explore options and possibilities and develop a step-by-step plan to connect with and engage parents and families. The majority of work will be directly connected to PAL task 4, as candidates work closely with a group of educators and parents to write a plan to enhance family engagement as they execute one aspect of this plan. Candidates will also understand the requirements for School Site Councils, and the effective roles parents play in this organizational structure. Candidates will identify groups of parents who are underrepresented or less active in school life, and develop outreach strategies to increase engagement with the school. Working throughout the year with a candidate-created group of teachers and parents, this course will greatly assist candidates in completing the requirements of PAL task

Course Objectives

Candidates will understand the critical nature of engaging parents as partners to enhance student learning
Candidates will be able to identify groups of parents who have been underrepresented and underserved
Candidates will understand the necessity to create a school culture that is welcoming to all families
Candidates will develop strategies and techniques to engage a wide range of parents in support of student learning
Through research candidates will understand the essential concepts and behaviors that parents can exhibit to increase student learning.
Candidates will understand the critical nature of effective communication with parents
Candidates will understand the legal and procedural aspects of running an effective school council
Candidates will understand the role of parents in school councils

Candidates will demonstrate knowledge of history, research, educational public policy and current practice in the field of multilingual education.
Candidates will analyze district and school-level data to deepen understanding of multilingual learner demographics.
Candidates will develop strategies to be responsive to the unique needs of linguistically and culturally diverse families and build leaders' understanding of ways to make families feel welcome and part of the school community.

Rationale and expected outcomes of offering the Course

This is a DESE required course for administrator licensure.

What are the Learning Outcomes for the Course?

Knowledge: As a result of the learning experiences in the course, candidates will become more knowledgeable of:
The difference between parental involvement and parental engagement
How to effectively communicate with parents
The legal and logistical components of school councils
The role parents play in school councils
The barriers that prevent parental engagement
The research on how to engage multilingual families
Skill: As a result of the learning experiences in the course, candidates will become better able to:
Communicate effectively with parents
Develop a school community that is welcoming to all families
Work with teachers and professional staff to enhance parental engagement
Lead an effective school council that engages parents as contributing stakeholders
Develop strategies to respond to the unique needs of linguistically and culturally diverse families
Caring: As a result of the learning experiences in this course candidates will:
Be better able to establish strong partnerships with parents
Be better able to clearly communicate essential information to parents
Be better able to work with teachers and professional staff to create a school culture that values all parents
Be better able to include parent's suggestions in the governance of the school
Be better able to meet the needs of families from a diverse linguistic and cultural background
Ethical: As a result of the learning experiences in the course, candidates will become more competent in your ability to:
Be a more effective advocate for all students and families
Be more inclusive in sharing the governance of the school
Be more able to provide for the social and emotional needs of students and parents
Be better able to include families from a wider range of linguistic and cultural backgrounds

Number of Credits: 1 graduate credit

Discipline Prefix or Prefixes:
EDLM

Brief rationale if more than one prefix:

Level of Course:
○ 7000
◉ 8000
○ 9000

Brief rationale for level choice::
Part of a DESE licensure program.

The course will be:
☑ Requirement
☐ Elective

Elective or Requirement Note/Special:
Required only for the FSU/ACCEPT partnership program.

Is there a similar undergraduate course?
○ Yes
◉ No

Does this course affect offerings in any other department or program?
○ Yes
◉ No

Course Enollment

Expected Average Enrollment:
15-20 students

This course is a replacement for:
Course # / Name
EDLM 8055E: Topics: Parental Engagement for Student

Has the course been offered previously as a "Topics" course?
◉ Yes
○ No

How often / when was it offered as a Topics course?
Three times

Is this an Extended Campus Course?
◉ Yes
○ No

Which semester will this course be offered for the first time?:
202510

How often thereafter to be offered?:
Once a year in the fall semester. Has been previously offered in the fall as a topics course.

Course Requirements

Prerequisite course(s) if any:

Additional Requirements
Laboratory Hours:
Fieldwork Hours:
Pre-Practicum Hours:
Practicum Hours:

Other Requirements (specify):

Syllabus Upload

New Course Syllabus Upload: EDLM 8055E Parental Engagement for Student Learning.docx

Signatures

*Click on the **Submit Form** button at the bottom of the page after you have signed the form.*
You should receive an email confirmation that your signature has been completed.

...3930333536

Lisa Moison   01/31/2024
Requester Signature   Date   Academic Dean Signature   Date

...3630353335

Lyndsey Benharris   02/22/2024
Department Chair Approval   Date   SGOCE Dean Signature   Date

Graduate Council
The Graduate Council Chair Signature indicates that the Council has
discussed this proposal and has decided it should move forward.
                                                                 Graduate Council Chair Signature   Date

                                                                 Notifications

Approval of the President   Date   SGOCE Dean Initials   Date

                                                                 Reviewed by the Registrar: Date

Fitchburg State University
<u>EDUCATOR</u> Programs
Comprehensive Syllabus

Semester: Fall   Year: 2023
Course Prefix and Number: EDLM 8055E
Course title: Parental Engagement for Student Learning
1 Credit hour
Day(s) and time of classes: Thursdays, 4:00 – 8:15
Number of Class Meetings: 3 Number of Contact Hours: 12.75

<u>Instructor:</u>   **Dr. David Castelline**
<u>Office:</u>   **ACCEPT Collaborative**
<u>Telephone:</u>   **978 505-7925**
<u>E-mail:</u>   **castellined@gmail.com**
                  dcastell@fitchburgstate.edu
<u>Office Hours</u>: **Thursdays 3:00 – 4:00**

A. <u>COURSE DESCRIPTION:</u> Effective school leaders address family concerns in an equitable, effective, and efficient manner, and create opportunities for families to inform policies, practices and programs that enhance student learning. Utilizing case studies and other activities, candidates will develop skills, explore options and possibilities and develop a step-by-step plan to connect with and engage parents and families. The majority of work will be directly connected to PAL task 4, as candidates work closely with a group of educators and parents to write a plan to enhance family engagement as they execute one aspect of this plan. Candidates will also understand the requirements for School Site Councils, and the effective roles parents play in this organizational structure. Candidates will identify groups of parents who are underrepresented or less active in school life, and develop outreach strategies to increase engagement with the school. Working throughout the year with a candidate created group of teachers and parents, this course will greatly assist candidates in completing the requirements of PAL task 4.

If you plan on matriculating into a graduate program at Fitchburg State University, please be aware that twelve semester hours of Fitchburg State University credit taken within a year prior to the student's admission may be applied to the degree program with the approval of the program chairperson. Anything over 12 credits prior to matriculation will NOT be accepted towards the degree.

Students seeking Fitchburg State University course credit, must register with the university by the deadline given to them by their instructor. Instructions on how to register online for university credit will be provided by the course instructor/provider.

Students seeking graduate credit must have earned a bachelor's degree prior to registering for graduate credit.

B. **TEXTS:** Due to the requirements to read selected articles and the PAL Candidate Handbook there is no designated textbook.

Performance Assessment for Leaders. (2023). *Candidate assessment handbook.*
   https://www.doe.mass.edu/pal/candidate-handbook.docx

Fitchburg State University Teacher Education Conceptual Framework

This course will address the dispositions of the Conceptual Framework in the following way(s):

Knowledge: As a result of the learning experiences in the course, candidates will become more knowledgeable of:

- The difference between parental involvement and parental engagement
- How to effectively communicate with parents
- The legal and logistical components of school councils
- The role parents play in school councils
- The barriers that prevent parental engagement
- The research on how to engage multilingual families

Skill: As a result of the learning experiences in the course, candidates will become better able to:

- Communicate effectively with parents
- Develop a school community that is welcoming to all families
- Work with teachers and professional staff to enhance parental engagement
- Lead an effective school council that engages parents as contributing stakeholders
- Develop strategies to respond to the unique needs of linguistically and culturally diverse families

Caring: As a result of the learning experiences in this course candidates will:

- Be better able to establish strong partnerships with parents
- Be better able to clearly communicate essential information to parents
- Be better able to work with teachers and professional staff to create a school culture that values all parents
- Be better able to include parent's suggestions in the governance of the school
- Be better able to meet the needs of families from a diverse linguistic and cultural background

Ethical: As a result of the learning experiences in the course, candidates will become more competent in your ability to:

- Be a more effective advocate for all students and families
- Be more inclusive in sharing the governance of the school
- Be more able to provide for the social and emotional needs of students and parents
- Be better able to include families from a wider range of linguistic and cultural backgrounds

C. LEARNING OUTCOMES / OBJECTIVES: Through readings, presentations, analyses of cases and discussions:

- Candidates will understand the critical nature of engaging parents as partners to enhance student learning
- Candidates will be able to identify groups of parents who have been underrepresented and underserved
- Candidates will understand the necessity to create a school culture that is welcoming to all families
- Candidates will develop strategies and techniques to engage a wide range of parents in support of student learning
- Through research candidates will understand the essential concepts and behaviors that parents can exhibit to increase student learning.
- Candidates will understand the critical nature of effective communication with parents
- Candidates will understand the legal and procedural aspects of running an effective school council
- Candidates will understand the role of parents in school councils
- Candidates will demonstrate knowledge of history, research, educational public policy and current practice in the field of multilingual education.
- Candidates will analyze district and school-level data to deepen understanding of multilingual learner demographics.
- Candidates will develop strategies to be responsive to the unique needs of linguistically and culturally diverse families and build leaders' understanding of ways to make families feel welcome and part of the school community.

DESE Professional Standards and Indicators for Administrative

Leadership

Standard 1:n English Language Learners

Standard 1:h Accountability

Standard 3a: Family Engagement

Standard 3b:Effective Communication

Standard 3c: Advocacy

Standard 3:e Cultural Awareness

Standard 4:j Team Building

D. INSTRUCTIONAL STRATEGIES

X	Lecture	X	Data Collection and Analysis
X	Discussion/Questioning		Pre-Practicum
	Laboratory	X	Role Playing/Simulation
X	Problem Finding/Solving	X	Independent Learning
X	Discovery		Field Trips
X	Interviewing		Computer Applications
X	Collaborative Learning Groups	X	Viewing or Listening to Followed by Discussing
X	Reflective Responses		Other
	Creating Visual Illustrations of Concepts		

Technology Initiatives: Users of the Fitchburg State University technology systems are subject to all applicable federal, state, and international technology laws. Questions regarding regulations may be directed to the Office of Information Technology.

Candidates will utilize technology as:

• a research tool

• a communication method (email)

- a collection tool for classroom, school, district, and state-wide assessment data ␣SEP␣

- a retrieval tool for classroom, school, district, and state-wide assessment data ␣SEP␣

- an analysis tool for classroom, school, district, and state-wide assessment data. ␣SEP␣

E. <u>COURSE REQUIREMENTS</u>: **<u>Attendance and Participation</u>**

- As a developing professional, you are expected to attend every class session whether face-to-face or online, to be on time, and to communicate with the instructor regarding any absence. Absences will result in a two-point reduction of the final grade. ␣SEP␣

- Candidates are expected to complete all reading assignments. ␣SEP␣

- Candidates are expected to actively participate in online and face-to-face sessions engaging deeply ␣SEP␣with course material, fellow candidates, and the instructor. ␣SEP␣

- Candidates are responsible for meeting course deadlines for all projects and assignments including ␣SEP␣the posting of on-line assignments. ␣SEP␣

F. <u>FIELD-BASED REQUIREMENTS</u>: Candidates are expected to spend a minimum of 10 hours throughout the semester investigating numerous practices, policies, and procedures at their school. These activities will include, but not be limited to reviewing documents, gathering information through interviewing teachers, students, the principal, assistant principals, and parents. Candidates are also expected to survey school staff to determine the effectiveness of many school practices.

G. <u>EVALUATION OR GRADING POLICY:</u>

Grades will be based on mastery of the essential content as demonstrated by:

- *5% Class Participation:* Completing assigned readings, evidenced by being an active, informed participant in table discussion, role-plays, large group discussions, etc.

- ***85% Assignments:*** All assignments must be completed to a degree deemed at least proficient by the instructors. Assignments falling below this standard will be returned with detailed comments for revision. It should be assumed that there will be times when assignments are returned for revision to increase the learning. Making revisions carefully based on feedback from instructors should require only one additional iteration and will lead to deeper understanding.

    o Final paper 60%
    o PTO newsletter 25%

- ***10% Attendance:*** Attendance at all classes is mandatory. Should an unusual or extenuating circumstance intervene, it is essential that the candidate inform all instructors about the reason for any absence. Additional work may be required to make up for any potential lost learning.

Late assignment policy: You are a professional; therefore, deadlines are expected to be met. No credit will be earned for late work. Understandably, life happens sometimes, and we can certainly work out alternatives in the event of an emergency.

H. RUBRICS

Final Papers. (85 % of assignment grade)
The successful completion of a course is marked by your Practicum Supervisor's assessment of your Final Paper as 'Proficient'; papers will be between 5 – 7 pages in length, be in *12-point* font and 1.5 spacing. Exhibits and data can be appended to your Final Paper, but please be very economical in their use. Most likely, there will be several iterations of your Final Papers, submitted and responded to, before your Practicum Supervisor will assess it as 'Proficient'. In addition to the Final Papers, all Lesson Papers and PAL task assignments must be completed to a level of proficiency determined by your Practicum Supervisor.

A completed Proficient Final Paper is due no later than the date listed in the course syllabi.
Final Papers should follow the format below:

1. **Theory:** Explain how at least two or three current researchers assisted your analysis and reflection, briefly noting the article's author and title. Sources are not limited to the specified theory in each course; use theory that serves you.

2. **Data**: What quantitative and/or qualitative data did you use in your analysis? Be specific, who, how and when did you collect the data? Dig deeply into the practices at your school. Be creative in how you gather information. Observe carefully, interview teachers, the principal and parents, examine documents, review practices, etc. You may also attach data as appendices to your Final Papers but please limit them to only those most necessary.

3. **Analysis**: Using relevant data collected from your school, analyze and critique the effectiveness of the practices you observed. What are the strengths and weaknesses? What is working and why? What is not working well and why?

4. **Recommendations:** What would be your recommendations for an alternative, more effective course of action?   Start by thinking, "If I were the educational leader in the situation, what would I do?" Be specific and clear. Take 1 or 2 recommendations and develop a plan for implementation. Thoughtfully lay out a step-by-step plan for how you would implement an idea.

5. **Lessons:** What lessons for your future role as an <u>educational leader</u> will you take from this experience? Determine the 3 – 5 enduring lessons and **briefly explain** why this is important to remember and implement.

Scoring Rubric for Final Papers

	Needs Improvement	**Proficient**	**Exemplary**
Theory	* Mostly opinion, little or no research cited * Only 1 researcher cited * Citation incorrect * Weak connection between research and topic	* 2 or more sources cited * Citation is accurate * Researchers cited are current and relevant * Strong connection between research and topic	* Research is powerful * Research cited is memorable
Data	* Mostly opinion * Limited data * Superficial effort to delve into school	* Data comes from multiple sources * Data is relevant to topic * Data is clear and concise * Data provides information to analyze	* Data is a result of creative effort to dig deep * Data is comprehensive * Data is rich and insightful
Analysis	* Mostly opinion * Restating of data * No judgment or critique * Little thought or analysis	* Analysis makes judgment about effectiveness * Analysis is fair and balanced * Analysis is insightful	* Analysis uses theory to make a judgment about effectiveness * Analysis is creative *Analysis is done from multiple perspectives
	* List of suggestions * No (Little to no) depth of thought	* Multiple suggestions but 1 or 2 ideas fully developed	* Action plan reflects best practice * Action plan thoughtfully

Recommendations	* No action plan * Superficial thinking	* Clear detailed action plan * Step-by-step process is outlined * Action plan would lead to improvement	applies theory * Action plan makes sense * Action plan would lead to significant improvement
Lessons	* Lesson is not clear * Mostly commentary * No lasting value * Not memorable	* Lesson is clear * Elaboration makes sense and adds depth * Lesson has lasting value	* Lesson is powerful and memorable * Lesson could be used as preparation for an interview * Elaboration is compelling and adds much substance

PTO Newsletter Assignment (20% of assignment grade)

In a 1 – 2 page article that could be submitted to the PTO newsletter, describe the essential concepts from the book, Growth Mindset, by Carol Dweck. The article should clearly present Dweck's research, and her findings and be applicable to the parent and student. The concepts should be directly connected to school events or topics.

PTO Newsletter Article Rubric

Need Improvement	Proficient	Exemplary
● Little to no reference to Growth Mindset Book, no citations, quotes, or direct link to content	● Adequate reference to content from Growth Mindset book; concepts are presented in a logical and clear manner	● References to concepts in Growth Mindset book are powerful, and extend the concept to real life situations that are relevant to student and parent, lessons from article are clear, compelling, and applicable
● Little or no connection to issues related to school or life	● Adequate connections to issues related to school or life	● Compelling and memorable connections to issues related to school or life

Rubric for Class Participation

Performance Elements	Inadequate (1 point)	Developing (2 points)	Accomplished (3 points)	Exemplary (4 points)

Engagement and Active Participation	Student never participates in class discussion; fails to respond to direct questions	Few contributions to class discussions; seldom volunteers but responds to direct questions	Proactively contributes to class discussion: asks questions and responds to direct questions	Proactively and regularly contributes to class discussion; initiates discussion on issues related to class topic
Listening Skills	Does not listen when others talk; interrupts or makes inappropriate comments	Does not listen carefully; comments are often unresponsive to discussion	Listens and appropriately responds to the contributions of others	Listens without interrupting and incorporates and expands on the comments of others
Relevance of contributions to topic under discussion	Contributions are off-topic or distract from discussion	Contributions are sometimes off-topic or distract from discussion	Contributions are always relevant	Contributions are relevant and promote deeper analysis of the topic
Preparation	Students is not adequately prepared; does not seem to have read the assigned material	Student has read the material but not closely, or has read only some of the material before class	Student has read and thought about the material before class	Student is consistently well prepared; sometimes adds relevant information beyond the assigned reading

FITCHBURG STATE UNIVERSITY GRADUATE GRADING SYSTEM

4.0   95-100   A

3.7   92-94   A-

3.5   89-91   A-/B+

3.3   86-88   B+

3.0   83-85   B

2.7   80-82   B-

2.5   77-79   B-/C+

2.3   74-76   C+

2.0   71-73   C

0.0   0-70   F

W Withdrawn

IN Incomplete

IP In-Progress

I.   COURSE CONTENT/TOPICAL OUTLINE

Class	Topic	Readings and Assignments
1	Parental Engagement	Read: Parental Engagement all articles 1 – 9 Plus article assigned by level
2	Parental Engagement	**PTO Newsletter article on Growth Mindset**

3	Engaging Parents of ELL Students School Councils	Read: Parental Engagement of ELL Families all articles **Final Paper on Parental Engagement**

Fitchburg State University encourages all Extended Campus students to take advantage of our online student services. We have created a "virtual student center" just for you. Here you will find access to Counseling Services, Career Services, The Student Activity Center, the university bookstore, and many other helpful links. You can access our student center by visiting the university homepage at http://www.fitchburgstate.edu and clicking Offices and Services. Scroll down and click on Extended Campus Center. You will find links to Library Services, our Virtual Student Center and other important information.

FITCHBURG STATE UNIVERSITY␣DISTANCE LEARNING & EXTENDED CAMPUS LIBRARY SERVICES

The Gallucci-Cirio Library at Fitchburg State University provides a full range of library services including borrowing privileges; document delivery (books and articles mailed to your home); Interlibrary Loan; reference assistance via: phone, email, IM, Blackboard's Collaborate tools, Skype and in-person; library instruction via online and in-person at extended campus sites; research help and more. Any questions relating to library services should be directed to the E-Learning & Instruction Librarian, at 978- 665-3062 or dllibrary@fitchburgstate.edu. There is also a special section for Distance Learning and Extended Campus Services at http://fitchburgstate.libguides.com/dlservices outlining the wide range of services available to you and how to access them. Activate your library account online through our ILLiad system at https://fitchburgstate.illiad.oclc.org/illiad; from here you can access articles, books, and media. request forms to get items from our library and from other libraries. If you haven't used ILLiad before, you will need to click on the "First Time User? Create Your Account" link and set up your account.

Students who are currently registered with the university may access any of the library's subscription databases, including an increasing number with full-text, by visiting the Gallucci-Cirio Library's homepage at http://www.fitchburgstate.edu/academics/library and clicking on the Research Databases button in the center of the page. Select the resource you want to access from the alphabetical or subject listing. Once you click on the database title you will be prompted for your Falcon Key logon information; this is the same logon you will use for your Fitchburg State email account and if you have any online Blackboard courses. If you do not know your Falcon Key username and password or if you have any problems logging in, contact the university's Technology Help Desk at 978-665-4500 or helpdesk@fitchburgstate.edu. The Library can issue you a temporary

guest login to access the library's databases while the Technology Department is setting up your account: contact us at 978-665-3062 or dllibrary@fitchburgstate.edu

All registered Fitchburg State University students are eligible for a Fitchburg State University OneCard ID which also serves as his/her library card. If you have not received your OneCard yet, you can still access all of our online services as long as you have activated your library account through ILLiad. After activation by the Gallucci-Cirio Library and receipt of your OneCard, students may access participating Massachusetts State College/University Libraries and you may request an ARC Card to

access participating libraries in the Academic and Research Collaborative (ARC) during the current semester. OneCards are available on campus all year round. Students wanting a OneCard must either complete the online Extended Campus OneCard request form at http://www.fitchburgstate.edu/offices/technology/onecard/ or present a course registration confirmation at the One Card Office in the Anthony Building of the main campus. Please call 978-665-3039 for available times or if you have any questions about your One Card.

UNIVERSITY AND EDUCATION UNIT POLICIES Policy on Disability

Disability Services is the primary support system for students with disabilities taking classes in the day and evening divisions. The office is located on the third floor of the Hammond Building and can be reached at 978-665-4020 (voice/relay). If you need course adaptations or accommodations because of a disability, if you have emergency medication information, or if you need special arrangements in case the building must be evacuated, please make an appointment at the beginning of the course to talk with me. It is important that the issues relating to disabilities be discussed with me as soon as possible.

Attendance and Participation

1. As an emerging professional, you are expected to attend every class session, to be on time, and to communicate with the instructor regarding any absences. Absences and tardiness may result in a permanent grade change. Attendance at all pre-practicum sessions is mandatory.

2. Participation in class discussions and cooperative groups is expected. All candidates are responsible for meeting required deadlines on projects and assignments; your ability to complete tasks in a timely fashion demonstrates professional maturity and an ability to organize and manage time. Completion of assigned reading is imperative to your individual development as a professional.

3. All of these behaviors regarding attendance, preparation, and meeting deadlines are critical for successful teaching and thus are factored into the final grade.

Education Unit Computer Literacy Requirement

All assignments must be typed, doubled-spaced, and use APA format when appropriate. Refer to Internet Resources for Writing on the Fitchburg State University website for assistance.

You are expected to use word processing for all assignments (unless otherwise instructed). [If your course has other requirements list those also, e.g., 'You are expected to use email for dialogues with other class members, to examine the use of software in the field, and to use the Internet to obtain information, ideas and resources.']

Cellular Telephones and Other Devices

Kindly turn-off cellular telephones during class time and field experiences and place them in book bags or purses. Please no texting in class. It reflects negatively upon you as a developing professional. Once class begins and if use of the laptop is not required, all laptops should be closed during class time so that your full attention can be focused on your colleagues and the discussion or lecture in progress. If you prefer to take class notes on your laptop, please inform the instructor. You are on your honor to be focused on note taking and not on email, Facebook or other technological enterprise not germane to the class in progress. Thank you in advance for your consideration of colleagues and students.

Grade Appeal

If you disagree with the evaluation of your work or believe an improper grade has been assigned, an appeal may be followed. Please discuss the matter with the instructor and refer to the Fitchburg State University Grade Appeal Policy in your Student Handbook located: athttp://www.fitchburgstate.edu/uploads/files/EducationUnit_NCATE/Standard2/narrative/Student_Hand book_Web_1213.pdf

Academic Integrity Policy

The faculty in the Education Unit at Fitchburg State University that work submitted in fulfillment of course requirements will be solely that of the individual candidate and all other sources will be cited appropriately. University Academic Integrity Policy, as outlined in the University Catalog, will be strictly adhered to.

Copyright Policy

You are reminded that, in preparing handouts for peers or the instructor, reproduction of copyrighted material without permission of the copyright owner is illegal. Such unauthorized copying may violate the rights of the author or publisher. Fitchburg State University adheres to federal laws regarding use of copyrighted materials. See the Electronic Use of Copyrighted Materials on the Fitchburg State University website for more details.

I. READING AND RESOURCES:

Parental Engagement Articles

Essential to Read for All Levels

1. Kayser, A., (2017) Family Values: An Immigrant Teacher's Story. *Educational Leadership*: Vol. 75, No. 1: pp. 76-79, September 2017.
2. El Yaafouri-Kreuzer, L., (2017) How Home Visits Transformed My Teaching. *Educational Leadership*, Vol. 75, No. 1: pp. 20-25.
3. Ferlazzo, L., (2011) Involvement or Engagement?, *Educational Leadership*: Vol. 68, No. 8: pp. 10-14.
4. "The Blackstone Innovation School: Home Visits Protocol", 2014-15
5. Jeynes, W. H., (2010) The Salience of the Subtle Aspects of Parental Involvement and Encouraging that Involvement: Implications for School-Based Programs. *Teachers College Record*: pp. 747-774.
6. Thiers, N., (2017) Unlocking Families' Potential: A Conversation with Karen L. Mapp, *Educational Leadership*: Vol. 75, No. 1: pp. 40-44.
7. Jeynes, W. H., (2010) What Kind of Parent Involvement Makes the Biggest Difference?" Review of "The Salience of the Subtle Aspects of Parental Involvement and Encouraging that Involvement: Implications for School-Based Programs, *Teachers College Record*: pp. 747-774.

* Plus, for elementary candidates:
1. Zacarian, D, Silverstone, M, (2017) Building Partnerships Through Classroom-Based Events, *Educational Leadership*: Vol. 75, No. 1: pp. 12-18.
2. Henderson, A. T., Carson, J Whipple, M., (2011) Making the Most of School-Family Compacts, *Educational Leadership*: vol. 68, no. 8: pp. 48-53.

* Plus, *for middle school candidates:*
1. Zacarian, D., Silverstone, M. (2017) Building Partnerships Through Classroom-Based Events, *Educational Leadership*: Vol. 75, No. 1: pp. 12-18.
2. Hill, N. Tyson, D. F. (2009) Parental Involvement in Middle School: A Meta-Analytic Assessment of the Strategies That Promote Achievement *Developmental Psychology*, vol. 45, no. 3: pp. 740-763.

* Plus, for high school candidates:
1. Adkins, S. J., (2017) Beginning Again With Marginalized Parents, *Educational Leadership*: Vol. 75, No. 1: pp. 34-38.
2. Ferguson, C., Rodriguez, V., (2005) Engaging Families at the Secondary Level: What Schools Can Do to Support Family Involvement? *The National Center for Family and Community Connections with Schools*.

Parental Engagement of ELL Families

1. Breiseth, L. (2011) A Guide for Engaging ELL Families: Twenty Strategies for School Leader,, *Colorin Colorado*.
2. Breiseth, L, (2016) Getting To Know ELLs' Families, *Educational Leadership ASCD*, vol. 73/5
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