I. **Catalog Description and Credit Hours of Course:**

Emphasizes teacher and school administrator role in the development of parent/school partnerships, and techniques and strategies of effective collaboration. (3)

II. **Prerequisite(s):**

III. **Purposes or Objectives of the Course:**

Upon completion of this course it is expected that the student will be able to

A. express a comprehensive view of the importance of the parent/teacher/school administrator relationship to child success in school.

B. discuss the National Board of Professional Teaching Standards pertaining to parent/teacher/school administrator relationships.

C. demonstrate techniques for communicating assessment and pupil progress information reflected in the Missouri Show-Me-Standards to parents.

D. formulate strategies for working effectively with school administrators in involving parents in the school decision-making process.

E. demonstrate strategies for communicating school policies and procedures to families and members of the community.

F. exhibit skills needed in working with parents of children with special needs and parents of children representing diverse populations.

G. discuss international issues and strategies of parent/school partnerships.

IV. **Expectations of Students:**

Students will

A. attend class regularly, read assigned materials, and participate actively in class discussions.

B. attend a parent meeting in local school. Prepare a written description/analysis of the program events; observable roles played by parents, teachers, administrator in the meeting; evidences of a spirit of collaboration among the groups, and effectiveness of the event.

C. develop a table of contents for a parent/teacher handbook or a parent/teacher newsletter.
D. prepare an annotated bibliography of 20 articles from professional journals related to the importance of parent/teacher/administrator collaborations in education.

E. prepare a 5 page paper on an assigned topic related to parent/school collaborations.

V. Course Content or Outline:  

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<tr>
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<th>Hours</th>
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<tr>
<td>A.</td>
<td>Beyond open houses, fund raisers, and room mothers: What research tells us about parent involvement in schools.</td>
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| B. | Professional teaching standards pertaining to parent/teacher relationships  
- National board of professional teaching standards: Standard VII  
- Federal and State legislation  
- Federal and State initiatives and programs | 6 |
| C. | Barriers and bridges to collaborations/partnerships  
- District policies related to involvement of parents in school activities/decisions  
- Impact of building principal on building partnerships/collaborations  
- Negative parent attitudes toward school  
- Negative teacher attitudes toward families and family involvement | 5 |
| D. | Sharing policies and procedures: Creating an effective parent handbook  
- Characteristics of school handbooks  
- Developing a handbook: A shared process | 6 |
| E. | Assessing and reporting pupil progress  
- Assessment and evaluation information related to pupil performance  
- Informing parents of the child’s development and academic status  
- Incorporating parent input into assessment and evaluation | 6 |
| F. | Planning and implementing effective parent conferences  
- Parent views of parent/teacher conferences  
- Parent-teacher-child conferences  
- Parent-teacher-administrator conferences  
- Transition and individualized education program (IEP) conferences | 5 |
| G. | Effective school models of family involvement  
- Building a collaborative environment  
- Use of technology to link families to the school  
- Establishing family resource centers  
- Learning from the parent partnership in Chicago and school reform | 6 |
| H. | Looking at parent/school partnerships internationally  
- Commonalities in barriers and bridges  
- Policies, support, and actions essential for effective partnerships  
- Models of family involvement and school improvement | 6 |

VI. Textbook(s) and other Required Materials and Equipment:  


B. Selected readings
VII. **Basis for Student Evaluation:**

Grade for the course will be based on student performance on course assignments, papers, and exams.

VIII. **Knowledge Base:**


Selected Websites:

Rethinking Schools
http://www.rethinking schools.org/

Project P/Pride (Parents as Full Partners in the Education of their Children)
http://pride.soe.uaa.alaska.edu/www/pride/Parents/ParentInvolvement.html

Parent Involvement in Children’ Education: Efforts by Public Elementary Schools