SYLLABUS

ADVANCEMENT COURSES™
A Wiley Brand

Forming Community Partnerships to Access Educational Resources

15 Clock Hours
Why should teachers take our courses?

A Focus on Student Success
Fostering student success in both academics and social-emotional growth is the main focus of all of our courses. Our courses are filled with strategies, techniques, and activities that are directly tied to improving student achievement in the classroom.

Classroom Applicable
We believe that professional development should be directly related to the classroom, so our courses are designed to include valuable resources for the classroom, innovative strategies and perspectives, and activities aimed at developing content teachers can use in the classroom immediately.

Authentic Assessments
As every subject and grade range has its own needs, we have designed our courses to include authentic assessments that mirror the type of work teachers do in the classroom. With case studies, active reading exercises, and time for developing student-facing activities, our courses provide consistent opportunities to express learning in an authentic manner.

Reflective Practice
A key component of all of our courses is time dedicated to reflective practice. Each course includes a journaling component, which prompts the teacher to connect the reading to their practice, experiences, student population, and school community.

Connection to Special Populations
While many professional development courses may tack on a section on special populations at the end, we believe that knowledge of special populations is integral to all subjects and grade ranges. The majority of our courses include direct strategies for working with exceptional students (special needs, English Language learners, at-risk students, and gifted and talented students).

Professional Learning Community
A dedicated online community space allows teachers to interact with course instructors and their peers, sharing resources, exploring new ideas, and connecting with other educators from across the country.
Forming Community Partnerships to Access Educational Resources

Course Description

It’s no secret that schools have limited resources to prepare students for the real world. Students benefit tremendously when educators collaborate with the community to provide authentic learning experiences and resources so students can get a taste of how they’ll use what they’re learning outside the classroom walls. The challenge lies in how to form these partnerships.

In this course for school leaders, you will explore methods for seeking out and partnering with community members to gain a variety of resources for your school. You’ll learn from other school leaders who have successfully built a network of contacts and resources, and develop strategies to help you do the same in your community. In addition, you’ll learn how to create a well-balanced presentation of your schools’ current needs to energize community members to get involved.

By the end of the course, you’ll have a practical plan to drive more educational opportunities for your students through the power of community partnerships.

Connections to Practice

This course provides the following classroom connections:

- Examples of how to develop strategy to effectively seek out community members as resources
- Strategies on how to create a network of varied community members with whom they can establish partnerships
- Understand the steps of how to initiate a plan to acquire a variety of resources within their community
- Explore methods on how to effectively collaborate with community members and their established partnerships to gain resources
- Resources on how to use community resources and collaborations in order to affect policy and practice development in their education system
- Understanding of the process of utilizing community resources and collaboration so they may attempt to affect policy and practice development in order to create ways to drive educational opportunities for students

Course Outcomes

In this course, participants will:
• Develop a strategy to effectively discover and evaluate community members for resources.
• Create a network of varied community members with whom they can establish meaningful partnerships.
• Formulate and initiate a plan to acquire a variety of community resources through their partnerships.
• Explore and choose methods on how to effectively collaborate with community members to gain resources.
• Leverage community resources and collaborations to select and formulate best policy and practice development in their education system.
• Design their process of generating community resources, fostering collaboration, and building on policy and practice development to create ways to invent educational opportunities for their students.

Charlotte Danielson Framework for Teaching Alignment

Domain 4: Professional Responsibilities
4c Communicating With Families
4d Participating in the Professional Community
4e Growing and Developing Professionally
4f Showing Professionalism

Course Engagement and Resources

The activities and engagement options for the course have been designed to align with guidelines and considerations of Universal Design for Learning. This course aims to:

- Provide the learner with multiple means of representation.
- Provide the learner with multiple means of action and expression.
- Provide the learner with multiple means of engagement.

Your course facilitator will be available to you to answer questions and provide written feedback on your final project. Additionally, within the Moodle LMS, you will have access to a collection of community resources through which you will be able to further explore course concepts through collaboration with facilitators and peers.

Materials

Online reading, viewing, and listening resources will be provided in each module.
Method of Evaluating Student’s Performance

<table>
<thead>
<tr>
<th>Assignment Category</th>
<th>Total Point Value</th>
<th>Percentage of total possible points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>5 points</td>
<td>30%</td>
</tr>
<tr>
<td>Assignment: Self-reflection and goal setting, concept practice questions, and discussion forums</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Project</td>
<td>10 points</td>
<td>70%</td>
</tr>
</tbody>
</table>

*Please note that you must receive a percentage of 80% or higher for successful completion of this course. Completion of all activities is required to receive credit.

Assessments

Self-Reflection and Goal Setting

This course will include a self-reflection and goal setting assignment in the first module, in which each learner will articulate what he or she hopes to learn and achieve by taking the course. Learners will be guided to reflect briefly upon their intentions for the course and to set one to two specific (SMART) goals for their learning.

Concept Practice

These automatically scored questions will appear in each module and will cover concepts discussed in the module. Immediate feedback will be provided for each question.

Discussions

Discussions will appear in each module and include questions about concepts that appear in the module.

Learners will be expected to post one original response to the prompt and respond to two peers.

Discussions will be evaluated on a pass–fail basis, per the following guidelines for completion:

- Participant satisfactorily shares thoughtful reflections and responds to colleagues in a respectful and engaging way.
- Participant provides an adequate level of detail in entries.
- Examples are satisfactorily helpful and informative and foster discussions or demonstrate substantial reflection.
- Participant’s responses are clear and well written and employ proper APA citation.
Final Project

The final project for each course will appear in the final module and include a prompt that aligns with each category (including the “evaluate” and “create” categories) of Bloom’s taxonomy, building on the concepts from each module.

Final projects will be designed for the learner to create an implementation plan that demonstrates application and understanding of concepts and skills learned through each module of the course.

The final project will be evaluated using the following rubric:

<table>
<thead>
<tr>
<th>Focus Areas</th>
<th>Does Not Meet Expectations (1 point)</th>
<th>Partially Meets Expectations (3 points)</th>
<th>Meets Expectations (4 points)</th>
<th>Exceeds Expectations (5 points)</th>
</tr>
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<tbody>
<tr>
<td>Knowledge of Course Content</td>
<td>Project relates incomplete or incorrect information about course concepts. The learner provides an unclear reflection upon how he or she will evaluate personal progress toward established course goals.</td>
<td>Project relates superficial information about course concepts. The learner provides a superficial reflection upon how he or she will evaluate personal progress toward established course goals.</td>
<td>Project relates clear information about course concepts. The learner provides a satisfactory reflection upon how he or she will evaluate personal progress toward established course goals.</td>
<td>Project relates detailed and thorough information about course concepts. The learner provides a detailed reflection upon how he or she will evaluate personal progress toward established course goals.</td>
</tr>
<tr>
<td>Alignment of Student Outcomes</td>
<td>Project’s alignment to course learning outcomes is unclear or absent.</td>
<td>Project aligns with 1–2 course learning outcomes.</td>
<td>Project aligns with 2–3 course learning outcomes.</td>
<td>Project aligns with 3–5 course learning outcomes.</td>
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Course Outline

Module 1

Education leaders, administrators, teachers, and parents across all states know how lacking the correct resource or connection to access the correct resource can diminish effectiveness in learning. It is essential for school leaders to take charge and learn how to effectively seek out resources and create liaisons in the community just as other industries do.

In this lesson, the learner will be able to develop their own strategies to effectively seek out community members as resources by learning from examples provided in the course content.
The learner will also have the opportunity to learn how to create their own network of varied community members through the analysis of examples from other leaders who have successfully done so, and through analysis of suggestions and tips for effective network expansion.

Initiating the development of a plan for acquiring a variety of resources from the community will be the last task in this lesson. This is where the learner will be able to interact with readings, media, and other content to learn how to create a well-balanced presentation of their school’s current needs to the network of community members with whom they wish to collaborate.

**Learning Outcomes**

By the conclusion of this module, you will be able to do the following:

- Compare examples of how to develop strategy to effectively seek out community members as resources.
- Create a network of varied community members with whom you can establish partnerships.
- Initiate a plan to acquire a variety of resources within your community using your network.

**Agenda**

Review the reading, viewing, and listening resources provided in Module 1, and complete the:

- **Self-Reflection and Goal Setting Activity**: in this discussion forum, you will articulate what you hope to learn/achieve because of the course. Please reflect briefly upon their intentions for the course and to set 1-2 specific (SMART) goals for your learning.
- **Introductory Forum**: in this discussion forum, you will have an opportunity to introduce yourself and meet other learners in the course.
- **Module 1 Content Lesson**: The content lesson serves to introduce and explain the topics and concepts for the module, and their applications in the classroom setting.
- **Module 1 Discussion Forum**: in this discussion forum, you will provide an original response to a question posed about topics in the Module 1 Content Lesson and respond to the original postings of your peers.

**Module 2**

Creating a diverse and robust network of community members with whom to engage is essential for any leader who wishes to collaborate with colleagues in an influential and effective manner. Establishing productive relationships with community members where collaboration efforts can generate resources for your school community must be nurtured. To achieve the most success at fueling new practice and policy development in your education system, you must actively explore new ways to leverage community connections and resources.

In this lesson, learners will examine methods and techniques to skillfully collaborate with established partners while pursuing the goal of procuring resources for their school communities. They will also explore proven ways to use community resources and community member collaborations to affect practice and policy development in their school communities.
**Learning Outcomes**

By the conclusion of this module, you will be able to do the following:

- Explore methods on how to effectively collaborate with community members and established partnerships to gain resources.
- Use community resources and collaborations to affect policy and practice development in your education system.

**Agenda**

Review the reading, viewing, and listening resources provided in Module 2, and complete the:

**Module 2 Content Lesson:** The content lesson serves to introduce and explain the topics and concepts for the module, and their applications in the classroom setting.

**Module 2 Discussion Forum:** in this discussion forum, you will provide an original response to a question posed about topics in the Module 2 Content Lesson and respond to the original postings of your peers.

**Final Project:** For your final project, you will construct a plan for how you will implement the course concepts with an audience of your choosing. The plan you create and the audience that you choose should be designed to suit your professional role.

**Course Evaluation Survey**

**Technology Requirements**

Please review the [System Requirements for Moodle](#).

**Netiquette Policy**

Anyone enrolled in online courses has the right to learn in an environment where all individuals are treated equitably and with respect. Behaviors in the course that interfere with the learning experience are not permitted. Disruptive or disrespectful behaviors may result in dismissal from the course.

To maintain a positive, professional, and supportive online environment for this class, learners should adhere to the following standard guidelines. Everyone is expected to:

- Show respect for the facilitator and for other learners in the class, including use of polite, professional tone, respecting and valuing the privacy of other learners, and expressing differences of opinion in a polite and rational way.
- Maintain an environment of constructive criticism when commenting on the work of other learners by offering feedback that is supportive and helpful in nature.
- Contribute relevant topics and ideas when involved in group discussions or other collaborative activities.
Use appropriate grammar and structure in online communication and refrain from use of all capital letters, as this equates to and can be interpreted as shouting in the online environment.

**Compliance With the Americans With Disabilities Act**

In compliance with Section 504 of the Rehabilitation Act and the Americans With Disabilities Act, participants who have any condition, either permanent or temporary, that might affect their ability to complete this course are encouraged to reach out to support@advancementcourses.com at the beginning of the course. We will make reasonable academic and accessibility accommodations to the course.

**Academic Integrity**

Honesty is an essential aspect of academic integrity. Individual students are responsible for doing their own work and submitting original assignments per the course directions. Plagiarism and cheating of any kind will not be tolerated.

*Plagiarize:* “To steal and pass off (the ideas or words of another) as one’s own without crediting the source; presenting as new and original an idea or product derived from an existing source” ([Webster’s new collegiate dictionary](https://www.dictionary.com/browse/plagiarism), 1973, p. 870). This includes using information from the Internet without citing the website. Avoid plagiarism by appropriately acknowledging the source of the author’s words and ideas.

*Cheating:* Submitting or presenting an assignment as your own when it was written or created by someone else is not permissible in this class.

**References**

Coalition for Community Schools. (2020). *National models.*

Community Tool Box. (2020). *Section 8. Identifying community assets and resources.*


Lua, A. (2016, September 28). 15 social media podcasts to take your skills to the next level. *Buffer.*


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