SYLLABUS

ADVANCEMENT COURSES™
A Wiley Brand

Partnering with Parents for Student Success

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.
Partnering With Parents For Student Success

Course Description

According to Dr. Susan M. Sheridan (n.d.), “Research shows that when a partnership approach between parents and teachers is evident, children’s work habits, attitudes about school and grades improve. They demonstrate better social skills, fewer behavioral problems and a greater ability to adapt to situations and get along.” As educators, we want what’s best for our students! It is our job to establish, foster, and maintain productive relationships with parents so that our students can be successful.

This course will introduce you to the importance of regular, effective communication with parents since all good relationships are built upon trust, openness, and regular communication. After developing a clear understanding of why communication is necessary, you will begin to explore how to create such opportunities within your classroom. Next, you will learn exactly how create and foster meaningful partnerships with parents. Parents can be partners in many ways, ranging from supporting their children at home, volunteering in the classroom, taking part in important decision making, and much more! After diving deeply into examples of parent partnerships, you will develop a plan for forging parent partnerships within your own classroom and school community.

By the end of this course, you will be equipped with the knowledge and skills necessary to create meaningful partnerships with parents that last.

Connections to Practice

This course provides the following classroom connections:

- Exercises to assess your current level of parent engagement
- Best practices for effectively communicating with parents
- Techniques for involving parents in their children’s education
- Ways to promote meaningful parent partnerships

Course Outcomes

In this course, participants will:

- Reflect upon current parent–teacher partnerships with the purpose of identifying current strengths and gaps in the classroom and school community.
- Evaluate the importance and benefits of forging parent–teacher partnerships in order to increase parent engagement within the classroom and school community.
- Create opportunities for productive parent communication so that parent relationships can be created and maintained.
- Develop an implementation plan for fostering long-lasting partnerships with parents in order to increase student achievement and parent engagement.
Charlotte Danielson Framework for Teaching Alignment

Domain 2: The Classroom Environment
2b Establishing a Culture for Learning

Domain 4: Professional Responsibilities
4c Communicating With Families
4d Participating in the Professional Community
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>
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</tbody>
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*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>
</thead>
<tbody>
<tr>
<td>Knowledge of Course Content</td>
<td>Project relates incomplete or incorrect information about course concepts.</td>
<td>Project relates superficial information about course concepts.</td>
<td>Project relates clear information about course concepts.</td>
<td>Project relates detailed and thorough information about course concepts.</td>
</tr>
<tr>
<td></td>
<td>The learner provides an unclear reflection upon how he or she will evaluate personal progress toward established course goals.</td>
<td>The learner provides a superficial reflection upon how he or she will evaluate personal progress toward established course goals.</td>
<td>The learner provides a satisfactory reflection upon how he or she will evaluate personal progress toward established course goals.</td>
<td>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>
</tr>
</tbody>
</table>

**Course Outline**

**Module 1**

Dr. Susan M. Sheridan (2018) states that “partnerships are most powerful when they include three main components, represented as the ‘3 C’s’: communication, consistency and collaboration” (“The Three C’s” section). This module will focus on consistent communication, which is a must when establishing relationships with parents.

The purpose of this module is to dive deep into the realm of parent–teacher communication so you can become well-versed in the importance of communicating with parents regularly throughout the year. In this module, you will assess your current communication practices with your students’ parents to identify any strengths and gaps in your classroom. You will also explore various effective strategies, ideas, and platforms for communicating with parents. By expanding your knowledge on parent–teacher communication, you will be able to reflect on potential barriers to communication and learn strategies to overcome them. By the end of this module, you will be able to create a plan to productively communicate with the parents of your students.

**Learning Outcomes**

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

- Assess your current parent communication practices so that you can build upon current strengths and address weaknesses.
• Examine different strategies, platforms, and ideas for parent communication with the purpose of future implementation.
• Explore potential challenges and possible solutions with regards to parent communication so that you can address and prevent barriers within your classroom.

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

Module 1 presented a deep exploration of communication. You learned how to effectively communicate, which platforms to use, and how to overcome potential communication challenges. You now know that communication is truly the backbone of effective parent–teacher partnerships.

Now that you are an expert on parent communication, it is time to think critically about how this communication will be the basis of parent engagement and partnerships. Dr. Susan M. Sheridan (n.d.). notes that “collaboration will be easier if communication is frequent” (“Collaboration,” para. 1), which is exactly why we explored communication in Module 1.

In this module, we’ll discuss consistency (the home–school connection) and collaboration (involving parents). In addition to communication, healthy parent partnerships also require parental involvement at the school and home levels. There are many ways to involve parents! These can include involving them in important decisions, asking them to volunteer in your classroom, bridging the gap between home and school learning, and much more!

The point of this module is to learn about the multitude of ways to collaborate with and involve parents in your classroom and in their children’s education, as well as the overall school community. You will begin by evaluating your current level of parent engagement and relationships to identify any gaps or strong points. You will also learn about possible challenges to parent partnerships and how to overcome them. Finally, you will develop a thorough plan for forging strong and productive partnerships with the parents of your students.

Learning Outcomes

By the conclusion of this module, you will be able to do the following:
• Assess your current level of parent involvement and engagement so you can build on strengths and address potential gaps.
• Examine various ways to involve and forge relationships with parents so you can develop an implementation plan.
• Identify potential challenges with parent partnerships and possible solutions for the purpose of overcoming barriers.

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*, 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


Student achievement is at the core of everything we do.

Since 1988, Advancement Courses has been a **leader in professional development**, providing expertly-crafted, classroom-applicable courses to thousands of teachers across the country.

Our extensive online curriculum includes **over 280 graduate-level, self-paced courses in 20 different subject areas** covering both foundational topics and emerging trends in K-12 education.

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<table>
<thead>
<tr>
<th>Online Instruction</th>
<th>Social &amp; Emotional Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity, Equity, &amp; Inclusion</td>
<td>Special Needs &amp; ESL/ELL</td>
</tr>
<tr>
<td>District/School Improvement Plans</td>
<td>Core &amp; Specialized Content Areas</td>
</tr>
<tr>
<td>STEM &amp; Technology</td>
<td>Teacher Training &amp; Retention</td>
</tr>
</tbody>
</table>

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