



**College of Education
Curriculum and Instruction**

ITP 473/573: Community Engagement and Collaboration

Summer 2025

Online Synchronous/Hybrid

Instructor:

Pronouns:

Office:

Availability:

[Phone]:

[Email]:

Course CRN(s):

Credits: 3

[Course Location]:

[Course Meeting Schedule]:

Course Catalog Description

Explores conceptualizations of teacher connections with families and community engagement. Offers rationale and practical strategies for becoming a community-centered teacher. Examines barriers faced by families, relevant community resources, culturally relevant communication, and the role of the teacher in the family system and larger community.

Course Introduction and Working Assumptions

To successfully support students as whole people, teachers must attend to developing caring relationships with families and engaging with the communities of which students are a part. School norms are typically based in whitestream, patriarchal ways of knowing and doing, and teachers must be able to connect with all families, including those whose ways of knowing and doing do not align with school norms. Knowledge of each child's family and communities should be integrated into teachers' instructional planning, and teachers should be prepared to act as cultural mediators and allies with families and students.

The current sociopolitical context of language minority students and their families reveals the crucial role in our work as teachers, advocates, and community partners. With so much at stake and when oftentimes the political becomes personal, our emotions and vulnerabilities may lead to difficult conversations which at times might feel uncomfortable for some. Keeping this in mind, I encourage you to engage in candid, honest, respectful, and thoughtful dialogue. Throughout our course, we will revisit and practice our [community expectations](#) so that we can grow and learn from each other.

Classroom Requirements for All Students and Faculty Due to Covid-19

[This statement was created to support faculty who are teaching face-to-face]. Use as appropriate.

The University has established rules and policies to make the return to the classroom as safe as possible. It is required for everyone to follow all the Return to Campus rules and policies. To participate in this class, PSU requires all students to comply with the following.

Vaccination

Be vaccinated against COVID-19 and complete the COVID-19 vaccination attestation form. Those students with medical or nonmedical exemptions or who will not be on campus at all must complete the process described on the “COVID-19 Vaccine Exemption Request Form” to establish those exemptions.

Health Check, Illness, Exposure or Positive Test for COVID-19

- Complete a self-check per CDC guidelines before coming to campus.
- If you are feeling sick and have been exposed to COVID-19, do not come to campus. If you need medical attention, please consider calling The Center for Student Health and Counseling (SHAC) to discuss your symptoms and situation at 503-725-2800. They will advise you on testing, quarantine, and when you can return to campus.
- If you test positive for COVID, do not come to campus. SHAC will advise you on quarantine, notification of close contacts, and when you can return to campus.
- Please notify me (i.e., your instructor) should you need to miss a class period for any of these reasons so that we can discuss strategies to support your learning during this time.
- If I become ill or need to quarantine during the term, either I or the department chair will notify you via PSU email about my absence and how course instruction will continue.

Guidance May Change

Please note that the University rules, policies, and guidance may change at any time at the direction of the CDC, State, or County requirements. Please review the University’s main [COVID-19 Response webpage](#) and look for emails from the University on these topics.

Access and Inclusion for Students with Disabilities

PSU values diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. My goal is to create a learning environment that is equitable, usable, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning,

please notify me. The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment.

If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the [Disability Resource Center](#) to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC is located in 116 Smith Memorial Student Union, 503-725-4150.

- If you already have accommodations, please contact me to make sure that I have received a faculty notification letter and to discuss your accommodations.
- Students who need accommodations for tests and quizzes are expected to schedule their tests to overlap with the time the class is taking the test.

Safety Resources

- Please see the [Safety Measures in the College of Education web page](#)
- For information about PSU’s emergency preparedness, please go to the [Fire and Life Safety web page](#) for information.

[Complete Professional Standards for the Program](#)

Specific standards addressed in this course are linked in the table below.

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Course Learning Outcomes, Standards, and Assessments

Course Outcome	COE Conceptual Framework, Dispositions, and SEL Framework	Professional Standards	Assessment
TCs will be able to work with families to overcome barriers by setting up support systems in and out of school.	CF1.1 , CF1.2 , CF2.1 , CF2.2 , CF3.1 , CF3.2 DISP1a , DISP1b SEL1b , SEL1c , SEL2a , SEL3a , SEL3b , SEL3c , SEL4b , SEL4c , SEL5b , SEL5c	MS12 , MS16 INTASC1c INTASC4a INTASC4b FER2.1 AAQEP1c AAQEP2a	Class discussions, reflection, community map, introduction project, engagement project
TCs will be able to access appropriate community resources	CF1.1 , CF1.2 , CF2.2 CF3.1 , CF3.2 SEL1c , SEL2a ,	MS12 , MS16 INTASC1c INTASC4a	Class discussions, reflection, community

that can be critical for ensuring academic success.	SEL4b , SEL4c , SEL5c T2.1	INTASC4b FER2.1 AAQEP1c AAQEP2a	map, introduction project, engagement project
TCs will be able to use culturally relevant strategies to connect and communicate with students and their families.	CF1.1 , CF1.2 , CF2.1 CF2.2 , CF3.1 SEL1a , SEL1b , SEL3a , SEL3b , SEL4b , SEL4c , SEL5c T2.3	MS9 , MS10 MS16 INTASC1c INTASC4a INTASC4b AAQEP1c AAQEP2a	Class discussions, reflection, community map, introduction project, engagement project
TCs will be able to build a community around each student that allows partnership between the home, school, and larger community.	CF1.1 , CF1.2 , CF2.1 CF2.2 , CF3.1 , CF3.3 CF4.1 SEL1a , SEL1b , SEL2a , SEL3a , SEL3b , SEL3c , SEL4b , SEL4c , SEL5c	MS9 , MS10 MS16 INTASC1c INTASC4a INTASC4b AAQEP1c AAQEP2a	Class discussions, reflection, community map, introduction project, engagement project
GRADUATE STUDENTS: Graduate-level teacher candidates will be able to synthesize existing theoretical and empirical scholarship and analyze classroom data to make strategic decisions that benefit students.			Engagement Project Implementation and Reflection

Required Texts

Grant, K. & Ray, J. (2018). *Home, school, and community collaboration: Culturally responsive family engagement (4th Ed)*. Sage.

To be provided by instructor:

Benner, M., & Quirk, A. (2020). *One size does not fit all: Analyzing different approaches to family-school communication*. Center for American Progress.

<https://www.americanprogress.org/article/one-size-not-fit/>

Cornell Gonzales, G., & Treviño, E. (2017, August 7). What does it mean when your teacher changes your name? *Rethinking Schools*.

<https://rethinkingschools.org/2017/08/07/what-does-it-mean-when-your-teacher-changes-your-name/>

- Goodman, K., & Upstate, C. (2016). Encouraging family involvement through culturally relevant pedagogy. *Southeastern Regional Association for Teacher Educators Journal*, 25(2), 33-41.
- Gorski, P. (2017). *Beyond celebrating diversity: 20 things I will do to be an equitable educator*. EdChange. <http://www.edchange.org/handouts/20things.pdf>
- Invisible Children. (2018, April 5). *What is community mapping?* <https://invisiblechildren.com/blog/2018/04/05/community-mapping/>
- Kids Voting Ohio. (n.d.). *Promoting an anti-ableist classroom culture*. <https://www.kidsvotingohio.org/anti-ableism-in-classrooms>
- Lewis, V. (n.d.). *Tips for handling academic ableism in the classroom*. Perkins School for the Blind. <https://www.perkins.org/resource/tips-handling-academic-ableism-classroom/#:~:text=Academic%20ableism%20is%20a%20term>
- Loveless, B. (2022, March 17). *A complete guide to cultural capital in education*. <https://www.educationcorner.com/cultural-capital-in-education/>
- Mapp, K. L. (2022, February 23). *Now more than ever: why family engagement is essential for student and school success*[Video]. YouTube. <https://www.youtube.com/watch?v=V2HEmQbelno>
- Najarro, I. (2022, November 3). How is white supremacy embedded in school systems today? A scholar explains. *Education Week*. <https://www.edweek.org/leadership/how-is-white-supremacy-embedded-in-school-systems-today-a-scholar-explains/2022/11>
- Pough, N. (2021). A flaw in the foundation. *Teaching Tolerance*, 66(1), 24–27. <https://www.learningforjustice.org/sites/default/files/2021-02/Teaching-Tolerance-Magazine-66-Spring-2021.pdf>
- Scharf, A. (2018). *Critical practices for anti-bias education*. Learning for Justice. <https://www.learningforjustice.org/sites/default/files/2021-11/LFJ-2111-Critical-Practices-for-Anti-bias-Ed-November-2021-11172021.pdf>
- Turney, K. (2019). Understanding the needs of children with incarcerated parents. *American Educator*, 43(2). <https://www.aft.org/ae/summer2019/turney>
- Wah, L. M. (2021, September 7). *Mindfully resolving cross-cultural conflicts in the classroom*[Video]. YouTube. <https://www.youtube.com/watch?v=NxsbFVSo0s4>
- Yosso, T. J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race Ethnicity and Education*, 8(1), 69–91. <https://doi.org/10.1080/1361332052000341006>

Course Schedule

Session, Date & Modality	Enduring Questions & Topics	Read/Watch/Listen <i>BEFORE</i> Class Session	Assignments Due after class	Materials to Access <i>DURING</i> Class Session
Session 1 F2F	Introductions Names What's in a name? What is family and community engagement?	Grant Ch 1 What's it mean when your teacher changes your name? Treviño, E. (2017) Critical Practices for Anti-Bias Education Learning for Justice (2018) Beyond Celebrating Diversity: 20 Things I Will Do to Be an Equitable Educator	Reflection: Share the origins of your name and how it impacts you.	Readings
Session 2 Online Synchronous	What is parent and community engagement? How has family and community engagement looked and felt in my own education? How might that relate to my approach as a teacher? What can we learn from BIPOC experiences?	Introduction Grant Ch 2, 3 One size does not fit all. M. Benner and A Quirk (2020) Yosso, T. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. Race and Ethnicity, 8(1), 69-91. Watch: From Best to Next Practices EmbraceRace	Reflection: Share one way that school met your needs and one way that it did not. What could have been different to give you a more successful experience?	Readings

Session 3 Online Synchronous	The teacher's role in the school-community connection The culture of school	Grant Ch 6, 9 Encouraging Family Involvement through Culturally Relevant Pedagogy. Goodman, L. Hooks.(2016) Culturally Responsive Teaching:A Guide to Evidence-Based Practices for Teaching All Students Equitably. B. Krashnoff (2016) Education Northwest	Reflection: Reflect on this process: Create a survey to ask families how they would like to communicate with you, their teacher. What would you need to include in this survey? How will you distribute it? Introduction due	Readings
Session 4 Online Synchronous	White Supremacy in schools How do race and racism impact family engagement? What does that mean in multilingual settings?	Introduction Grant Ch 5 How Is White Supremacy Embedded in School Systems Today? A Scholar Explains I.Najarro — (2022) A Flaw in the Foundation. N. Pough. Teaching Tolerance (2021) (pg. 24-27)	Reflection: What does it mean to “show up” for students who do not look like ourselves? What do we need to do as teachers to ensure that each child receives a high quality education?	Readings
Session 5 F2F	Strengths of a community Community mapping	Grant Ch 10 What is community mapping? (Resource: PSU Map)	Reflection: How can you use your community map to help your families? How might your strategies look different for a newly immigrated family versus a family that has lived here for generations?	
Session 6 Online Synchronous	Cultural capital Racism and deficit thinking	A Complete Guide to Cultural Capital in Education. B. Loveless Watch:	Reflection: What is cultural capital and who has it? What are your experiences with it? Community map due	

		Now More Than Ever: Why Family Engagement is Essential for Student and School Success		
Session 7 Online Synchronous	Ableism How can we advocate with multilingual dis/abled students and their families/communities? DisCrit Theory	Grant Ch 11 Tips for Handling Academic Ableism in the Classroom. Perkins School for the Blind Read: Anti-ableism in classrooms. Kids Voting Ohio	Reflection: What are some ways you notice ableism in classrooms and around schools? How might you address that as a teacher?	
Session 8 Online Synchronous	Conflicts How can teachers navigate tensions and challenges associated with serving parents from multiple backgrounds?	Grant Ch 7, 8 Watch: Mindfully Resolving Cross-Cultural Conflicts in the Classroom. NCORE (2021)	Reflection: What are some ways that teachers misperceive students? What do teachers need to know/do to undo these misperceptions?	
Session 9 Online Synchronous	Education for Decolonization What does it mean to decolonize your classroom?	Grant Ch 12 Understanding the Needs of Children with Incarcerated Parents	Reflection: How might it look different to build relationships with parents who are or have been incarcerated?	
Session 10 F2F	What does transformative family engagement look and feel like?	Grant Ch 13	Reflection: How might you overcome barriers to connecting with families?	
Finals Asynchronous	Course Evaluation		Engagement Project Due	

Overview of Course Assignments and Evaluation

ASSIGNMENT	COLLABORATION	IN AND/OR OUT OF CLASS	RETRIEVAL SITE	SUBMISSION SITE	DUE DATE	POINTS
Preparation, Upholding Community Expectations, and Active Engagement and Listening (including exit slips and in-class activities)						20 points
Reflections	Individual	Out of class	Respond to readings	Canvas	Weekly	20 points
Introduction Project	Individual	Out of class	Examples	Canvas	Session 3	10 points
Community Map	Groups of approx. 4	In- & out-of-class	Guide: here	Canvas	Session 6	20 points
Engagement Project	Individual	In- & out-of-class	Example	Canvas	Finals Week	30 points
<i>Graduate Level: Engagement Project Implementation and Reflection</i>	Individual	Out of class		Canvas	Finals Week	10
						Total: UG = 100 Grad = 110

Assignments

- To ensure equitable and assets-based assessment and grading, the following policies and practices are in place for this course.
 - Universal Design for Learning strategies guided course development, as evidenced by variety and choice in modes of expressing your learning.
 - Grading criteria will be provided for each assignment in the form of rubrics, score guides, or clear descriptive criteria.
 - In a teacher preparation program, dispositions and professionalism are represented in the standards for which you must demonstrate proficiency to qualify for licensure. We recognize that the concepts of appropriate dispositions and professionalism are rooted in whitestream values and norms. To mitigate the potential inequities arising from assessment of dispositions and professionalism, the criteria are spelled out explicitly and concretely.
 - If you earn a lower grade than you had hoped for when you submit a major assignment (e.g., XYZ specific assignments), you may take up the instructor's feedback to redo the assignment with the possibility of improving your grade.
 - To allow your final course grade to reflect your assets and proficiencies, rather than emphasize missing assignments or missing evidence of proficiency, the lowest possible

- grade on any assignment will be 50%.
- The course is designed very intentionally to scaffold your learning. The content and assignments for each week prepare you for the content and assignments for the following week. You will get much more out of the course if you complete each assignment by the scheduled due date. However, we recognize that life circumstances can arise that make it very difficult to get an assignment in on time. If you are unable to complete an assignment by the scheduled due date, reach out to the instructor to request a different due date. (In weeks 9-11, it is very important to follow the scheduled due dates so that your course grade can be calculated and submitted to Banner on time.)

1. Preparation, Upholding Community Expectations, and Active Engagement and Listening [20 points] - Ongoing

As members of a learning community, we each have a responsibility to uphold our shared [Community Expectations](#) in class discussions, collaborative work, email, and other communications. In addition, earning full credit in this area requires that you attend and actively participate in all class sessions.

I expect you to participate fully in whole group and small group discussions both by actively, respectfully listening to others and by contributing comments that reflect respect, thoughtfulness, and attempts to make connections to and among course readings. Your preparation for and participation in discussion will be reflected in your course grade. Please have course readings available for reference during class.

Please save texting, web surfing, social media, and side conversations (via chat, text, or face-to-face) for time outside of class so that you may be *fully present* for class activities. Your choice to be fully present and to take a positive, open-minded stance will be reflected in your course grade.

Attendance at each class session is very important. ***If you must miss a class, you will need to email the instructor prior to class and propose a makeup assignment. Once your proposal is accepted, submit the proposed assignment within one week.*** It is up to you to remember to propose and complete the makeup assignment, and to turn it in within one week. (Do not expect a reminder.) If no makeup assignment is submitted, your evaluation for the class session will fall under the “No Evidence” category.

If you will be late or must miss a class, it is your professional responsibility (and a kindness) to email the instructor at _____ *before* class starts.

Evaluation of Preparation, Upholding Community Expectations, and Active Engagement and Listening

1. Make a copy of [this rubric document](#). Change the filename to:
LASTNAME_FIRSTNAME_COURSENUMBER_RUBRIC
 - Example name: KENDI IBRAM ____ RUBRIC
2. Share the document with your instructor for the course identified in your filename.
3. After class Week 3, use **yellow highlight** to indicate which score in each row best matches your preparation, contributions, and engagement in the course.
4. For each rubric row, **add comments** explaining why you think that is the appropriate score and indicating what you plan to focus on in your preparation, contributions, and engagement in the remaining sessions.

5. Your instructor will offer you feedback and will supply their own scores to help you know where you can improve in the remaining sessions.
6. At the end of the term, your instructor may or may not ask you to self-evaluate again, reflecting on the entire term.
7. Your instructor will score you on this rubric based on your preparation, contributions, and engagement across the entire term.
8. Because your performance on the components of this rubric will bear so heavily on your success in a student teaching placement, your final rubric scores will be considered when the faculty evaluate your application to student teaching.

2. Reflection [2 points per class]

Respond to each week's prompt in 2-3 paragraphs.

No Evidence (0 pts)	Partial Credit (1 pt)	Full Credit (2 pts)
Reflection not submitted on time, or no evidence of careful reading of assigned content is present.	Reflection is submitted on time. Most requested components are included. Reflection shows some evidence of having read the material and considered the topics explored in class.	Reflection is submitted on time. All requested components are included. Reflection shows clear evidence of careful reading and careful consideration of topics explored in class.

3. Introduction Project [10 pts] - **Session 3**

Create a product (letter, video, etc) introducing yourself to your school community. What would you like your students and their families to know about you as an individual? As an equitable educator? How will you be delivering this to your families?

Evaluation Criteria

Up to 2 points each for these 5 components:

- Letter/video or other product is submitted on time
- Product is worded in a way likely to be accessible to families
- Product demonstrates thoughtful reflection on what information to foreground and how to present it to families
- Product is presented in a manner aligned with the types of professionalism expected of classroom teacher (e.g., carefully edited, words chosen carefully)
- Product is designed to be inviting and warm, and to encourage families to be in relationship with the teacher

NOTE TO REVIEWERS:

Note that there are multiple assignments across the program that relate to community mapping. They are intentionally designed to complement one another. The assignment described below for ITP 473/573 gives teacher candidates practice at connecting with community members, building relationships, and developing an understanding of community life.

In contrast, in ITP 360U and ITP 560, teacher candidates focus on one resource, agency, organization, etc., specifically one that uplifts identity or culture.

Task for ITP 360U and ITP 560:

Visit a social-minded, racial and ethnic identity-serving resource that is available to the community around your neighborhood elementary school that supports and uplifts an individual's identity and/or culture. Be it a reservation, mosque, ethnic or religious center, etc. to discover resources available to your students that helps them discover more about themselves in their community. This will help you utilize the community to teach effectively.

In Student Teaching Seminar 2 (Fall of Senior Year/Year 2) the teacher candidates complete a multi-stage school and community inventory related to their student teaching placement with the following components:

Part 1: Community Assets Map (due Week 5)

Investigate and represent resources and assets surrounding the school and community life in the neighborhood.

Part 2: MTSS and Special Education (due Week 6)

Investigate and represent the MTSS and special education structures and processes at your school

Part 3: School and Community Attitudes Toward Equity and Anti-Bias/Anti-Racist Work (due Week 10)

Investigate and represent the attitudes, beliefs, and assumptions about equity and anti-bias/anti-racist work in your school and the surrounding community.

These 3 community mapping assignments across the entire program are different from each other and have been carefully and purposefully designed in concert with one another.

4. Community Map [20 points] - Session 6

The purpose of this project is to help you learn to familiarize yourself with the community around a school where families live, work, play, and pray.

Identify a local school where you would like to learn more about the surrounding community.

Gather information:

- Physically explore the neighborhood around the school.
- Talk to community members.
- Examine online information about the community and organizations and resources within it.
- Examine the resources that show up on GoogleMaps (or similar) for this community.
- Seek community resources and centers of activity: libraries, parks, churches/synagogues/mosques/other religious settings, grocery stores, social services resources, public transportation, etc.

Synthesize what you have learned to identify key locations and resources that shape community life.

Represent your community in an illustrated map (examples to be provided in class). Your map should give the viewer a felt sense of the community and some concrete ideas about where and how community members live, work, play, and worship. Include labels and captions to elaborate on key locations and resources. Indicate in a caption the strategies you used to gather information to construct the map.

No Evidence (2 pts. per criterion)	Partial Credit (4 pts.)	Full Credit (5 pts.)
Community may be described in deficit terms.	Community is mostly described in asset-based terms.	Community is described or presented respectfully and in asset-based terms.
Map is based on very limited exploration of the community, or solely on online research. Or, no caption is provided indicating the strategies used to gather information.	Map is based on exploration of the community using most of the strategies provided for gathering information, including some physical exploration or interaction with community members.	Map is based on thorough exploration of the community, using the strategies provided for gathering information. To earn full credit here, you must physically explore the neighborhood and talk to community members (e.g., by visiting key community sites).
Illustrated map may essentially be a copy of an existing physical map of the area around the school, and may not give a sense of the community.	Illustrated map gives the viewer some clear ideas about where and how community members live, work, play, and pray, and provides some indication regarding "community feel."	Illustrated map gives the viewer a rich, layered felt sense of the community and some concrete ideas about where and how community members live, work, play, and pray.
Labels and captions are not used or are used in a very limited way.	Some labels and captions are offered to elaborate on images in the map. The labels and captions enhance the map.	Labels and captions are used effectively to add texture to the viewer's understanding of the community.

5. Engagement Project [30 points] - Finals week

The purpose of this project is to help you develop a concrete plan for engaging the community around the school as a classroom teacher.

Identify a local school for which you are familiar with the surrounding community.

Using what you have learned about community engagement and what you know and can learn about that specific community, develop a plan for a community engagement event or experience. Your aim is to

draw the community together around the school or otherwise build bridges between school and community. You want community members to feel connected to and welcome in and around the school.

Your plan should include:

- Background information on the school and community you are planning for
- Principles of community engagement you are applying as you create this plan
- Strategies for encouraging buy-in and co-construction among community members
- The details of the event or experience: Who would it serve? How would it be structured? What resources would be needed and how might you acquire them?
- How you would evaluate the success of your event or experience: How will you know it went well?

You may choose among a variety of media or modalities to present your plan, so long as it includes the above components.

- A memo including the requested information (roughly 4 pages double-spaced)
- A slide deck and screen cast presenting the information
- A series of infographics
- Another medium that you propose for instructor approval

No Evidence (2 pts. per criterion)	Partial Credit (4 pts.)	Full Credit (5 pts.)
Community may be described in deficit terms.	Community is mostly described in asset-based terms.	Community is described or presented respectfully and in asset-based terms.
Background information is missing or contains significant inaccuracies or negative assumptions.	Some background information on the community is presented, and it is mostly accurate.	Thorough, accurate background information on the community is presented.
Principles for community engagement are not discussed.	Some course ideas about community engagement are included, mostly in accurate ways.	Principles for community engagement are discussed and applied accurately.
No plan for encouraging buy-in and co-construction of the event/experience by community members is included.	Some ideas for encouraging buy-in to the event or experience by community members is included, but they may be superficial.	A resourceful, thoughtful plan for encouraging buy-in and co-construction of the event or experience by community members is included.
It is difficult to envision the event based on the information provided.	The event or experiences is described/presented with some detail. Most of the requested	The event or experience is described/presented in enough detail that the reader can clearly

	information is included. The reader can get a basic idea of how the event or experience will unfold based on the information provided.	envision how it will unfold. Specific information is provided about the population to be served, how it would be structured, what resources would be needed and how you might acquire them.
No criteria for evaluating the success of the event are included.	Some criteria for evaluating the success of the event are included, but they may not reflect thoughtful consideration of culturally relevant priorities and practices.	Sensible, culturally relevant criteria for evaluating the success of the event are clearly articulated

6. GRADUATE STUDENTS ONLY: ELL Communication Analysis

Thinking about the practicum experience you just completed*, choose a current approach, practice, or policy for communicating with families who speak a language other than English at home. Articulate an organizational or institutional change you would like to see made in regards to communicating with ELL families. You should include these three areas:

1. Issues or concerns around communicating with ELL families in your placement.
2. Brief explanation of your proposed policy or practice and why your proposed policy or practice is important for the school community.
3. Your recommendations for action(s) or next steps by the primary stakeholders are and what roles they have, including families, students, administration, teachers, translators, etc.
4. Include data from your placement and a brief summary of current research that supports your policy or practice.

Guidelines:

This essay must be long enough to give a thorough response to all elements and provide a clear description of the current issues, reasoning for advocating for this change, and next steps. Responses must be substantive and communicate your ideas effectively.

* If you did not just complete your practicum in the term prior to taking this course, then please choose a neighborhood school you are familiar with and speak to the instructor about the communication practice or practice you will be analyzing.

No Evidence (0 pts. per criterion)	Partial Credit (1 pt)	Full Credit (2 points)
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No issues or concerns related to communicating with the families of multilingual learners are discussed	Essay presents an issue related to communicating with families of multilingual learners.	Essay presents a relevant, impactful issue related to communicating with families of multilingual learners. Issue description captures some of the complexity involved.
Proposed policy not provided or not relevant to addressing the issue.	Proposed policy is described and its importance to the school community is addressed.	Proposed policy is explained clearly and fully enough for the reader to envision what the policy would look like in practice. Essay makes a strong case for the importance and potential impact of the policy. Policy addresses the issue in an insightful, creative way or a way that is likely to be effective in the context of elementary schools.
Next steps are not addressed or they are not relevant to the issue or proposed solution.	Recommendations for actions or next steps are outlined and are relevant to the issue and the proposed solution.	Clear, concrete next steps for primary stakeholders are described by role (families, students, administrators, teachers, translators, etc.). Next steps are likely to facilitate a successful resolution to or improvement to the issue.
Limited (or no) reference to the placement experience or current scholarly research.	Essay refers to placement experience and to current scholarly research, with some connections to the issue, proposed policy, or action steps.	Essay draws directly and explicitly on placement experience AND relevant scholarly research to make a case for the importance of the issue and the likely impact of the proposed solution or action steps.
Multilingual learners, families, schools, or communities are framed in deficit terms.	A clear effort is made to use asset-based language.	All discussion of multilingual learners, families, schools, and communities is framed in explicitly asset-based terms. All people and communities relevant to the issue are described and discussed with respect.

Grading Scale

Grade	Percentage	Undergraduate Point Range (out of 100)	Graduate Point Range (out of 110)
A	93-100%	93-100	102-110
A-	91-92%	91-92	100-101
B+	89-90%	89-90	98-99
B	83-88%	83-88	91-97
B-	80-82%	80-82	88-90

*GRADUATE: Less than 80 percent is below graduate standard and indicates unsatisfactory performance in the course. Graduate students must maintain a GPA of 3.0 or higher for satisfactory academic progress.

C+	77-79%	77-79	85-87
C	73-76%	73-76	80-84
C-	70-72%	70-72	77-79

*UNDERGRADUATE: Less than 70 percent indicates unsatisfactory performance in the course. Undergraduate students must maintain a GPA of 2.0 or higher for satisfactory academic progress.

ALL: Courses graded 'D' or below must be retaken to count toward LEEP requirements.

D	60-69%	60-69	66-76
F	<60%	<60	<66

University and Course Policies

Note to reviewers: We have intentionally left the boilerplate version of University and Course Policies from the COE Syllabus Template in our syllabi so that the instructors teaching each course can see clearly which policies are mandatory and which they may modify or delete if they choose.

<p>Additional Student Supports [Highly recommended]</p>	<p>Completing a COE program is demanding and likely to challenge students in many ways. Students may face other external stressors, foreseen or unforeseen, that can pose additional challenges. We encourage students to be proactive in monitoring and advocating for their own health, well-being and supports as they go through this program. Click here to access a List of Resources and Supports available to students.</p>
<p>Attendance and Tardiness [Highly recommended]</p>	<p>Consider including guidelines that facilitate student learning and their continuous improvement. An explicitly stated policy helps to avoid future problems. Understand that many students are working professionals and/or have family responsibilities and must find a balance between those demands and the rigor of COE coursework.</p> <p>Face-to-Face Example: Participation is a critical component of this course, and</p>

	<p>students are expected to attend all classes. If an absence is unavoidable, it is the student's responsibility to contact the instructor. It is also the student's responsibility to arrange for any missing work as a result of unexpected absences. It is recommended that students identify other members in the class that they can use as a resource for class notes and assignments in the event of an absence.</p> <p>Zooming into class may not always be an option and is left to the instructor's discretion. For COVID, we follow the guidelines listed on the PSU COVID Response page. For illnesses, students must do ____, instructor will do _____. More than ____ absences will affect your final grade.</p> <p>Tardiness Example: Students are expected to make every attempt to be in class on time and to honor the importance of making good use of class time.</p> <p>Online Course Example: Participation is a critical component of this course and students are expected to engage in all online activities, which may include but is not limited to, discussion forums, synchronous meetings, and collaborative projects. Attendance during synchronous class meetings is mandatory. If there is an extenuating circumstance and a student is unable to attend a live webinar, they must contact the professor before the class begins. It is also the student's responsibility to arrange for any missing work as a result of unexpected absences. Students are expected to make every attempt to login to online webinars on time and to honor the importance of making good use of class time.</p>
<p>Classroom Demeanor and Courtesy [Highly recommended]</p>	<p>Example language: Because students may not share the same opinions and/or ideas on different topics on this class, it is important to respect the opinions and ideas of others. In considering respectful communication, students should commit to understanding how institutional racism, structural inequity, prejudice, discrimination, bias and privilege impact communication, particularly when discussing sensitive and challenging topics. It is expected that some of the class material will evoke strong emotions, and students should work toward self- and other-awareness with regard to the impact of course material related to equity and diversity. Students should strive to stay engaged, understand, and learn when respectfully presented with divergent perspectives or feedback related to insensitive or discriminatory comments, content, or assignments.</p> <p>All students must abide by the PSU's Student Conduct Code or the COE's Academic Performance Guidelines.</p>
<p>Late Assignments [Recommended]</p>	<p>Consider including guidelines that facilitate student learning and their continuous improvement. An explicitly stated policy helps to avoid future problems. Understand that many students are working professionals and/or have family responsibilities and must find a balance between those demands and the rigor of COE coursework.</p> <p>Statement Examples: 1) All work is due during class on the dates assigned.</p>

	<p>Anything turned in after that time is late, and grade points will be deducted. 2) Due dates on the syllabus are provided as strongly suggested guidelines to keep students on schedule for facilitating learning and completing course requirements by the end of the term. If students need to turn in work later than the due date inform the instructor by the due date.</p>
<p>Academic Integrity [Required]</p>	<p>Academic integrity is a cornerstone of any meaningful education and a reflection of each student’s maturity and integrity. The Code of Student Conduct, which applies to all students, prohibits all forms of academic misconduct, fraud, and dishonesty. These acts include, but are not limited to: plagiarism, buying and selling of course assignments and research papers, performing academic assignments (including tests and examinations) for other persons, unauthorized collaboration, disclosure and receipt of academic information, and other practices commonly understood to be academic misconduct. <i>Please ask if you have questions about whether collaboration is appropriate for any given assignment.</i></p>
<p>FERPA (in PK-12 Settings) [Required for K-12 content courses]</p>	<p>Federal FERPA guidelines* apply in PK-12 settings where Teacher, Counselor, and Administrator Candidates learn about students’ academic and personal history and use this information to improve their practice. It is important for candidates to maintain the privacy of the educational records of their PK-12 students and to limit sharing student personal identifiers to only those persons who have a legitimate educational interest.</p>
<p>FERPA (in university settings) [Required]</p>	<p>PSU FERPA guidelines require that non-directory information about students be kept confidential unless the student provides signed consent. Student work must be directly returned to each student (either face to face or via electronic or US mail). If students want a hard copy of their work returned after the end of a course, they should provide a stamped, self-addressed envelope large enough to hold the assignments to be returned.</p>
<p>Incomplete Policy [Required]</p>	<p>The option of assigning an Incomplete grade is at the discretion of the instructor when the following criteria are met.</p> <p>Eligibility Criteria</p> <ol style="list-style-type: none"> 1. Required satisfactory course completion. 2. Reasonable justification for the request. 3. Incomplete grade is not a substitute for a poor grade. 4. Written agreement. (See Incomplete Contract) 5. Resolving the Incomplete. <p>For more details, see the full PSU Incomplete Policy.</p>

<p>Inclement Weather [Required, use appropriate statement per course delivery format, hybrid would use both statements]</p>	<p>On Campus Courses: Inclement weather conditions may require University closure, late opening, canceled events, or reduced operations. Portland's weather forecasts and road conditions are constantly monitored to ensure the safety of students, faculty, and staff.</p> <p>Closure announcements and updates are posted on www.pdx.edu. Notification may be sent via PSU ALERT depending upon the severity of the weather. Classes are canceled when the University is closed and instructors may arrange makeup classes. Exams are postponed if the university closes during Finals Week.</p> <p>Recommended statement for online courses: Since learning modules are offered online, course content is available to students 24/7 and on-campus attendance is not required. Online course activities, including synchronous webinars, will not be cancelled for inclement weather, even when PSU campus is closed. Cancellation of live webinars or meetings due to inclement weather is determined by the course instructor only. Students are responsible for contacting the instructor as soon as possible in case of major power outages.</p>
<p>LGBTQIA+ Resolution [Required]</p>	<p>As part of its commitment to social justice and human dignity, the COE demonstrates LGBTQIA+ advocacy through inclusive policies and practices that are both intentionally proactive and strategically responsive. Instructors should honor student pronoun preferences.</p>
<p>Mandatory Health Insurance Policy [Required]</p>	<p>All students taking five or more credit hours per term (1 credit hour per term for international students) are required to have comprehensive medical insurance coverage. A student who does not have health insurance, or does not meet the criteria for the waiver application, will automatically be enrolled in the PSU Student Health Insurance Plan and the student account is charged. The deadline to submit the waiver application is posted for each term. See the PSU Student Health Insurance Plan webpage for more information.</p> <p>Optional Statement for RDT Programs: PSU provides students taking 5 or credits (1 credit for international students) with the mandatory PSU Student Health Insurance Plan. While PSU provides mandatory health insurance for eligible students it is IMPORTANT to note that this course is considered a Restricted Differential Tuition (RDT) type of course and therefore does not count toward the 5 credits necessary to be both eligible for and required to purchase the health insurance option. See the PSU Student Health Insurance Plan webpage for more information.</p>

<p>Title IX Reporting Obligations [Required]</p>	<p>Portland State is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which regards sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We expect a culture of professionalism and mutual respect in our department and class. Please be aware that as a faculty member, I have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination to PSU's Title IX Coordinator, the Office of Equity and Compliance or the Dean of Student Life and cannot keep information confidential. Students may report any incident of discrimination or discriminatory harassment, including sexual harassment, to either the Office of Equity and Compliance or the Office of the Dean of Student Life. If you would rather share information about sexual harassment or sexual violence to a confidential employee who does not have this reporting responsibility, you can contact a confidential advocate at 503.725.5672, book online at psuwrc.youcanbook.me, or contact another confidential employee found on the Sexual Misconduct Response webpage. For more information about your obligations and resources for sex/gender discrimination and sexual violence (Title IX), please complete the required student module Creating a Safe Campus</p>
<p>Student Food Security [Recommended]</p>	<p>Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact Committee for Improving Student Food Security for support at foodhelp@pdx.edu. Furthermore, please notify the professor if you are comfortable in doing so. This will enable her to provide any resources that she may possess.</p>
<p>Recording Technology Notice [Recommended]</p>	<p>We will use technology for virtual meetings and recordings in this course. Our use of such technology is governed by FERPA, the Acceptable Use Policy and PSU's Student Code of Conduct. A record of all meetings and recordings is kept and stored by PSU, in accordance with the Acceptable Use Policy and FERPA. Your instructor will not share recordings of your class activities outside of course participants, which include your fellow students, TAs/GAs/Mentors, and any guest faculty or community-based learning partners that we may engage with. You may not share recordings outside of this course. Doing so may result in disciplinary action.</p>
<p>GoReact [Required by]</p>	<p>GoReact is a tool that the COE is using for virtual supervision. The purpose of the recording is for candidate reflection and for candidates to receive feedback on student teaching/practicum. The classroom recording should not be shared outside of the GoReact Platform. Recordings should not be retained for any other purpose than edTPA, provided there is an approved edTPA parent</p>

Program]	permission. All use of GoReact must be in compliance with FERPA and must comply with GoReact's Acceptable Use Policy: https://get.goreact.com/acceptable/ .
PSU Scholarships & Student Resources [Recommended]	This link contains information for students about available resources and scholarships at PSU including financial, academic, and personal resources.