

BED 3344 Parent Involvement and Community Advocacy
Fall 2014, Tuesdays 9-11:50 AM

“To teach in a manner that respects and cares for the souls of our students is essential if we are to provide the necessary conditions where learning can most deeply and intimately begin” (hooks, 1994, p. 13).

Professor of Record:	Dr. Josie V. Tinajero
Office Hours:	By appointment
Telephones/Voice Mail:	Office: 915-747-5552
E-mail:	tinajero@utep.edu

Text and Materials

1. Valdés, G. (1996). *Con respeto: Bridging the distances between culturally diverse families and schools*, New York: Teachers College Press.
2. TExESPPR, EC-6, EC-12, 4-8, & 8-12 (ISBN-13: 978-0-7386-0946-1)
3. Additional readings will be available via Blackboard. You will need a PDF viewer to read them.

Course Description

The development of advocacy within families and communities as a means of participation in the educational process of their children with particular emphasis on parents of children in bilingual/ESL education programs emphasis on appreciation of cultural diversity and alternative ways of knowing among family and community.

Course Objectives

- Develop strategies of ways in which to develop advocacy within families and communities as a means of participation in the educational process of children.
- Develop an appreciation of cultural diversity and alternative ways of knowing among family and communities.
- Learn to understand and see the school in connection to other organizations and institutions and how social, political and economic forces influence the education of children.
- Learn the diverse ways in which parents and communities from different backgrounds may participate in the educational process.
- Develop strategies to incorporate the needs and resources that students, families and communities bring to the classroom.
- Learn and understand topics that raise awareness about racism, classism, heterosexism, sexism and gender roles in schools and that promote strategies to increase access to higher education for underrepresented minorities, girls, and women.
- Engage in service-based learning activities that will enhance educational equity and solve community problems.

COURSE EVALUATION AND TENTATIVE SCHEDULE

Student Learning Outcomes	Class Work Description	Due
<p>Domain I PPR C2 Demonstrate knowledge of understanding of student diversity and plan learning experiences and assessments responsive to students' learning.</p>	<p>Group Work: Use observations and informal interviews from home or school visits to gather information about the knowledge and resources of one child and his or her family. Interpret and apply the findings using the ideas, concepts, and perspectives learned from discussions, readings, and videos shared in class. Write a 2-3-page written report and conduct an oral presentation. Include information on how to work effectively with families, how best to engage families and/or guardians in various aspects of the educational program, and how to interact appropriately with families. Include a half page on how you would plan appropriate learning experiences and assessments responsive to students' learning. Prepare for a brief presentation. Each table will select a presentation to share with the class.</p>	<p>October 14, 2014</p> <p>10-12 minute presentations will be scheduled on Oct 14 and thereafter. A sign-in sheet will be distributed.</p>
<p>Domain II PPR C5 Demonstrate knowledge of how to establish a classroom climate that fosters learning, equity, and excellence that is safe and productive.</p>	<p>Read a minimum of 3 articles about <i>Funds of Knowledge</i> and write a lesson for the grade level of your choosing that incorporate what was observed from home visits and classroom discussions to establish a classroom climate that incorporates culturally relevant and critical multicultural pedagogy in teaching. What type of classroom climate would you implement in your classroom? Lessons will be shared in class.</p>	<p>October 21, 2014</p> <p>Schedule for sharing will be distributed in class.</p>

<p>Domain IV PPR</p> <p><i>C11</i> Observes and describes an understanding of the importance of family involvement in children’s education and applies strategies of how to interact effectively with the families.</p> <p><i>C12</i> Interact effectively with other members of the educational community and participate in various types of professional activities to enhance professional knowledge and skills.</p> <p><i>C13</i> Understands and adheres to legal and ethical requirements for educators and be knowledgeable of the structure of education in Texas.</p> <p><i>ESL VII</i> The ESL teacher describes and proposes how to serve as an advocate for ESL Students (ELs) and facilitate family and community involvement in their education.</p> <p><i>Outcome 7.1K</i> The teacher employs strategies for effective advocacy for ESL students</p> <p><i>Outcome 7.2K</i> The teacher understands and applies the importance of family involvement in the education of ESL students and ways to bridge differences between the home and school environments.</p> <p><i>Outcome 7.3K</i> The teacher locates and compiles ways in which community members and resources can positively affect student learning in the ESL program.</p>	<p>Use the readings, book, classroom discussions, participation in MD/FS (Mother-Daughter/Father-Son Program) and DTWT (Do the Write Thing) programs to complete a Community Analysis project which is the result of a minimum of 20 service learning hours. Keep a journal of your experiences and log of hours of service learning activities. Include reflections, ideas, strategies, policy implications and connections to course readings of how to interact effectively with families. Write a <i>Critical Analysis Research Project Paper</i> (5-6 pages excluding references). The project will also be presented in class at the end of the semester (rubric will be provided). The paper will analyze, critique, and connect to at least 5 observations and discussions as seen at the sites that have been discussed in class.</p> <p>Quizzes: TExES and ELPS documents.</p>	<p>Written assignment is due on December 2. Presentations will be scheduled on Dec 2 and 9, 2014.</p> <p>Participation in MD/FS activities are scheduled on:</p> <p>Oct. 22—Orientation</p> <p>Nov. 15—Open House</p> <p>Test on TExES book and ELPS.</p> <p>Dates on quizzes to be announced.</p>
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<p><i>ESL V</i> Analyzes knowledge of the factors that affect ESL students learning of academic content, language, and culture.</p> <p><i>Outcome 5.1K</i> The teacher understands and applies factors that may affect ESL students learning of academic content, language, and culture (e.g. age, personality, academic background, sociocultural factors, home environments, attitude, and exceptionalities).</p>		
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- *Parent/Community School Visit & Critical Reflection Paper (15 points)*
 - Visit a parent/community meeting activity or program in one of the local schools and connect what you see to at least one discussion, textbook, reading or video discussed in class. From your observations write a 2-3 page critical reflection of your experiences and conduct an oral presentation in your group and/or class. (10 points written report; 5 points oral report). Due October 7, 2014
- *Funds of Knowledge Activity & Presentation (30 points total)*
 - Work in groups of no more than three people and focus on the knowledge and resources of one child and family. Present the interpretation of your findings in class using the ideas, concepts, and perspectives you have learned throughout the course along with one lesson plan and group discussions using the funds of knowledge of the child and family you worked with. (*Lesson Plan = 20 points, Presentation = 10 points*). Due Oct 14, 2014.
- *Parent/Community Outreach Analysis & Research Project Paper (30 Points total)*
 - This is a multipart project and an opportunity to further develop your critical lens as you, and we, carefully study and critically analyze the local community. You will be engaged in a parent/community involvement activity, including Mother-Daughter/Father-Son Program and/or Do the Right Thing and connect what you do to at least one discussion, reading, or video discussed in class. This activity is designed to assist in creating an “integrated whole” concerning the manifestations of multicultural issues in the everyday lives of parent and community life. This activity will allow you to observe and critically examine the deep, complex issues within the community and then examine how the education of children should, or does or does not address these issues. As we study various forms of diversity, educational/multicultural theory and concepts this semester, we will also look for the presence of those ideas and representations in our own communities. The individual report is to be turned in. Written report is due Dec 2, 2014, and presentations will take place on Dec 2 and 9, 2014. (Participation in MD/FS and/or DTWT activities = 10 points; written report = 10; presentation= 10 points)
- *Quizzes on TExES & ELPS, (15 points)*
 - 3 Quizzes on the TExES PPR Book. These quizzes will be graded in class.
- *Attendance/Participation (10 points)*
 - Attendance and participation in class will count a total of 10 points towards your final grade.
- TOTAL POINTS = 100

Grading Scale

- A = (90% - 100%) - Excellent
- B = (80% - 89%) - Good
- C = (70% - 79%) – Average
- D = (60% - 69%) - Below Average
- F = (59% and less) – Fail

YOUR POINTS DIVIDED BY TOTAL POINTS = YOUR % GRADE

Please become familiar with the following sites as they apply to the course and support your professional development as an educator:

- Texas Essential Knowledge and Skills (TEKS) for the different grade levels or subject matters. The TEKS can be found in the Texas Education Agency (TEA) website <http://www.tea.state.tx.us/index2.aspx?id=6148>
- State law and Chapter 89: Commissioner's Rule (TAC Chapter 89)
 - o <http://ritter.tea.state.tx.us/rules/tac/chapter089/>
<http://ritter.tea.state.tx.us/rules/tac/chapter089/ch089bb.html>
- ELPS: English Language Proficiency Standards
 - o <http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html>
- Second Language Acquisition
 - o <http://www.sk.com.br/sk-krash.html>
 - o http://www.everythingsl.net/in-services/language_stages.php

PROFESSIONAL RESPONSIBILITIES

Attendance

Every class meeting is valuable! University policy allows for student withdrawal if more than two weeks of classes are missed. Please communicate with me if you must be absent more than one time. If you are absent – it is your responsibility to find out the assignment for the next week and to be prepared. Only “real” emergencies will be negotiated. If not negotiated, points will be deducted from the Attendance/Participation category. If you are ill, you must have a medical excuse if you are absent—without a medical excuse, **10** points will be deducted from your final point total. If three classes (excused or unexcused) are missed, you need to drop from the course and receive a grade of “W” before the course drop deadline and a grade of “F” after the course drop deadline (UTEP Undergraduate Catalog). You must attend at least 2 hours of class time. Leaving class early or coming in really late constitutes an absence. These attendance parameters are non-negotiable.

Cell Phones

Cell phones and other electronic equipment will not be used in class. Respect your own learning process and that of your peers and please have them turned off.

Research Paper Requirements

All papers will follow APA citation and reference style (somewhat) and keep to the requirements of each specific assignment. *Some important APA details:* one-inch margins; 12 point font—no less; double-spacing throughout, page numbers are a must; *running head and title page are not needed.* Please provide appropriate reference citations and always give credit where due.

Tardiness

Being tardy disrupts the flow of the class. Each tardy will be **5** points off your final grade. However, if you have a situation that impedes you from making it on time then you must let me know immediately. Those coming in from out of town, please plan accordingly—do not

UNIVERSITY POLICIES**Students with Disabilities**

If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Office of disabled Student Services located in Union E Room 203. Students who have been designated as disabled must reactivate their standing with the Office of Disabled Student Services on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of Disabled Student Services. Please call (915) 747-5148 for general information about the Americans with Disabilities Act (ADA).

Academic Honesty

Materials (written or otherwise) submitted to fulfill academic requirements must represent a student's own efforts. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion including the use of work turned in for another class. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions and automatic class failure as a result.

- The instructor reserves the right to **adjust schedules and topics** in support of course needs.

Original syllabus adapted with gratitude to Drs. Blanca Araujo, 2011 and Stacey Duncan, 2013

BED 3344: Evaluation of Funds of Knowledge Project

Your group will use observations and informal interviews to gather information about the knowledge and resources of one child and his or her family. You will present the interpretation of your findings using the ideas, concepts, and perspectives you have learned throughout the course in a 3-page written report. This report will include a section where you critically reflect on what you have learned during your project. Included in the report should be information about the child and the family, including the household knowledge of the family and their cultural practices, resources, and histories, in order to plan your lessons. From this knowledge, you will create a Funds of Knowledge Project consisting of one lesson that incorporate what you learned from your home visits into your curriculum. Be sure you incorporate critical, culturally relevant and multicultural pedagogy in your teaching. Groups should be no more than three people. Each group will share their research project with the class to earn a total of 10 points.

Rubric based on 20 points for written report

	0-5	6-10	11-15	16-20
Activity chosen and Lesson Plans support Funds of Knowledge	Poorly researched-weak lesson plans that do not support funds of knowledge and are not interactive. Includes only one activity.	Activities chosen minimally support funds of knowledge and are minimally interactive. Includes only one activity.	Good choice of activities that incorporate funds of knowledge and are interactive. Includes two different activities.	Excellent choice of activities that incorporate the funds of knowledge and are very interactive. Includes three different activities.
Three page Summary, Content and Ideas	Does not or partially addresses concept topic; main ideas are vague, little elaboration and support; doesn't reflect professional knowledge but only uses personal opinion.	Addresses a concept topic: shows some relevant insights into subjects with some elaboration and support for main ideas with no scholarly & reliable sources.	Addresses concept topics appropriately with insights; shows evidence of professional understanding with knowledge on concept topics; elaborates main points, and uses at least one scholarly and reliable source with some detail.	Shows professional understanding with deep/sophisticated insights of concept topics, implications to self, the Other, and her/his profession, and interrelationships between theory & practice; supports generalizations grounded from at least two scholarly & reliable sources: points made explicit with details yet includes own voice.
Child and Family History	Includes information about the child and the family but does not use these to plan the lessons.	Includes information about the child and the family and uses these to plan one lesson.	Includes information about the child and the family and uses these to plan two lessons.	Your report includes information about the child and the family (the household knowledge of the family and their cultural practices, resources, and histories) and uses these to plan three lessons.

BE D 3344: Funds of Knowledge Presentation Rubric

Group Members 1. 2. 3.	Points (10)
Delivery (2 points) ~Appropriate volume, rate and is varied to show emphasis and interest. ~Appropriate posture, eye contact, facial expressions and gestures. ~Language choice directly and clearly presents topic and content is effectively communicated.	
Content (2 points) ~Speakers demonstrate substantial knowledge of subject and connections are made between topic of interest and course readings. ~Clear and consistent focus with appropriate transitions between main ideas. ~Main ideas are clearly supported through research.	
Organization (1 points) ~Organized with appropriate beginning, body, and conclusion. ~Speech organization is clear and logically sequenced; message is clearly presented. ~Exhibits research by use of various supporting materials.	
Visual Aids/Multimedia (1 point) ~Visual aids are well done and add to presentation. ~Clear connection between medium and message. ~Use of multimedia/visual aids reflect thought and creativity.	
Discussion Facilitation (2 points) ~Facilitators propose questions or statements that engage students in the discussion encouraging them to refer to the readings and reflect on the main points. ~Facilitators respond to classmates opinions and help participants focus on the discussion points. ~Facilitators are well prepared, demonstrate facilitation skills such as eye contact, active listening, paraphrasing, summarizing and redirecting the questions	
Evidence of Student Learning (2 points) ~Able to respond intelligently and accurately to questioning. ~Demonstrates thorough understanding of topic. ~Clearly explains the implications of findings to the classroom.	
Comments	
Total Points	