

# **Family, School, and Community Partnerships**

M. Winston Egan, Valerie Jueschke, Kendyl Loar, Stefinee E. Pinnegar, & Pat Draper





# Table of Contents

Welcome to TELL	1
Syllabus for Family, School, and Community Partnerships	5
Explanation of the Template	9
Total Points	11
Preparation for Session One	13
Pre-Homework Due Session 1	15
Session One: Community, Assumptions, and PTA Standards	17
LA 1.1: Learning about Ourselves as Cultural Beings	19
LA 1.2: Identifying and Reviewing Community Assets	21
LA 1.3: National PTA Standards	23
LA 1.4: National PTA Standards -- Assessing	25
LA 1.5: Uncovering Assumptions about Heritage	27
LA 1.6: Major Course Assignments	29
HW 1.1 Reflection on My Practice with Families and Community	31
HW 1. 2 Engaging Funds of Knowledge	33
HW 1.3 One Day in the Life of a Child	35
HW 1.4 Explaining the Assets in My School Neighborhood	37
HW 1.5 Exploring School and Community Partnershipping through PTA Standards	39
HW 1.6 Reviewing Major Projects	41
Session Two: Preparing to Cross Borders	43
LA 2.1: VideoEthnography Student Share	45
LA 2.2: Share your Asset Map	47
LA 2.3: Home Visits, Cultures, and Practices	49
LA 2.4 Community Partners	51
LA 2.5: National PTA Standards	53
LA 2.6: Title 1 Law	55
HW 2.1: Reflection on Actions Taken and Learning	57

HW 2.2: Identifying White Privilege	59
HW 2.3: Beginning the Family Profile	65
HW 2.4: Go On a School Field Trip	67
HW 2.5: Research Facts about Your School	69
Session Three: Family and Community Engagement	71
LA 3.1: Reviewing Analysis of My Invisible Backpack	73
LA 3.2: Work on the Family Profile	75
LA 3.3: Office of Civil Rights Role	77
LA 3.4: Serving EL's in Schools and in Classrooms	79
LA 3.5: Exploring Community Engagement through Examples	83
HW 3.1: Reflections on Session 3	85
HW 3.2: Family Profile Major Assignment	87
HW 3.3: A Teacher's Perspective on Family Involvement	89
HW 3.4: Partnership Plan	91
HW 3.5: Beliefs About Poverty	93
Session Four: Collaboration	95
LA 4.1: Studying Students	97
LA 4.2: Organizing for Partnerships	99
LA 4.3: How WIDA Can Help Parents	101
LA 4.4: Expanding Understanding of People in Poverty	103
LA 4.5: Comparing Living Conditions across The World through Photos	105
HW 4.1: Weekly Reflection	107
HW 4.2: How Does Your School Compare	109
HW 4.3: Understanding Global Poverty	111
HW 4.4: Uncovering Your Experiences with Race and Privilege	115
HW 4.5: Completing Your Family Profile	119
HW 4.6: Complete Your Partnership Plan	121
Session Five: Exploring Community Resources	123
LA 5.1: Poverty and Choices	125
LA 5.2: Understanding Issues Surrounding Student Trauma on My Teaching	127

LA 5.3: Developing Deeper Knowledge about Poverty	131
LA 5.4: Developing Social-Emotional Strategies to Address Student Needs	133
LA 5.5: Life on the Edge	135
HW 5.1: Reflecting on My Work	137
HW 5.2: Exploring My Own Socioeconomic Class	139
HW 5.3: Examining Assumptions about Immigrant Families	141
HW 5.4: National PTA Standards	143
HW 5.5: Reviewing and Completing the Family Profile and Partnership Plan Assignments	145
HW 5.6: Preparing to Take a Position of Advocacy for ELs and Their Families	147
Session Six: High Expectations English Learners	149
LA 6.1: Sharing the Family Profile Assignment	151
LA 6.2: Sharing Partnership Plans	153
LA 6.3: Exploring Further Teacher Beliefs and Family Engagement	155
LA 6.4: Learning About ESSA Plans	157
LA 6.5: Organizing for Advocacy for ELs and Their Families	159
HW 6.1: Reflecting on my Work	161
HW 6.2: Preparing the Final Major Assignment	163
HW 6.3: Responding to the Impact of Experiences of Immigration	165
HW 6.4: Building Resilience	167
HW 6.5: Reviewing an Example of an Advocacy Position	169
HW 6.6 Revisiting My Beliefs about Teaching Diverse Students	171
Session Seven: Responding to Student and Family Needs	173
LA 7.1 Becoming a Champion Teacher	175
LA 7.2 Responding to the Impact of Trauma and Building Resilience	177
LA 7.3: Preparing for Advocacy	179
HW 7.1 Reflecting on My Work	181
HW 7.2 Reconsidering Engaging with Families	183
Session Eight: Advocating for Students and Families	185
LA 8.1: Teachers Advocating Together	187
LA 8.2 Revisiting My Thinking	189



## M. Winston Egan

Brigham Young University

Winston Egan is an emeriti faculty member of the David O. McKay School of Education at Brigham Young University, where he provide guidance in the development of this program. He has taught children of all ages, preschool through high school. He began his special education career Utah Boys Ranch. His writings appear in Behavior Disorders, Journal of Teacher Education, Teacher Education and Special Education, Journal of Technology and Teacher Education, American Journal of Distance Education, Journal of Special Education, Rural Special Education Quarterly, and Teaching and Teacher Education. He has been honored with several university teaching awards including Professor of the Year, Blue Key National Honor Society at Brigham Young University, and Excellence in Teaching Award, Graduate School of Education, University of Utah. He has also been an associate of the National Network of Education Renewal (NNER). His interests include youth development, video-anchored instruction, teacher socialization and development, and emotional/behavior disorders.



## Valerie Jueschke

Brigham Young University

Valerie Hales received her Master's Degree in Education from the University of North Dakota with an emphasis in reading. She spent several years working for a private reading clinic in the testing and teaching of struggling readers. She began as a teacher in the public schools in 1985 where she taught grades K-8 for 18 years. She participated in a Fulbright Teacher Exchange to England in 1993. Beginning in 1998 her work shifted to that of a teacher educator with Brigham Young University's teacher intern program. She has coordinated the ESL endorsement program for inservice teachers through the CITES Office (Center for the Improvement of Teacher Education and Schooling) of Brigham Young University in partnership with five school districts and supervises the practicum experience required for the TESOL K-12 minor of BYU preservice students. She assisted in the initial design and development of the TELL Project, taught these courses on the BYU campus and prepared facilitators to teach the courses. She has been worked on the committed that development of the initial standards for ESL endorsed teachers through the Utah State Office of Education.



### Kendyl Loar

Kendyl Loar is a senior at Brigham Young University. She is majoring in Elementary Education, with a minor in Teaching English to Speakers of Other Languages (TESOL). She will begin her formal teaching career as an intern at an elementary school in Alpine School District this fall. During the past year, she has worked as a Research and Teaching Assistant for the TELL Program. In addition, to the regular tasks of a teaching assistant she has collaborated with Stefinee Pinnegar in the design and implementation of an online version of the Integrating Content and Language Instruction course and has helped develop an online version of an adolescent development course. Through out 2018-2020, she has been an important collaborator in the design and production of the updated open access textbooks for the TELL courses utilized in professional development in the BYU/Public School Partnership. Most recently, she helped develop an open-access online version of Textiles and Tapestries: Self-Study for Envisioning New Ways of Knowing. Kendyl values her education and that of her future students. She is committed to working hard to provide each child with a quality education, because she believes they deserve nothing less.



## Stefinee E. Pinnegar

Brigham Young University

A St. George native, Dr. Pinnegar graduated from Dixie College (now DSU) and Southern Utah State (now SUU). She taught on the Navajo Reservation then completed an M.A. in English at BYU. She taught for 5 years in Crawfordsville, Indiana. She then completed a PhD in Educational Psychology at the University of Arizona (1989). She was faculty at Western Michigan University in Kalamazoo, before coming to BYU. She helped develop and now directs the TELL program. She is Acting Dean of Invisible College for Research on Teaching, a research organization that meets yearly in conjunction with AERA. She is a specialty editor of *Frontiers in Education's* Teacher Education strand with Ramona Cutri. She is editor of the series *Advancements in Research on Teaching* published by Emerald Insight. She has received the Benjamin Cluff Jr. award for research and the Sponsored Research Award from ORCA at BYU. She is a founder of the Self-Study of Teacher Education Practices research methodology. She has published in the *Journal of Teacher Education*, *Ed Researcher*, *Teachers and Teaching: Theory and Practice* and has contributed to the handbook of narrative inquiry, two international handbooks of teacher education and two Self-Study of Teaching and Teacher Education Practices handbooks. She reviews for numerous journals and presents regularly at the American Educational Research Association, ISATT, and the Castle Conference sponsored by S-STTEP.



**Pat Draper**

Brigham Young University

Pat Draper is currently responsible for the TELL practicum for the pre-service teachers. She has a master's degree in linguistics from the University of Utah. She has been an active participant in the design and implementation of the TELL courses from the beginning. She taught TELL courses in the Salt Lake City School District from 1997 through her retirement for SLCSO contributing to the endorsement of 1200 teachers. Across these years, she has regularly prepared facilitators for the Foundations and Family courses. In 2017, after 40 years in the classroom, she retired from teaching. From 2013 to 2017, she mentored new teachers in SLCSO through their first year of teaching. Most recently, she has been actively involved in redesigning the TELL courses and producing the instructional guides used in teaching them.



This content is provided to you freely by Equity Press.

Access it online or download it at <https://equitypress.org/partnerships>.



# Welcome to TELL

Welcome to the Teaching English Language Learners (TELL) Program. In each course, participants learn key theories, principles and research-based best practices for teaching English Learners (ELs--sometimes called Emergent Bilinguals, EBs). Each week participants are asked to enact a practice they learn and then reflect on it in terms of their teacher knowledge. This application and reflection are a key component of teacher learning. The course readings and assignments support participants in achieving the program's overarching purpose which is to advance the education of language minority students through teacher development. The program meets this purpose by developing teachers who know how to differentiate instruction and transform their teaching in ways that enable their development as teachers and the learning of the ELs they teach. As a result of this program, participants, particularly content-area teachers, will be able to work with linguistically and culturally diverse learners in their regular classroom in ways that reflect pedagogic practices that are inclusive of all learners. The completion of the entire TELL Program results not only in teachers being able to adjust curriculum to develop the academic language and literacy of ESLs in their regular classroom, but also, in many cases it results in an ESL Endorsement. The courses in this 16-credit program includes coursework in Foundations of Bilingual Education, Understanding Language Acquisition, Assessment for Linguistically Diverse Students, Developing Second Language Literacy, Integrating Content and Language Instruction, and Family, School, and Community Partnerships. The course support teachers in developing a series of [conceptual tools](#) that can guide their thinking and practice.

## Inclusive Pedagogy Conceptual Framework

The Foundations of Bilingual Education course is pivotal in establishing the [Inclusive Pedagogy Framework](#) as a way of learning about language minority students. Inclusive Pedagogy is a conceptual framework for professional growth that enables educators to respond in educationally appropriate ways to the linguistic, cultural, and learning diversity of students in their classrooms. Although introduced in the first course, Inclusive Pedagogy provides the conceptual framework for all courses in the TELL program. It serves as the lens through which we examine factors impacting the school experience of language minority students in the United States.

Inclusive Pedagogy consists of five characteristics: Collaboration, Guiding Principles, Essential Policy, Critical Learning Domains, and Classroom Strategies. Each of these characteristics is defined by a standard, goal questions that promote common understandings, and a reflection for change question that promotes united advocacy. While in the TELL Program our focus is on ESL students, the Inclusive Pedagogy Framework can be used to address the needs of all special population students: ESL, multicultural, learning disabled, and gifted/talented.

The [five characteristics of Inclusive Pedagogy and their defining standards](#) are as follows:

- **Collaboration:** Meeting the needs of today's language minority students demands collaboration across academic disciplines, institutions, and school-home cultures.
- **Guiding Principles:** Effective instruction for language minority students must be guided by theoretical and moral principles.
- **Essential Policy:** Essential policy, including standards, classification issues, and legalities, must be an integral part of advocacy for language minority students.
- **Critical Learning Domains:** Learning involves development in cognitive, social/affective, and linguistic domains.
- **Classroom Strategies:** Teachers must understand the what and the why of effective classroom strategies for language minority students.

At the end of each course, participants are asked to demonstrate their understanding of language minority students through completion and presentation of a major project that communicates their knowledge of course content and their deepened understanding of Inclusive Pedagogy.

## ProfessorsPlus Delivery System

A distance-learning format was selected for the endorsement over traditional university-centered courses to deliver professional development at multiple school sites that could be adjusted to the needs of rural, suburban, and urban populations and the work schedules of in-service educators. In addition, video-anchoring and the use of a certified, on-site facilitator ensure consistent, high quality content delivery.

The TELL Program uses the ProfessorsPlus™ distance-education delivery system. The Professors part of the course includes the development and provision of a range of useful materials including video segments, CD-ROMs, readings, and engaging interactive learning experiences guided by the chapters in an edtech book. The video segments and CD-ROMs create, in essence, a multimedia textbook. The video segments and CD-ROMs capture the perspectives of educational experts including professors, researchers, teachers, family and principals highlighting content by juxtaposing it against real-world voices and examples of students, educators, parents, and other community members. This makes the relationship between theory and practice immediately visible.

The Professors part also includes the development of an edtech book that guides and supports active learning; encourages thoughtful, analytical reflection; and models appropriate strategies teachers can use with language minority students.

The Plus part of the delivery system is an on-site, masters-equivalent facilitator with extensive public school classroom experience. This facilitator is responsible for creating a sense of community among learners. Employing teacher immediacy to foster interaction, the facilitator shares objectives, uses active learning strategies to promote student engagement, provides opportunities for performance, assesses learning, and communicates with professors.

## Sociocultural Theory

A sociocultural theory of learning undergirds all of our TELL coursework. From the first session of the first course, participants are engaged in a learning community designed using the principles of sociocultural theory. We believe that learning occurs best in social activity in which both teachers and learners participate. In these courses, each facilitator develops a community of learners who focus on learning about culturally and linguistically diverse students and altering, improving, adjusting their practice to better meet the needs of ELs and promote the development of language and literacy (particularly academic literacy) in a second language. The courses take an asset-based orientation supporting teachers in building on learners' strength as they promote their language and literacy development.

Although video segments and CD-ROMs provide interesting and provocative content, most of the learning occurs in course activities and discussions in which teachers try out and apply the things we teach. The activities teachers engage in are immediately transferable to their own teaching with ELs. The videos and readings provide scientific

conceptions for the ideas, while the activities cause participants to confront how they might adjust their teaching in relationship to what they learn. The learning activities and assignment help participants' knowledge, images, and conceptions of themselves as asset-based teachers emerge regularly as they apply them in their teaching and thinking. The facilitator's interactions and the design of the course materials support cognitive, social, and linguistic development, modeling what is needed in teaching culturally and linguistically diverse students. We ask participants to work together because we respect their quality and depth of knowledge about teaching and know they can scaffold each others' learning. Most importantly, we believe that the best opportunities to learn involve opportunities to integrate new learning with prior knowledge. The TELL courses consistently ask participants to take responsibility for learning in environments that provide access to new information and the tools to learn and apply it.

In this program, we emphasize the [Standards for Effective Pedagogy](#) for teaching culturally and linguistically diverse students. These five standards have emerged from research on teaching and learning based in sociocultural theory. These standards are:

- **Joint Productive Activity:** Teacher and students producing together
- **Language and Literacy Development:** Developing language and literacy across the curriculum
- **Contextualization:** Making meaning: Connecting school to students' lives
- **Challenging Activities:** Teaching complex thinking
- **Instructional Conversation:** Teaching through conversation

By [using these standards](#) to create a model for teaching, we engage teachers in environments that orchestrate their productive participation in a variety of activities that produce meaningful learning and enable them to provide more productive learning environments for their ELs.

## University/Public School Partnership

The TELL Program has been developed within the Brigham Young University–Public School Partnership, which is a collaborative partnership between Brigham Young University and five local public school districts: Alpine, Jordan, Nebo, Provo, and Wasatch. This BYU-Public School Partnership, originally part of a consortium created by John I. Goodlad to encourage the simultaneous renewal of teacher education and schooling has existed for over 30 years. This partnership is guided by the following statement of belief:

## WE BELIEVE THAT

- public education is the cornerstone of a civil and prosperous democratic community;
- education is a public imperative, a moral endeavor, and a shared responsibility for all members of society;
- public schools exist to provide access to education for all, which includes both academic mastery and personal development for the purpose of maximizing students' potential to participate fully and productively in society;
- the university supports schools by preparing educators who master their disciplines and who understand and implement curriculum and instruction that support their students' learning and development through ongoing research and inquiry leading to dialogue and action that directly benefit schools.

In addition the BYU-Public School Partnership adheres to the following five commitments.

- **Civic Preparation and Engagement:** the Partnership prepares educators who model and teach the knowledge, skills, and dispositions required for civic virtue and engagement in our society.

**Engaged Learning Through Nurturing Pedagogy:** the Partnership develops educators who are competent and caring and who promote engaged learning through appropriate instructional strategies and positive classroom environments and relationships.

**Equitable Access to Academic Knowledge and Achievement:** the Partnership develops educators who are committed to and actively provide equitable access to academic knowledge and achievement through rigor and mastery of curriculum content and instructional skills.

**Stewardship in School and Community:** the Partnership assists educators in becoming responsible stewards in their schools and communities by dedicating themselves to shared purpose, renewal, and high standards of educator competence and learner performance.

**Commitment to Renewal:** the Partnership fosters in educators a commitment to renewal through consistent inquiry, reflection, and action within their professional practice, resulting in continuous improvement.

In addition to McKay School of Education and University Faculty from other colleges, the administrators and teachers from the five partnership districts were central in the development of this initiative and contributed heavily to the construction and implementation of the TELL program. As you use these books to guide your learning, you will notice that teachers and administrators from the partnership schools played an essential role in authoring and developing these courses with BYU faculty.



This content is provided to you freely by Equity Press.

Access it online or download it at <https://equitypress.org/partnerships/preface>.

# Syllabus for Family, School, and Community Partnerships

## Course Description:

This is the last course in the series of courses for the ESL Endorsement. The purpose of this series of courses has been to educate you to modify, adjust, and transform your practice in ways that will enable you to support the second language and literacy development of the ELs or EBs you are teaching in your regular classroom. An important way to support ELs language and literacy development is through engagement with the families and communities they belong to; therefore, this final course focuses your attention on creating partnerships with students, families, and the community. It seeks to enlighten educators about how they might involve parents and community members with the school community. We build on the learning from the previous five courses, in which you learned to enable your students to learn English and academic content at the same time. We enable you, as an educator, to look outside the classroom to connect to students' families and communities as important influences in the lives of students.

## Course Goals and Objectives:

This course builds on the following ESL standard:

Candidates understand the role and contribution of family and community in the cognitive, linguistic and social development of students. Candidates provide support and advocacy for ELLs and their families and understand the history, laws, and policies of ESL teaching. Candidates work in partnerships with families and communities to create positive learning environments.

The objectives are:

- Acknowledge and follow local, state and federal laws and policies as they pertain to ELLs and their families.
- Employ strategies to empower parents/families to participate in their child's education.
- Evaluate, select, and advocate for applicable models of family and community involvement and support implementation.
- Demonstrate knowledge of how to use family and community members as a resource in learning.

## Textbooks:

*Family, School, and Community Partnerships:* This is the main textbook for this course, an instructional guide found in an open access online platform developed by Royce Kimmons (EdTech Books). The book includes all the learning activities, homework activities, and major projects you will be using for the course.

*National standards for parent/family involvement programs.* Chicago: National PTA.

## **Digital Resources:**

*Family, School, and Community Partnerships*

*Second Language Parent and Family Involvement Case*, Provo, UT: BYU

## **Learning Activities:**

A variety of learning activities and assignments will be used to help students understand course concepts. Students become active participants through the use of self-assessment, reflective writing, jigsaw readings, concept application logs, portfolio work, student profiles, response papers, and technology. Assignments will focus on active learning and require individual, paired, or group work to enrich learning. These activities model the planning, teaching, and assessment strategies that can be used with language minority students. There are also homework activities that, when completed successfully contribute to the points accrued for grading.

## **Attendance Policy:**

This course is grounded in the belief that learning is a socially constructed process. In fact, active learning is a central feature of the course. Furthermore, the concepts presented through the video segments promote a conversational approach to learning. Concepts are immediately explored and applied through learning activities. As a result, much of the learning will take place through discussion and group activities that ask you to apply the research and theories about the teaching of English learners to your daily practice. Class discussion allows you to learn from your colleagues and to contribute to their learning; the insights of class members will be invaluable in your learning.

The experiences within the classroom cannot be reconstructed outside of class time with the facilitator or independently. Therefore, while attendance in and of itself does not count as part of your course grade, it is an important factor since recovering and reconstructing learning that occurs during class time will be difficult, if not impossible. Further, you will often be given credit for products developed during class time, and your presence is highly valued. In addition, students will usually work with colleagues and will frequently present findings and analysis during class time. For these reasons, it will be very difficult to make up class periods missed.

## **Grading Policy:**

For the above reasons, full credit is only available to those students who attend each session and are present for the entire session. We recommend that if a teacher has to miss more than one of the eight sessions, they should be advised to take the course at another time.

In this course, your grade is based on participation in a learning process (i.e., process points) and the creation of individual and group products (i.e., individual and group product points) that emerge from participation in learning activities and homework. In addition, you will be asked to complete independent major assignments that will be evaluated for evidence of how you are learning and growing as a professional. Finally, you will present your professional development in relation to educating students of cultural and linguistic diversity in the final session of the course.

## **Grading Summary:**

Type of Points	Description	Points
Process	Points for participating in learning activities during class	
Homework Individual Product	Points for individual products produced for homework assignments	
Practicum	Points for individual or group products produced for practicum assignments	
Total		

**In the next chapter in this book, you will find a Total Points sheet you can copy and use to track your points earned throughout the course.**

**Grading Scale: You must earn at least a B- to pass this class.**

Percentage	Grade
94-100%	A
90-93	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-

Explanation of the Template
Total Points





This content is provided to you freely by Equity Press.

Access it online or download it at <https://equitypress.org/partnerships/syllabus>.



# Explanation of the Template

## Learning Outcomes, Pedagogical Intent, Student Position

Each book is divided into eight sessions. Each session contains the activities and homework that are the content for the session. Each learning activity (LA), Video Segment (AVG) and Homework (HW) represents an individual chapter in the book. The chapter label represents the content of the chapter. Each chapter begins with a LA or HW Template. The header contains the objective, the pedagogical intent, and student position that capture the essence and animate the intended learning and outcomes for the activity represented. In addition, the LA and AVG include the time allowance and the points represented by them. The HW includes the number of points. LA/AVG and are each worth 25 points and the HW are each worth 50 points. (The total point sheet document identifies the points possible across the course and is found just before Session 1 in every course). Following the template are the instructions for each LA, AVG, or HW. There are links in the homework that will take you to worksheets, readings, or videos or other items the learner will need to complete the task describe in the instruction. The AVG's represent video segments, or sometimes powerpoints. These usually are accompanied by Active Viewing Guides (AVGs) or worksheets to support learners in extracting meaning from the digital materials. These are provided to model the ways in which in your teaching as teachers you need to consider your use of digital materials as texts and enable students learning from these texts.

Each element in the template is important for making explicit participants learning. The **learning outcome** is anchored to the state standards for an ESL Endorsement and is based on the national standards for teaching ELs. The pedagogical intent informs the participant and the facilitator of the learning aim and goal of the specific activity. Attention to the **pedagogical intent** enabled us as designers and enables facilitators to target the activity and make sure that the activity, the interactions asked for, and the materials provided will work in concert to enable participants to not only learn but also take up in their practice the ideas embedded in the activity. When designers and teachers think through the instruction they are providing for students in this way it allows them to be strategic in creating powerful learning experiences. In designing LA and HW using pedagogical intent to guide their design and construction enabled the authors to make certain that the LA and HW would position students for the learning experiences in a session.

In addition to providing the learning outcome and the statement of pedagogical intent, the template includes a **student position** statement. While the pedagogical intent focuses on desired learning from the activity, this statement articulates the history of learning events that have prepared the student to engage in this learning experience. It provides an explanation of the knowledge and experiences that have prepared students to engage in this next learning experience.





This content is provided to you freely by Equity Press.

Access it online or download it at

[https://equitypress.org/partnerships/learning\\_activity\\_template\\_explanation](https://equitypress.org/partnerships/learning_activity_template_explanation).

# Total Points

## Family, School, and Community Partnerships

In this course your grade is calculated based on the total accumulated points. In each session, you will receive credit for the learning activities and homework you complete. In addition you will accrue points for the major assignments.

You can use This [Total Points Sheet](#) to keep a personal record of work in the course.



This content is provided to you freely by Equity Press.

Access it online or download it at <https://equitypress.org/partnerships/abbreviations>.



# Preparation for Session One

## Materials to Prepare for the First Course

Pre-Homework Due Session 1



This content is provided to you freely by Equity Press.

Access it online or download it at [https://equitypress.org/partnerships/preparation\\_for\\_sess](https://equitypress.org/partnerships/preparation_for_sess).



# Pre-Homework Due Session 1



Learning Outcome	Pedagogical Intent	Student Position
Employ strategies to empower parents/families to participate in their child's education.	Teachers can prepare to begin this course. They need to complete 3 items and bring them to the first session.	After learning about culture, second language acquisition, assessment, developing ELs' literacy and integrating content and language, they are now ready to learn about how to engage parents and family in a child's education and how to link schools, families, and communities.

**Assessment: 25 pts.**

**Due: Session 1**

## Instructions

1. Find 2-3 items belonging to you that you feel connect to your personal and family cultures. Bring them with you to the session 1. Also, write a one-page description of the three items and explain why you feel they represent your personal and family cultures. Be ready to share at least one of your items with classmates.
2. Follow this link to the [Teaching Tolerance](#) website. You will download the Teacher Voices Worksheet (which is a Common Beliefs Survey) and fill it out. Bring it to class and turn it in to your facilitator.
3. Locate and bring the asset map you completed in the Foundations Course. If you haven't taken that course or can't locate your asset map, use the supplied forms to create a new one ([Asset Map Instructions](#), [Asset Map Outline](#), [Example](#)). Be sure you have it with you for session 1.



This content is provided to you freely by Equity Press.

Access it online or download it at [https://equitypress.org/partnerships/pre\\_homework\\_due\\_ses](https://equitypress.org/partnerships/pre_homework_due_ses).



# Session One: Community, Assumptions, and PTA Standards

## Assets, Cultures, and Reaching Out

LA 1.1: Learning about Ourselves as Cultural Beings
LA 1.2: Identifying and Reviewing Community Assets
LA 1.3: National PTA Standards
LA 1.4: National PTA Standards – Assessing
LA 1.5: Uncovering Assumptions about Heritage
LA 1.6: Major Course Assignments
HW 1.1 Reflection on My Practice with Families and Community
HW 1.2 Engaging Funds of Knowledge
HW 1.3 One Day in the Life of a Child
HW 1.4 Explaining the Assets in My School Neighborhood
HW 1.5 Exploring School and Community Partnershiping through PTA Standards
HW 1.6 Reviewing Major Projects



This content is provided to you freely by Equity Press.

Access it online or download it at [https://equitypress.org/partnerships/session\\_1](https://equitypress.org/partnerships/session_1).



# LA 1.1: Learning about Ourselves as Cultural Beings

## Respecting Cultures



Learning Outcome	Pedagogical Intent	Student Position
Employ strategies to empower parents/families to participate in their child's education.  <b>Assessment: 25 pts.</b>  <b>TA: 40 Minutes</b>	Teachers can apply their learning about culture in the classroom as they teach ELs.	Students have learned about culture in past courses. Now they will share their own culture using artifacts and a paper explaining their culture and how the items brought reflect their personal cultures.

## Instructions

1. When the facilitator directs, set up your cultural items as directed and place your paper explaining how each item represents your culture. Be sure your name is on the paper.
2. The facilitator will distribute the record sheet ([session fill in form 1.1](#)) and explain how you will write your responses on it during this session's activities, beginning with the column called culture diorama. Click and download the link to record your responses.
3. The class will be divided into 2 groups. Group 1 will remain beside their cultural diorama display and explain it as group 2 people move around to look at the displays and listen to the explanations, making notes on the form.
4. After 12 minutes, the groups will change, with group 2 people standing beside their diorama, and group 1 will fill in the form for cultural diorama.
5. The facilitator will lead a discussion with the class to create a list of things that represent culture in people's lives and another list of things that do not represent culture.



This content is provided to you freely by Equity Press.

Access it online or download it at [https://equitypress.org/partnerships/la\\_1.1](https://equitypress.org/partnerships/la_1.1).

## LA 1.2: Identifying and Reviewing Community Assets

### Opening Our Eyes to Community Resources



#### Learning Outcome

Evaluate, select, and advocate for applicable models of family and community involvement and support implementation.

**Assessment: 25 pts.**

**TA: 30 Minutes**

#### Pedagogical Intent

Teachers can identify and use resources in the community to identify opportunity and assist students and families.

#### Student Position

Students have engaged in an activity that helped them see culture as an asset. Now they will work in groups to add more resources to an asset map previously constructed.

# Instructions

1. Form groups of teachers from the same school or from feeder elementary schools to your area middle schools and high schools.
2. Remind yourselves by using the [explanation sheet](#) provided about each of the six categories are that should appear on your community asset map.
3. Write the name of your school or feeder school at the top of your existing asset map. If you didn't keep your map from the Foundations class, then create that now on the Asset Map Outline link below.
4. Work together in your group to add new assets to your maps. This is the original [Asset Map Outline](#) and an [Asset Map example](#) to help you.
5. Post your map on the wall with the same school or feeder school.
6. Do a gallery walk to note items people from other schools have found in their communities. Consider all 6 of the areas: kinship, economic, education, political, religious, and associations. The goal is to have several assets from each of the 6 criteria on each person's map.
7. Return to your seats and use the session sheet you accessed in LA 1.1. You will use the Asset Map Column to record your thinking regarding additional assets and resources in your school community.



This content is provided to you freely by Equity Press.

Access it online or download it at [https://equitypress.org/partnerships/la\\_1.2](https://equitypress.org/partnerships/la_1.2).

## LA 1.3: National PTA Standards



---

### Learning Outcome

Employ strategies to empower parents/families to participate in their child's education.

**Assessment: 25 pts.**

**TA: 30 Minutes**

---

### Pedagogical Intent

Teachers use the PTA standards to consider and guide them in interacting with parents and community members in supporting all students in meeting their potential.

### Student Position

Students have explored culture and community resources and are now ready to learn the standards to follow as they pursue enabling parents and community involvement in their school and classroom.

# Instructions

1. The facilitator will organize the class into six groups.
2. Each group is assigned one of the six PTA standards to study. Review the [National PTA Standards summary sheet](#) to gain information about your assigned standard.
3. Consider the standard's purpose and how it can be used to bring schools and families together to improve each student's education.
4. Create a poster explaining your standard and post it in the classroom.
5. Using the session worksheet your used to record your thinking based on the cultural diorama and the asset map, record your developing understanding as your review each poster teaching about a PTA Standard.
6. The class engages in a gallery walk, reading each poster. Record your thinking on the session worksheet and using post-it notes, place questions you have or assertions you want to make on each poster.
7. Each group reviews the questions and prepares to answer the questions posted and assert the main ideas of their standard when called on. Take notes on your session sheet.
8. As a group discuss and then add to your session sheet how implementing these standards in your practice will assist families to participate in their child's education.



This content is provided to you freely by Equity Press.

Access it online or download it at [https://equitypress.org/partnerships/la\\_1.3](https://equitypress.org/partnerships/la_1.3).



## LA 1.4: National PTA Standards -- Assessing



Learning Outcome	Pedagogical Intent	Student Position
Evaluate, select, and advocate for applicable models of family and community involvement and support implementation.  <b>Assessment: 25 pts.</b>  <b>TA: 30 Minutes</b>	Teachers can utilize the National PTA Standards to assess their school's performance and engage with faculty to improve parent and community involvement in their schools.	Students have been introduced to the National PTA Standards and will briefly look at how the standards can be evaluated in practice.

### Instructions

1. Each group is assigned to look at the Assessment Guide for a different standard. Click on the link for the standard assigned to your group. Then together review the copy of the assessment items in relationship to the school(s) you teach in.  
[Assessment Guide Standard 1](#), [Assessment Guide Standard 2](#), [Assessment Guide Standard 3](#), [Assessment Guide Standard 4](#), [Assessment Guide Standard 5](#), [Assessment Guide Standard 6](#)
2. In your standard group, consider how well you enact this standard in your schools. Discuss how attending to the assessment for your standard can help your schools and colleagues improve the quality of parent, family and community involvement in the education of their children.
3. After carefully reviewing your standard in relationship to your schools, have each person review the assessment guides for one of the other standards and report what they think would be the typical issues for schools in your district.
4. The facilitator will ask for a short report (1 to 2 minutes) about your discussion of your standard and/or the typical issues you identified concerning the other standards.



This content is provided to you freely by Equity Press.

Access it online or download it at [https://equitypress.org/partnerships/la\\_1.4](https://equitypress.org/partnerships/la_1.4).

## LA 1.5: Uncovering Assumptions about Heritage



Learning Outcome	Pedagogical Intent	Student Position
<p>Communicate a personal acceptance of and acknowledge the dynamics of culture in the lives of all students.</p> <p><b>Assessment: 25 pts.</b></p> <p><b>TA: 20 Minutes</b></p>	<p>Teachers can rethink their cultural assumptions and reconsider their teaching and schooling practices to more helpfully respond to the cultural diversity in their school and better support student development and learning.</p>	<p>Students have shared artifacts of their own cultures, made asset maps, and learned the PTA National Standards. They now watch an Islamic woman discuss assumptions people make about people from other cultures without personal contact with individuals of that culture.</p>

### Instructions

1. Watch the TED talk: What does my headscarf mean to you? by [Yassmin Abdel-Magied](#).
2. Use the [Unconscious Bias TED note-taking sheet](#) to answer the questions and record your thinking as you watch.
3. Participate in a discussion with the class about assumptions you have seen or hear others or yourself making about people who are diverse in terms of race, ethnicity, language, culture or religion.
4. Use the session sheet (Stereotypes Column) to record your thinking regarding stereotypes and assumptions you have held.





This content is provided to you freely by Equity Press.

Access it online or download it at [https://equitypress.org/partnerships/la\\_1.5](https://equitypress.org/partnerships/la_1.5).

## LA 1.6: Major Course Assignments



Learning Outcome	Pedagogical Intent	Student Position
Employ strategies to empower parents/families to participate in their child's education. <b>Assessment: 25 pts.</b> <b>TA: 10 Minutes</b>	Teachers can complete the major assignments as practice for doing family and student profiles, creating partnership plans, and advocating for ELs and their families as part of their practice.	Students have begun the Parent and Family course with activities in the first session. They will now be introduced to the three major assignments of the course and come next week with questions they need answered.

### Instructions:

1. The facilitator will briefly introduce you to the three major projects for this course. Click on the links to access the documents.

- The Family Profile: [Instructions](#) and [Rubric](#)
- The Partnership Plan: [Instructions](#) and [Rubric](#)
- The Advocacy Position Paper and Presentation: [Instructions](#) and [Scoring Guide](#)

2. You will review over the next week each of the assignments. Write down questions you have for each assignment and bring your questions with you next week to get answers.





This content is provided to you freely by Equity Press.

Access it online or download it at [https://equitypress.org/partnerships/la\\_16\\_major\\_course\\_a](https://equitypress.org/partnerships/la_16_major_course_a).

# HW 1.1 Reflection on My Practice with Families and Community



## Learning Outcome

Demonstrate knowledge of how to use family and community members as a resource in learning.

## Pedagogical Intent

Teachers can act in their practice and reflect on their action using they learn about working with ELs.

## Student Position

Students have learned theories and strategies for teaching ELs in their regular classrooms and how to respond to include parents, families, and communities in their children's education.

**Assessment: 50 pts.**

**Due: Session 2**

## Instructions

1. At the end of each session the facilitator will assign the participants to write in their journal addressing several questions. The journal will be turned in on the final session for the facilitator to review. The journal may also be used during group discussions on the following week. Bring your journal with you to class each week as you may be asked to refer to them during group discussions.
2. For session one answer the following questions:
  1. Of the five belief statements, which one did you feel a personal connection to and why? Which one, if any, did you disagree with and why?
  2. Now that you have been introduced to the five standards of Inclusive Pedagogy, which one do you feel you are most familiar with and what evidence of the standard do you see in your classroom
  3. What is your over-all feeling of the endorsement thus far and what do you hope the endorsement will do for you?



This content is provided to you freely by Equity Press.

Access it online or download it at [https://equitypress.org/partnerships/hw\\_11\\_reflection\\_on\\_](https://equitypress.org/partnerships/hw_11_reflection_on_).



# HW 1. 2 Engaging Funds of Knowledge

## How Are Home Visits Helpful?



Learning Outcome	Pedagogical Intent	Student Position
Employ strategies to empower parents/families to participate in their child's education.  <b>Assessment: 50 pts.</b>  <b>Due: Session 2</b>	Teachers can engage with parents and families beyond the boundaries of the school to develop knowledge of students and utilize cultural and family knowledge and skills in their schools and in classroom instruction	Students have learned about issues of cultural difference, funds of knowledge, and how to use it in their classroom. They are ready to explore family knowledge in their own practice.

## Instructions

Read chapter 6, La Visita, in Funds of Knowledge, pp. 119-129.

1. Answer these questions: What were some of the resources Tenery found in her students' homes that can be drawn upon to facilitate her students' academic success?
  - List some things that are drawbacks to teachers doing home visits?
  - What advantages do you see that could result from your own home visit with a family?
2. Go to <https://equitypress.org/-PWZ> and watch Video Segment 1.1. Scroll down to the menu. Click on Session 1 and video 1.1 then scroll to the top of the screen and watch the 20 minute video. You can use [AVG 1.1](#) to follow the video and record notes of your thinking.

Now read chapter 8 in Funds of Knowledge, Empowering Parents of Multicultural Backgrounds, pp. 143-151.

1. Answer these questions: What does the author of this chapter mean by "parent participation is often poor"? How can the Funds of Knowledge project increase participation from parents in schools?
2. Make a list of places you could plan to meet the family of your student. Also list questions you would like to ask them as you visit.

Now make a list of questions you want to ask the family and be sure to invite someone to go with you and whether or not you need a translator. Do not let the student be the translator. Also consider several places where you could meet with the family.



This content is provided to you freely by Equity Press.

Access it online or download it at [https://equitypress.org/partnerships/hw\\_1\\_2\\_engaging\\_fund](https://equitypress.org/partnerships/hw_1_2_engaging_fund).

# HW 1.3 One Day in the Life of a Child

## Exploring a Student's Life through VideoEthnography



Learning Outcome	Pedagogical Intent	Student Position
Employ strategies to empower parents/families to participate in their child's education. <b>Assessment: 50 pts.</b> <b>Due: Session 2</b>	Teachers analyze a VideoEthnography on a student to develop new knowledge about the life of an EL family and student. They can apply this gathering of information as they work to get to know EL students and their families.	Students will do a Family Profile for one of the major projects in this course. They now practice gathering information for a family profile on a VideoEthnography student to prepare them for completing the family profile for one of their own student's family.

### Instructions:

1. Go to [tellcases.byu.edu](https://tellcases.byu.edu) (ID: tellcases; PW: video) and select the Family, School, and Community Course. There are three students included in these studies and you need to select one you would like to learn about.
  - Vanessa Gomez, elementary student
  - Asuncion Valdez, secondary
  - Xuan Machado, elementary
2. Watch all of the video segments for your student, jot your ideas on the [note taking sheet](#). You may need to watch some segments more than once to get the information needed.
3. Come to session 2 with the notes you have taken.
4. Identify a student's family from your own class for whom you will complete the family profile. Bring the student's name and contact information to session 2.



This content is provided to you freely by Equity Press.

Access it online or download it at [https://equitypress.org/partnerships/hw\\_13\\_family\\_school](https://equitypress.org/partnerships/hw_13_family_school).

# HW 1.4 Explaining the Assets in My School Neighborhood



Learning Outcome	Pedagogical Intent	Student Position
Demonstrate knowledge of how to use family and community members as a resource in learning. <b>Assessment: 50pts.</b> <b>Due: Session 2</b>	Teachers can identify the assets of their school neighborhood community and explain them to others using this information to support families and students within their community and school neighborhood and connect families to them and each other.	Students have shared their asset maps and viewed the asset maps of others to prompt them to add additional assets and to be prepared to explain the assets in their neighborhood in relationship to their maps.

## Instructions:

1. You constructed an Asset Map in the Foundations Course or you created one in LA 1.2 (Here is the [explanation sheet](#) if you need it as you refine the map). Use the color coding identified in the explanation sheet in terms of each of the six categories:
  - Kinship--blue
  - Economic--brown
  - Education--yellow
  - Political--orange
  - Religious--purple
  - Associations--green
2. Then look at the [assessment map example](#) and the [explanation for it](#) by following these links.
3. Write a one-two-page paper to explain the community assets in your school's neighborhood.

4. Be sure to bring your own asset map and explanation to session 2.



This content is provided to you freely by Equity Press.

Access it online or download it at [https://equitypress.org/partnerships/hw\\_14\\_explaining\\_theG](https://equitypress.org/partnerships/hw_14_explaining_theG).

## HW 1.5 Exploring School and Community Partnering through PTA Standards

Planning to address parent, family and community involvement through PTA Standards



Learning Outcome	Pedagogical Intent	Student Position
Evaluate, select, and advocate for applicable models of family and community involvement and support its implementation.  <b>Assessment: 50 pts.</b>  <b>Due: Session 2</b>	Teachers can be creative as they apply the National PTA standards to their work with parents, families, and communities. They will continue in this work to assist parents and families to understand assets and resources available in their own communities.	Students have learned about the N considered the requirements for th this course. They will now review c determine one to become the focu

## Instructions:

1. In your group, review the six PTA Standards by looking at the [question document](#). It asks critical guiding questions to consider which of the PTA standard you would like to focus on in your partnership plan around. As you scroll through this document, you will notice that each standard with an explanation is listed followed by a set of questions. These are the questions we want you to consider.
2. As you review the questions for each standard or as you remember the self-assessment documents from class, identify which standard you would like to address to improve parent, family and community involvement at your school.
3. As you brainstorm on your own, think about what would be doable in your setting at this point in time. You could review these ideas with colleagues at your school to gain more ideas or deepen your thinking.
4. Bring to class, any standard you particularly want to address and ideas you have about how to address the issues raised by the standard. Remember: On this project you can work with others in your class that are at your school or if your idea is at the district level you can work with others at your district or catchement area (or feeder schools).
5. Your Partnership Plan will be shared in session 6 and you review the directions in HW 1.6.



This content is provided to you freely by Equity Press.

Access it online or download it at [https://equitypress.org/partnerships/hw\\_15\\_exploring\\_scho](https://equitypress.org/partnerships/hw_15_exploring_scho).



## HW 1.6 Reviewing Major Projects



Learning Outcome	Pedagogical Intent	Student Position
<p>Provide support and advocacy for ELLs and their families and understand the history, laws, and policies of ESL teaching</p> <p><b>Assessment: 50 pts.</b></p> <p><b>Due: Session 2</b></p>	<p>Teachers can utilize the three major projects of this course to increase their ability and desire to include parents and families as partners to assist their children in learning in schools. They will know how to approach community assets to increase this work.)</p>	<p>Students have b for this course. T project, writing c</p>

### Instructions:

1. Review the three assignments by looking at Learning Activity 1.6 where you will find links to each assignment, including rubrics/scoring guides that go with each project.
2. Make a list of questions you still have after studying each assignment so you can obtain the answers from the facilitator during session 2.
3. Remember that the Family Profile and Partnership Plan are both due in session 6, where you will present them in groups to one another. Be sure you understand the requirements for each one.



This content is provided to you freely by Equity Press.

Access it online or download it at [https://equitypress.org/partnerships/hw\\_16\\_reviewing\\_majo](https://equitypress.org/partnerships/hw_16_reviewing_majo).

## Session Two: Preparing to Cross Borders

### Assets, Cultures, and Community Partners

LA 2.1: VideoEthnography Student Share
LA 2.2: Share your Asset Map
LA 2.3: Home Visits, Cultures, and Practices
LA 2.4 Community Partners
LA 2.5: National PTA Standards
LA 2.6: Title 1 Law
HW 2.1: Reflection on Actions Taken and Learning
HW 2.2: Identifying White Privilege
HW 2.3: Beginning the Family Profile
HW 2.4: Go On a School Field Trip
HW 2.5: Research Facts about Your School



This content is provided to you freely by Equity Press.

Access it online or download it at [https://equitypress.org/partnerships/session\\_2](https://equitypress.org/partnerships/session_2).



## LA 2.1: VideoEthnography Student Share

Sharing understanding of the assets and challenges in the lived experiences of children, families, and communities of EL



### Learning Outcome

Communicate a personal acceptance of and acknowledge the dynamics of culture in the lives of all students.

### Pedagogical Intent

Teachers will be able to gather the information they need from home visits to better engage with a child and his/her family and make connections with the family, the child, and the community.

### Student Position

Students have taken notes on a VideoEthnography student and will work with others who learned about the same student to create a visual to explain this student to the rest of the class.

**Assessment: 25 pts.**

**TA: 30 Minutes**

## Instructions

1. Meet in a group of no more than three other students. Everyone in your group should have studied the same VideoEthnography student you studied. (We know there are only three students but we want all of you have a chance to create a representation capturing the life of a student. So we know there will be more than one poster of each child.) You need to discuss what you learned about this student, the family, community, and the teacher.
2. Share and then compile your understandings about the different aspects of this child's and family's life in this country.
3. Discuss your learnings about this student. Then create a visual to tell this child's story with the materials needed.
4. After you post your VideoEthnography, you will engage in a Gallery Walk and review the other posters of this same student.
5. Then look at the visuals for the other two students. Notice the differences in the various representations of the same child.
6. Now the teacher will engage you in a discussion of what you learned.



This content is provided to you freely by Equity Press.

Access it online or download it at [https://equitypress.org/partnerships/la\\_2.1](https://equitypress.org/partnerships/la_2.1).

## LA 2.2: Share your Asset Map

### Understanding Your School's Community Assets



#### Learning Outcome

Demonstrate knowledge of how to use family and community members as a resource in learning.

**Assessment: 25 pts.**

**TA: 20 Minutes**

#### Pedagogical Intent

Teachers can assist families in identifying resources in the community to better meet families' needs.

#### Student Position

Students have discovered new assets and resources from the school community. They have updated their maps, including additions from their profile family. They now share their asset maps to add to one another's maps.

## Instructions

1. When prompted by the facilitator, post your asset map in the place designated for your school (or feeder school).
2. Use a gallery walk to peruse the maps for your same community, and then view others' maps, noting resources you may not have identified in your own school neighborhood.
3. Return to your seat to make a final update to your map and any needed adjustment to your explanation.
4. Turn in your map and email your written explanation of it to the facilitator before next class period.





This content is provided to you freely by Equity Press.

Access it online or download it at [https://equitypress.org/partnerships/la\\_2.2](https://equitypress.org/partnerships/la_2.2).



## LA 2.3: Home Visits, Cultures, and Practices



Learning Outcome	Pedagogical Intent	Student Position
Employ strategies to empower parents/families to participate in their child's education.	Teachers can complete a better home visit after discussing together the results they hope to gain.	Students prepare for making the first home visit with the family. The first visit will be completed before session 3.
<b>Assessment: 25 pts.</b>		
<b>TA: 20 Minutes</b>		

### Instructions

1. In your group, watch the [video segment 2.1](#) Cultures and Practices. Click on the link. Scroll down to the video list on the left side of the page. Click on session 2 then click on *Introduction* scroll up and watch the video. You can take notes on the accompanying [active viewing guide](#).
2. Discuss the video and Ch. 6, La Visita. What questions do you have about completing the Family Profile? Discuss them with your tablemates.
3. Turn in your reading guide for ch. 6 at the end of the session.
4. Be sure you have arranged with the family you will profile the date, location, and time you will arrive. Remember that you can visit them at the school, in their home, or at a community place you both agree on. Also, be sure you have another person to go with you, and determine if you need a translator. Please don't have the student be your translator.





This content is provided to you freely by Equity Press.

Access it online or download it at [https://equitypress.org/partnerships/la\\_2.3](https://equitypress.org/partnerships/la_2.3).

## LA 2.4 Community Partners



Learning Outcome	Pedagogical Intent	Student Position
Employ strategies to empower parents/families to participate in their child's education.  <b>Assessment: 25 pts.</b>  <b>TA: 20 Minutes</b>	Teachers can design a partnership plan to better support the involvement of parents, family and community in their school.	Students have read about creating a partnership plan. They watch a video about partnering and cultures. They will consider possible topics for their own partnership plan.

### Instructions

1. In your group, watch **Collaboration: Exploring Community Resources:** [Video Segment 5.1](#). Click on the link. Scroll down to the video list on the left side of the page. Click on session 5 then click on the first topic on the list on the right side scroll up and watch the video. You can take notes on the accompanying [worksheet](#).
2. You will engage in a short brainstorm about the ideas you learned about how your school might better engage parents, families and communities.





This content is provided to you freely by Equity Press.

Access it online or download it at [https://equitypress.org/partnerships/la\\_24\\_community\\_part](https://equitypress.org/partnerships/la_24_community_part).

## LA 2.5: National PTA Standards



Learning Outcome	Pedagogical Intent	Student Position
<p>Employ strategies to empower parents/families to participate in their child's education.</p> <p><b>Assessment: 25 pts.</b></p> <p><b>TA: 30 Minutes</b></p>	<p>Teachers can take the lead in identifying areas in which their schools can improve in meeting at least one of the National PTA Standards.</p>	<p>Students have been introduced to the National PTA Standards and are ready to consider how their schools are doing in meeting the standards.</p>

### Instructions

1. Sit in groups of the same school or feeder school.
2. Using the National PTA Standards and the questions from Homework 1.5, you used last week, share your school's strengths and needs in meeting each standard.
3. Select the one standard your school is doing best. Then select the one standard the school needs to work on. Discuss why you chose these with your group.
4. Brainstorm ideas for how the school can improve their work for the standard that needs improvement. Create a list you can share with other teachers at your school or in your feeder school group to receive feedback on your ideas.
5. Return next week with the basics of a plan in mind.





This content is provided to you freely by Equity Press.

Access it online or download it at [https://equitypress.org/partnerships/la\\_2.4](https://equitypress.org/partnerships/la_2.4).

## LA 2.6: Title 1 Law

### Aligning Practices with Federal Law



Learning Outcome	Pedagogical Intent	Student Position
Acknowledge and follow local, state and federal laws and policies as they pertain to ELLs and their families.  <b>Assessment: 25 pts.</b>  <b>TA: 45 Minutes</b>	Teachers can serve students better when they understand the requirements of federal laws pertaining to the students they teach.	Students learn of the Title 1 Law which applies to all Title 1 schools in the country. They will compare this law with their own schools and be able to bring up the conversation in their school.

## Instructions

1. In your group of four, you will read one of two readings that inform you about Title 1 Law and your responsibilities. Two of you will read [What is Title 1](#) and two of you will read [Title 1 Special Populations](#) requirements. Take notes on the article you read, confer with your partner, and be prepared to report what your group members.
2. Share questions you have about how your schools are functioning in relationship to what you have learned within a whole class discussion.
3. Working individually, fill out the [compliance questionnaire](#) used by the USBE to evaluate school compliance with Title 1 Law. Discuss your questions and learning within your group. Take this form with you to share with other school personnel at your school. Next week, the facilitator will ask you to share your colleagues thinking about Title 1 law in relationship to your school and your district.



This content is provided to you freely by Equity Press.

Access it online or download it at [https://equitypress.org/partnerships/la\\_2.5](https://equitypress.org/partnerships/la_2.5).



## HW 2.1: Reflection on Actions Taken and Learning



### Learning Outcome

Teachers work in partnerships with families and communities to create positive learning environments.

**Assessment: 50 pts.**

**Due: Session #3**

### Pedagogical Intent

Teachers can become self-aware as they reflect on and apply learnings from session activities and set goals for future change in their usual practice with English Language learners.

### Student Position

Students reflect on their work to change and improve their classroom instruction as part of this course. Reflection helps teachers understand how to work with English Language learners and their families.

## Instructions

Each Week's Reflection Journal (to be completed after each session)

1. Think of what action you took last week. Describe it.
2. What event either before, during, or after your action sticks in your mind. Write the details.
3. Now write about—What did you learn, unlearn, and relearn this week?
4. What are the next steps you will take in your practice? What do you hope will result?



This content is provided to you freely by Equity Press.

Access it online or download it at [https://equitypress.org/partnerships/hw\\_2.19](https://equitypress.org/partnerships/hw_2.19).

## HW 2.2: Identifying White Privilege

Social Systems--Privileged? Or Not?



Learning Outcome	Pedagogical Intent	Student Position
Employ strategies to empower parents/families to participate in their child's education.  <b>Assessment: 50 pts.</b>  <b>Due: Session 3</b>	When teachers understand and confront themselves as to any assumptions they have held in the past, they can better appreciate the students and families they work with as they support the education of their students.	Students have considered the assumptions many in society hold regarding diverse people. They will now consider the privileges they possess that seem to be 'the way things are' in our society to many of us.

### Instructions

1. Read the article you will find below, after # 5 in the directions, entitled "Unpacking the Invisible Backpack" by Peggy McIntosh. When she wrote this article, she was working in women's issues. She wondered why the men around her couldn't understand their advantages as white men over white women. She began thinking of populations that are seen differently than the 'white men' and realized that she, too, had some advantages over others.
2. Consider who in our American society has privilege.
3. List at least ten ways that you are privilege they have that give them an advantage over others. Identify one and write about what leads you to have tha privilege.
4. Think about others who don't have the same level of privilege as you. Reread the last part of the article in which McIntosh puzzles about the assumptions men held regarding women's studies and compare that to how ordinary people of privilege might hold the assumptions they do regarding people who don't have the same privilege. Include your thinking about these items.
5. Bring this written assignment.

**Article: "Unpacking the Invisible Backpack" by Peggy McIntosh.**

**White Privilege: Unpacking the Invisible Backpack**

From : McIntosh, P. (2007). White privilege: Unpacking the invisible knapsack. *Race, class, and gender in the United States: An integrated study*, 177-82.

Through the work to bring materials from women's studies into the rest of the curriculum, I have often noticed men's unwillingness to grant that they are over-privileged, even though they may grant that women are disadvantaged. They may say they will work to improve women's status, in the society, the university, or the curriculum, but they can't or won't support the idea of lessening men's. Denials which amount to taboos surround the subject of advantages which men gain from women's disadvantages. These denials protect male privilege from being fully acknowledged, lessened or ended.

Thinking through unacknowledged male privilege as a phenomenon, I realized that since hierarchies in our society are interlocking, there was most likely a phenomenon of white privilege which was similarly denied and protected. As a white person, I realize I had been taught about racism as something which puts others at a disadvantage, but had been taught not to see one of its corollary aspects, white privilege which puts me at an advantage. I think whites are carefully taught not to recognize white privilege as males are taught not to recognize male privilege. So I have begun in an untutored way to ask what it is like to have white privilege. I have come to see white privilege as an invisible package of unearned assets which I can count on cashing in each day, but about which I was "meant" to remain oblivious. White privilege is like an invisible weightless backpack of special provisions, maps, passports, code books, visas, clothes, tools, and blank checks.

Describing white privilege makes one newly accountable. As we in women's studies work to reveal male privilege and ask men to give us some of their power, so one who writes about having white privilege must ask, "Having described it, what will I do to lessen or end it?"

After I realized the extent to which men work from a base of unacknowledged privilege, I understood that much of their oppressiveness was unconscious. Then I remembered the frequent charges from women of color that white women whom they encounter are oppressive. I began to understand why we don't see ourselves that way. I began to count the ways in which I enjoy unearned skin privilege and have been conditioned into oblivion about its existence.

My schooling gave me no training in seeing myself as an oppressor, as an unfairly advantaged person, or as a participant in a damaged culture. I was taught to see myself as an individual whose moral state depended on her individual moral will. My schooling followed the pattern my colleague Elizabeth Minnich has pointed out: Whites are taught to think of their lives as morally neutral, normative, and average, also ideal, so that when we work to benefit others, this is seen as work which will allow "them" to be more like "us".

I decided to try to work on myself at least by identifying some of the daily effects of white privilege in my life. I have chosen those conditions which I think in my case attack somewhat more to skin color privilege than to class, religion, ethnic status, or geographical location, though of course all these other factors are intricately intertwined. As far as I can see, my African American co-worker, friends and acquaintance with whom I come in to daily and frequent contact in this particular time, place, and line of work cannot count on most of these conditions.

1. I can, if I wish, arrange to be in the company of people of my race most of the time.
2. If I should need to move, I can be pretty sure of renting or purchasing housing in an area which I can afford and in which I want to live.
3. I can be pretty sure that my neighbors in such a location will be neutral or pleasant to me.
4. I can go shopping alone most of the time, pretty well assured that I will not be followed or harassed.
5. I can turn on the TV or open to the front page of the paper and see people of my race widely represented.
6. When I am told about our national heritage or about "civilization", I am shown that people of my color made it what it is.
7. I can be sure that my children will be given curricular materials that testify to the existence of their race.
8. If I want to, I can be pretty sure of finding a publisher for this piece on white privilege.
9. I can go into a music shop and count on finding the music of my race represented, into a supermarket and find the staple food which fits with my cultural traditions, into a hairdresser's shop and find someone who can cut my hair.
10. Whether I use checks, credit cards, or cash, I can count on my skin color not to work against the appearance of financial reliability.
11. I can arrange to protect my children most of the time from people who might not like them.
12. I can swear, or dress in second-hand clothes, or not answer letters with out having people attribute these choices to the bad morals, the poverty, or the illiteracy of my race.
13. I can speak in public to a powerful male group without putting my race on trial.
14. I can do well in a challenging situation without being called a credit to my race.
15. I am never asked to speak for all the people of my racial group.
16. I can remain oblivious of the language and customs of persons of color who constitute the world's majority without feeling in my culture any penalty for such oblivion.
17. I can criticize our government, and talk about how much I fear its policies and behavior without being seen as a cultural outsider.
18. I can be pretty sure that if I ask to talk to the "person in charge", I will be facing a person of my race.
19. If a traffic cop pulls me over or if the IRS audits my tax return, I can be sure I haven't been singled out because of my race.
20. I can easily buy posters, postcards, picture books, greeting cards, dolls, toys, and children's magazines featuring people of my race.
21. I can go home from most meetings of organizations I belong to feeling somewhat tied in, rather than isolated, out of place, unheard, held at a distance, or feared.
22. I can take a job with an affirmative action employer without having co workers on the job suspect that I got it because of my race.
23. I can choose public accommodations without fearing that people of my race cannot get in or will be mistreated in the places I have chosen.
24. I can be sure that if I need legal or medical help, my race will not work against me.
25. If my day, week, or year is going badly, I need not ask or each negative episode or situation whether it has racial overtones.
26. I can choose blemish cover or bandages in 'flesh' color and have them more or less match my skin.

I repeatedly forgot each of the realizations on this list until I wrote it down. For me, white privilege has turned out to be an elusive and fugitive subject. The pressure to avoid it is great, for in facing it I must give up the myth of meritocracy. If these things are true, this is not such a free country; one's life is not what one makes it; many doors open for certain people through no virtues of their own.

In unpacking this invisible backpack of white privilege, I have listed conditions of daily experience which I once took for granted. Nor did I think of any of these perquisites as bad for the holder. I now think that we need a more finely differentiated taxonomy of privilege, for some of these varieties are only

what one would want for everyone in a just society, and others give license to be ignorant, oblivious, arrogant and destructive.

I see a pattern running through the matrix of white privilege, a pattern of assumptions which were passed on to me as a white person. There was one main piece of cultural turf; it was my own turf, and I was among those who could control the turf. My skin color was an asset for any move I was educated to want to make. I could think of myself as belonging in major ways, and of making social systems work for me. I could freely disagree, fear, neglect, or be oblivious to anything outside of the dominant cultural forms. Being of the main culture, I could also criticize it fairly freely

In proportion as my racial group was being made confident, comfortable, and oblivious, other groups were likely being made unconfident, uncomfortable, and alienated. Whiteness protected me from many kinds of hostility, distress, and violence, which I was being subtly trained to visit in turn upon people of color.

For this reason, the word privilege now seems to me misleading. We usually think of privilege as being a favored state, whether earned or conferred by birth or luck. Yet some of the conditions I have described here work to systematically over-empower certain groups. Such privilege simply confers dominance because of one's race or sex.

I want, then, to distinguish between earned strength and unearned power conferred systematically. Power from unearned privilege can look like strength when it is in fact permission to escape or to dominate. But not all of the privileges on my list are inevitably damaging. Some, like the expectation that neighbors will be decent to you or that your race will not count against you in court, should be the norm in a just society. Others, like the privilege to ignore less powerful people, distort the humanity of the holders as well as the ignored groups.

We might at least start by distinguishing between positive advantages which we can work to spread, and negative types of advantages: for example, the feeling that one belongs within the human circle, as Native Americans say, should not be seen as privilege of a few. Ideally it is an unearned advantage.

I have met very few men who are truly distressed about systemic, unearned male advantage and conferred dominance. And so one question for me and others like me is whether we will get truly distressed, even outraged, about unearned race advantages and conferred dominance, and if so, what we will do to lessen them. In any case, we need to do more work in identifying how they actually affect our daily lives. Many, perhaps most, of our white students in the US think that racism doesn't affect them because they are not people of color; they do not see whiteness as a racial identity. In addition, since race and sex are not the only advantaging systems at work, we need similarly to examine the daily experience of having age advantage, or ethnic advantage, or physical ability, or advantage related to nationality, religion, or sexual orientation.

Difficulties and dangers surrounding the task of finding parallels are many. Since racism, sexism, and heterosexism are not the same, the advantaging associated with them should not be seen as the same. In addition, it is hard to disentangle aspects of unearned advantage which rest more on social class, economic class, race, religion, sex and ethnic identity than on other factors. Still, all of the oppressions are interlocking, as the Combahee River Collective Statement of 1977 continues to remind us eloquently.

One factor seems clear about all of the interlocking oppressions. They take both active forms which we can see and embedded forms which as a member of the dominant group one is taught not to see. In my class and place, I did not see myself as a racist because I was taught to recognize racism only in individual acts of meanness by members of my group, never in invisible systems conferring unsought racial dominance on my group from birth.

Disapproving of the systems won't be enough to change them. I was taught to think that racism could end if white individuals changed their attitudes. But a "white" skin in the United States opens many doors for whites whether or not we approve of the way dominance has been conferred on us. Individual acts can palliate, but cannot end, these problems.

To redesign social systems we need first to acknowledge their colossal unseen dimensions. The silences and denials surrounding privilege are the key political tool here. They keep the thinking about equality or equity incomplete,

protecting unearned advantage and conferred dominance by making these taboo subjects. Most talk by whites about equal opportunity is to try to get into a position of dominance while denying that systems of dominance exist.

It seems to me that obliviousness about white advantage, like obliviousness about male advantage, is kept strongly inculturated in the United States so as to maintain the myth of meritocracy and the myth that democratic choice is equally available to all. Keeping most people unaware that freedom of confident action is there for just a small number of people props up those in power and serves to keep power in the hands of the same groups that have most of it already.

Though systematic change takes many decades, there are pressing questions for me, and I imagine for some others like me, if we raise our daily consciousness on the perquisites of being light skinned. What will we do with such knowledge? As we know from watching me, it is an open question whether we will choose to use unearned advantage to weaken hidden systems of advantage, and whether we will use any of our arbitrarily-awarded power to try to reconstruct power systems on a broader base.



This content is provided to you freely by Equity Press.

Access it online or download it at [https://equitypress.org/partnerships/hw\\_2.2](https://equitypress.org/partnerships/hw_2.2).





## HW 2.3: Beginning the Family Profile

First Home Visit is Due in Session 4



Learning Outcome	Pedagogical Intent	Student Position
<p>Evaluate, select, and advocate for applicable models of family and community involvement and support implementation.</p> <p><b>Assessment: 50 pts.</b></p> <p><b>Due: Session 3</b></p> <p><b>Presentation of the profile in session 6.</b></p>	<p>Teachers cross borders by engaging with a family of their choice to gain understanding about the family funds of knowledge they possess. They will apply this knowledge in their work with the student in the classroom.</p>	<p>Students have studied a VideoEthnography student. This week they will visit their chosen family for the first time to share the asset map with the family and to learn the family's funds of knowledge.</p>

# Instructions

1. In your homework, you read about Funds of Knowledge and learned more about it from watching a video. In class you have considered home visits and how to conduct one.
2. Carefully review the [Family Profile](#) Assignment.
3. Create a list of questions you can ask the family on the first visit. Remember to remain open to the family's answers and concerns they share.
4. Remember to have someone go with you and if you need a translator arrange for one. Do not rely on your student to act as translator and remember the translator could join you through a phone if they cannot be there in person.
5. Remember to allow space for parents to ask questions and be ready to answer their questions. Engage in an interview conversation not an interrogation.
6. Share a copy of the asset map you have made and ask if they know of other places or individuals that they enjoy or rely on and could be added to your map. Jot down their ideas on your copy of the map or in your notes.
7. Before you leave, make an appointment and place for your next visit. Remember this could be at school during parent teacher conferences or their home or someplace else they choose.
8. Prior to visiting with the family a second time research everything they had questions about so you can answer them at the second visit and jot down some ideas about additional things you would like to explore with them.
9. Be prepared to share your experience with your classmates.



This content is provided to you freely by Equity Press.

Access it online or download it at [https://equitypress.org/partnerships/hw\\_2.3](https://equitypress.org/partnerships/hw_2.3).

## HW 2.4: Go On a School Field Trip

### Considering School Practices



---

#### Learning Outcome

Candidates provide support and advocacy for ELLs and their families and understand the history, laws, and policies of ESL teaching.

#### Pedagogical Intent

Teachers can use their learning to observe how their school succeeds or not in the work of welcoming students and families to the school and supporting student learning.

#### Student Position

Students have studied about assumptions, privilege, and conscious and unconscious bias. They will now visit places in their school to assess how well their school makes people feel welcome.

**Assessment: 50 pts.**

**Due: Session 3**

---

# Instructions

1. You have reviewed the National PTA standards. Think about what you learned as you engage in a field trip of your school to examine how welcoming and easily accessible your school might be to those coming to it.
2. Select places in your school to observe to see how welcoming personnel is to parents and families. In addition, as you move from place to place, observe the interactions you see and also consider the signs on the walls. Possible places to visit are:
  - a. The school office
  - b. Hallways
  - c. Library
  - d. Faculty room
  - e. PLC conversations
  - f. Cafeteria
  - g. Open spaces
3. Sit or stand in the places you choose and notice how quickly parents and visitors are assisted with what they need. Note clues to the attitudes and willingness to help diverse people quickly. Are some made to wait? Are they greeted with smiles? Does the staff treat all visitors in the same way?
4. Take notes on what you see and hear. Note if some people are ignored or dealt with on a surface level. Write your observations and bring them with you to session 3.



This content is provided to you freely by Equity Press.

Access it online or download it at [https://equitypress.org/partnerships/hw\\_2.4](https://equitypress.org/partnerships/hw_2.4).

## HW 2.5: Research Facts about Your School

What are the Facts?

Learning Outcome	Pedagogical Intent	Student Position
Candidates provide support and advocacy for ELLs and their families and understand the history, laws, and policies of ESL teaching.  <b>Assessment: 50 pts.</b>  <b>Due: Session 3</b>	Teachers gain understandings about their school demographics testing results and can use the knowledge presented and learned from USOE and from the school field trip to better support families and students in educating children.	Students have their school a regarding the ratings.

### Instructions

1. Go to the Utah State Board of Education website and search for the most recent data posted on your school. Find the facts about race, ethnicity, languages spoken, free and reduced lunch, etc. Record what you find on the [Compliance Data worksheet](#).
2. Look for the most recent testing data for your school. What rating did your school earn in the latest testing round? (Your district potentially provides a yearly report that may give you additional information.)
3. Study the [summary of OCR compliance memo](#) and [Guidance suggestions](#). Determine if your school may have an issue or two in complying with OCR. Consider what is important for equity in the education of every student in your school. Use the [Ensuring Participation](#) worksheet to record your work.
4. Bring this work to session 3 to support your discussion in LA 3.3 and begin your thinking about your Partnership Plan.



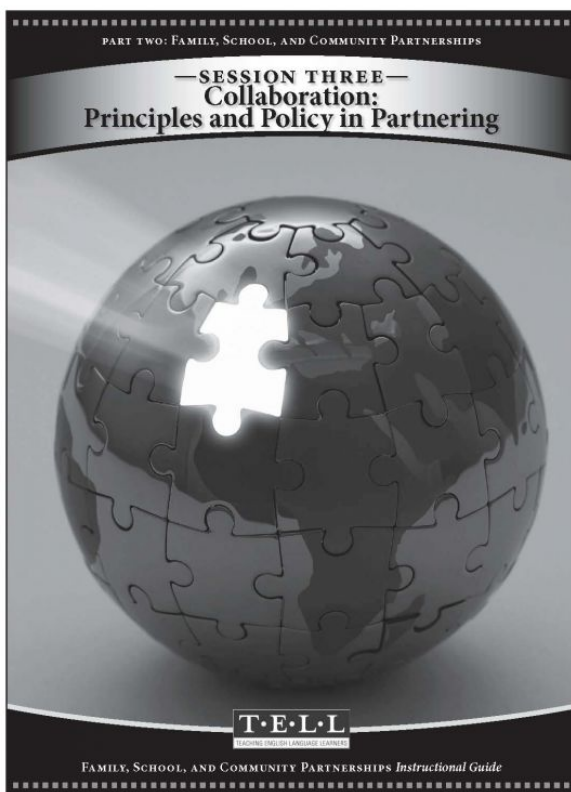


This content is provided to you freely by Equity Press.

Access it online or download it at [https://equitypress.org/partnerships/hw\\_2.5](https://equitypress.org/partnerships/hw_2.5).

# Session Three: Family and Community Engagement

Privilege, Civil Rights, Home Visits



LA 3.1: Reviewing Analysis of My Invisible Backpack

LA 3.2: Work on the Family Profile

LA 3.3: Office of Civil Rights Role

LA 3.4: Serving EL's in Schools and in Classrooms

LA 3.5: Exploring Community Engagement through Examples

HW 3.1: Reflections on Session 3

HW 3.2: Family Profile Major Assignment
HW 3.3: A Teacher's Perspective on Family Involvement
HW 3.4: Partnership Plan
HW 3.5: Beliefs About Poverty



This content is provided to you freely by Equity Press.

Access it online or download it at [https://equitypress.org/partnerships/session\\_3](https://equitypress.org/partnerships/session_3).



# LA 3.1: Reviewing Analysis of My Invisible Backpack

## Recognizing Our Privilege



### Learning Outcome

Communicate a personal acceptance of and acknowledge the dynamics of culture and privilege in the lives of all students.

### Pedagogical Intent

Teachers can act from understanding their own privilege to appreciate and work with their students lack of privilege to help them and their families apply themselves to their education.

### Student Position

Students have read about white privilege and searched for areas of their own privilege. Now they will discuss these issues with classmates.

**Assessment: 25 pts.**

**TA: 30 Minutes**

## Instructions

1. Take out your notes from homework 2.2 about the Invisible Backpack.
2. Sit in groups of 4 and discuss the privileges you listed after the reading. Notice the privileges identified by most of you and explain why you consider your list to be privileges.
3. Each group needs to create three “aha’s” about white privilege and what teachers can do to reduce its effect on students and their families. Take notes on them and report out your group’s findings when the facilitator gives you your turn.
4. When each group is called on to share, report out only the ones that have not already been shared. Then as a class, consider why your list is short—meaning many of you felt the same—or long—meaning that there are more privileges identified than you imagined there would be.



This content is provided to you freely by Equity Press.

Access it online or download it at [https://equitypress.org/partnerships/la\\_3.1](https://equitypress.org/partnerships/la_3.1).

## LA 3.2: Work on the Family Profile

### An Approach to Consider



Learning Outcome	Pedagogical Intent	Student Position
Understand and apply knowledge of how cultural identities impact language learning and school success by creating an environment that is inclusive of all students.  <b>Assessment: 25 pts.</b>  <b>TA: 30 Minutes</b>	Teachers can use the qualitative approach as they visit the family the second time and then create the family profile assignment.	Students have made the first visit to the family they are profiling and will now read about and explain the qualitative approach to connecting homes and classrooms. They will then make the second visit with their chosen family.

## Instructions

1. Working in groups of four, each person will read a different section from *Funds of Knowledge* Chpt.4 "Funds of Knowledge for Teaching: Using a Qualitative Approach to Connect Homes and Classrooms". A: reads pp. 71-75; B: reads pp 75-79; C reads: pp. 79-82 and D reads: pp. 82-86.
2. After reading, report to the group your section and then together discuss the ideas.
3. Now create a visual that supports your group's understanding of how to use a qualitative approach to uncovering the ways in which classrooms and homes can be connected.
4. Write a short paragraph that explains your visual.
5. Post your visual.
6. Observe the visuals of others and using sticky notes to post new understandings on the various posters.



This content is provided to you freely by Equity Press.

Access it online or download it at [https://equitypress.org/partnerships/la\\_3.2](https://equitypress.org/partnerships/la_3.2).

## LA 3.3: Office of Civil Rights Role

### How Is My School Doing?



#### Learning Outcome

Employ strategies to empower parents/families to participate in their child's education.

**Assessment: 25 pts.**

**TA: 40 Minutes**

#### Pedagogical Intent

Teachers can use what they learn about the Office of Civil Rights after analyzing their school's performance to better serve students and their families.

#### Student Position

Students have learned about the National PTA standards and Title 1 Law. They now look at information from the Office of Civil Rights and determine how their school and district conform to this law.

## Instructions

1. Organize into groups whose members are from the same school or feeder schools. Using your reading from homework 2.5 and your notes about them, discuss things you learned, remembered, noticed or what surprised you concerning Federal Law and Policies governing how teachers, schools and districts should respond to comply with legal guidelines and mandates.
2. Discuss the following questions about their school or feeder school group:
  - a. What concerns did you uncover from the information read in HW 2.5?
  - b. What are common reasons for schools having families who petition OCR for changes in their children's education?
3. Share information from the Analyzing Compliance form you filled out. Identify areas in which your school or district does or does not attend to the issues and identify strategies for improvement.
4. The facilitator will circulate to collect ideas to be shared among all groups.



This content is provided to you freely by Equity Press.

Access it online or download it at [https://equitypress.org/partnerships/la\\_3.3](https://equitypress.org/partnerships/la_3.3).

## LA 3.4: Serving EL's in Schools and in Classrooms

### Exploring Pat's Story



#### Learning Outcome

Understand and apply knowledge of how cultural identities impact language learning and school success by creating an environment that is inclusive of all students.

**Assessment: 25 pts.**

**TA: 30 Minutes**

#### Pedagogical Intent

Teachers can speak up for change in programs when they know better ways of working with students and families and are aware of their own biases.

#### Student Position

Students have studied conscious and unconscious bias as well as laws governing the teaching of English Language learners. They read an event that brought change to a school and apply it to their respective schools.

# Instructions

1. In groups, read "Pat's Story" which is posted here immediately following the directions.
2. The story reveals how ELs can sometimes be overlooked.
3. After reading the story, in your group discuss what unsubstantiated assumptions (unconscious bias) that teachers hold about ELs and their families. Consider the way that assumptions and stereotypes played a role in the story.
4. Share experiences as you consider your school's program for working with English Language learners.
  - a. Does your school program for ELs help these students or does it harm them?
  - b. Are students pulled from the classroom to attend ESL classes?
  - c. Do ESL students miss out on important classroom activities and learning to go to ESL?
  - d. Does every teacher teaching ESL students have an ESL endorsement?
  - e. Are parents included in your school following the National PTA Standards? The Office of Civil Rights Requirements?
  - f. Do parents know how to 'speak up' for the child to advocate for better systems of helping students learn English?
  - g. Is your school or district under pressure from OCR to change 'the way we've always done it'?
5. In relationship to the story and your responses to the questions posed and your experiences in your groups pause and identify the ways in which your school is and has been successful with support the language and learning of ELs Also consider the ways in which your school or classroom practices are not working and might need adjustment. Suggest possible changes to each other.
6. Create a list of strategic changes you could propose in faculty or district meetings.

## Pat's Story

My last 4 years of work in Salt Lake City School District was as a mentor for new teachers. I was assigned to my first non-Title 1 school where I mentored 3 new teachers. This was an eye-opening experience for me as I had always taught in Title 1 schools for my entire career. It was enjoyable to be there and work with the staff and my teachers. The school had 63 ELLs attending out of 500 students and was in a very affluent area on the east bench.

I arrived one day after being with several of my other teachers I mentored, and as soon as she saw me, the principal said, "Pat, I need to talk to you. Can you come to my office right away?" In my brain, I was thinking 'oh, no, which one of my 3 teachers here did something she shouldn't have?' I left my things in the faculty room and immediately went to the office.

Rae, the principal, asked me to shut the door. I did, and sat down across from her, and she immediately told me that the district equity office people had visited the school earlier in the day. With a sigh of relief, I commented that I was sure they were pleased with what they saw. Rae's reply to me was that the question they had asked her was: "What is your school doing for your 63 students who are ELLs?"

My response was, "Well, what did you say?"

She said that she had described that when she goes into classrooms, she notices that teachers are pulling groups to work with at a table a lot.

"So, when they are working with groups, are they building academic language or background knowledge with those students?" I said.

"I'm not sure," she stated. "I just thought they were doing something to help those kids with the language."

My next thought was, 'I wonder why they asked that question'. So, I asked, "Why don't you pull up your last three years of test scores. Maybe that will give us a clue as to why they came today."



Rae went to her computer and pulled up the data. This was a very eastside school in the district, and usually their test scores are in the mid 90s. I was a bit surprised that this school's test scores averaged 82%. Quite a bit below my expectation.

I suggested, "Try disaggregating the data and let's look at the scores then. Take out your English language learners and see what that does to the percentages."

She did, and we were both surprised to see that without those 63 students included, the school average was 92%. Quite a difference. Then we looked at the scores of the English language learners by themselves, and noticed that their scores had plummeted to 27%! Quite a difference, too. Rae and I were both appalled by that figure. Most of these ELLs are children of parents who teach at the U of U or are students there. They come from educated families, but the teachers had assumed that they didn't need to worry about them.

In my head, I was thinking 'Just 4 years ago I taught the BYU ESL endorsement classes right here at this school because so many teachers had enrolled in the classes. What did they not get? I really believe that because these students' parents were educated, the assumption was that they didn't need any help. The teachers hadn't realized that background knowledge and academic vocabulary work was needed for the students to really grapple with and understand the learning that English speakers had already known.

Rae asked me what I thought they should do to improve those test scores. I told her my thinking, and she asked if I would do a faculty meeting training the following Monday to remind teachers of what they need to do when working with ELLs.

I responded to her that I would be happy to do that, but only if she would begin by describing the visit from the district personnel and then show the faculty the test scores. When the teachers saw the difference in scores between native English speakers and second language speakers, there was a big communal gasp. We reminded ourselves that one should never assume that any student gets everything we do along the way without informal assessment to measure it.

Together, we agreed that they would immediately begin working on background knowledge and we came up with many ways to teach vocabulary. They agreed to end the year by working harder with ELLs and they began the next year armed with an arsenal of vocabulary strategies and practices to use.

Always remember: to assume that every student 'gets it' right away can become a very disabling experience for the students who need it. Teachers now were aware that they had sorely neglected this group of students across all the grade levels.



This content is provided to you freely by Equity Press.

Access it online or download it at [https://equitypress.org/partnerships/la\\_3.4](https://equitypress.org/partnerships/la_3.4).



# LA 3.5: Exploring Community Engagement through Examples

## Partnership Plans



Learning Outcome	Pedagogical Intent	Student Position
Acknowledge and follow local, state, and federal laws and policies as they pertain to ELLs and their families.  <b>Assessment: 25 pts.</b>  <b>TA: 30 Minutes</b>	Teachers can organize change in their school based on new information to attend to federal laws and policies as they work to engage families and community with the school.	Students have studied OCR issues, National PTA standards for family and community involvement and will now study other articles on the topic of partnership plans.

## Instructions

1. In groups of three, read the article your group is assigned from the list: (a); ([2techplan](#)); (b) ([East High](#)); (c) ([Elderly Young](#)); (d) ([Foster Student Plan](#)); (e) ([Partner Parents](#)); (f) ([Partnership Llibraries](#)); (g) ([Partner Reading Plan](#)); and (h) ([Grocery Plan](#)).
2. Based on your article, construct a poster that communicates the plan reported in the article. Be sure to list the key ideas so that you and others might adapt the plan to your school or classroom.
3. Hang your poster. Then join a Gallery Walk–take notes on the ideas from the posters.
4. As a group discuss, the ideas you observed and how they respond to the issues raised by your review of your school and compliance issues you uncovered.
5. During this session, you have identified places your school might improve services for ELs and their families. Before you go today, jot down some actions you might take or ideas about a Partnership Plan.



This content is provided to you freely by Equity Press.

Access it online or download it at [https://equitypress.org/partnerships/la\\_3.5](https://equitypress.org/partnerships/la_3.5).

## HW 3.1: Reflections on Session 3



### Learning Outcome

Teachers work in partnerships with families and communities to create positive learning environments.

**Assessment: 50 pts.**

**Due: Session 4**

### Pedagogical Intent

Teachers can become self-aware as they reflect on and apply learnings from session activities and set goals for future change in their usual practice with English Language learners.

### Student Position

Students reflect on their work to change and improve their classroom instruction as part of this course. Reflection helps teachers understand how to work with English Language learners and their families.

## Instructions

Each Week's Reflection Journal (to be completed after each session)

1. Think of what action you took last week. Describe it.
2. What event either before, during, or after your action sticks in your mind. Write the details.
3. Now write about—What did you learn, unlearn, and relearn this week?
4. What are the next steps you will take in your practice? What do you hope will result?



This content is provided to you freely by Equity Press.

Access it online or download it at [https://equitypress.org/partnerships/hw\\_3.1](https://equitypress.org/partnerships/hw_3.1).

## HW 3.2: Family Profile Major Assignment



Learning Outcome	Pedagogical Intent	Student Position
Demonstrate knowledge of how to use family and community members as a resource in learning.	Teachers can use their learning about one family and apply this learning into new teaching practices and strategies to enable student learning and to help the family assist in their child's education.	Students have made the first visit with the student's family they are studying. They prepare and do the second visit to the family they are profiling and continue to learn more family funds of knowledge. This prepares them to complete the assignment for the family profile. Now they will work to complete the written part of the profile assignment.
<b>Assessment: 50 pts.</b>		
<b>Due: Session 6</b>		

### Instructions

1. Complete your second visit with the family you are profiling.
2. Using the links here, review the items in the [Family Profile Project](#) (and the [rubric](#)) to be sure you understand what information is needed to complete the assignment.
3. As you construct your documents, remember to change the child's and family's real names for privacy.
4. Finish the written work necessary to complete your Family Profile of the family and student you chose. It is due in session 6.
5. Remember to create a visual (photo, drawing, family sign, funds of knowledge, etc.) that you will use to share your profile with classmates.
6. The sooner this assignment is finished, the sooner you can work on the remaining two major assignments.



This content is provided to you freely by Equity Press.

Access it online or download it at [https://equitypress.org/partnerships/hw\\_3.2](https://equitypress.org/partnerships/hw_3.2).



# HW 3.3: A Teacher's Perspective on Family Involvement

What the PTA Standards Can Mean to Teachers



Learning Outcome	Pedagogical Intent	Student Position
Employ strategies to empower parents/families to participate in their child's education.  <b>Assessment: 50 pts.</b>  <b>Due: Session 4</b>	Teachers can enact the six National PTA Standards in their work with students and families with the goal of helping families to participate in their child's education.	Students have learned the six National PTS Standards earlier in the course. They are now ready to determine where they need to begin working to enact the standards in their classroom practices.

## Instructions

1. Read [A Teacher's Perspective on Family Involvement](#).
2. Use the reading guide provided to show your thinking about this particular teacher's perspective. Click the following link to access and download the [reading guide](#) to take notes on the article.
3. Bring the completed reading guide to session 4 next week to turn in.



This content is provided to you freely by Equity Press.

Access it online or download it at [https://equitypress.org/partnerships/hw\\_3.3](https://equitypress.org/partnerships/hw_3.3).

## HW 3.4: Partnership Plan

### Search for Possible Partners



Learning Outcome	Pedagogical Intent	Student Position
<p>Employ strategies to empower parents/families to participate in their child's education.</p> <p>Candidates provide support and advocacy for ELLs and their families</p> <p><b>Assessment: 50 pts.</b></p> <p><b>Due: Session 4, plan due in session 6</b></p>	<p>Teachers can embrace cultures in their class and reach out to families and communities to develop partnership plans which place families, schools and community members in collaborative work with each other to benefit all parties.</p>	<p>Students gained information and knowledge about partnership plans by looking through examples. They noted ideas for what plans could be based on and now will begin creating a partnership plan they want to pursue.</p>

## Instructions

1. Review the examples described below to support your thinking in developing your own Partnership Plan (The assignment and rubric for this project can be found by following the appropriate links in LA 1.6.). As you read these examples and consider your plan remember: Small changes can make big differences.

### Example one: Requesting an Email

One example is when two 6th grade teachers attended their students' football games, talked to the coach, and asked him to support the boys in their education by penalizing them when they didn't finish schoolwork and homework. He announced to the team that if he received an email from the teachers with their name on it, they would be benched in

the next game. What a change that made for getting work done. (In this case, the partners were the teachers and the coach, each playing their part in the interest of students.

### **Example 2: Finding and Sharing Resources**

Another example: a high school math teacher was shocked that she had a set of 30 calculators for all of her higher math students to use (multiple classes). How could they do homework? She talked with a company that made a calculator that would automatically update programs on it so students wouldn't ever need to buy another calculator. The cost was \$100 per calculator. She then visited with the principal, who said he had money he could spend on about half of the calculators needed, and he knew that his parents would be willing to buy a lifetime calculator for \$10 a month over the school year. The plan worked, and every student had a calculator to use for homework, one they could keep through the college level.<sup>2</sup> (Students and families benefited because owning a good calculator was possible for them. Partners were the teacher, the principal, and the company.)

2. As you think of what you might do, consider the Community Based Organization and Faith Based Organizations in your community (You could add relevant ones to your Asset Map, if you would like to.). Search for these phrases for your area and make a list of those that are intriguing. Think about how your school or class might connect to these organizations.

Be creative and think of something your students and/or families really need. Return to the assignment in the first session and begin filling in the necessary information for your idea of a plan.



This content is provided to you freely by Equity Press.

Access it online or download it at [https://equitypress.org/partnerships/hw\\_3.4](https://equitypress.org/partnerships/hw_3.4).

## HW 3.5: Beliefs About Poverty



### Learning Outcome

Communicate a personal acceptance of and acknowledge the dynamics of culture in the lives of all students

### Pedagogical Intent

Teachers can better support ELs when they know of multiple issues the families and students are part of and discover ways to support and challenge them.

### Student Position

Students have learned about a variety of practices to be used with English Language learners throughout these courses.. As some ELs are also in poverty, they will watch 2 talks

**Assessment: 50 pts.**

**Due: Session 4**

## Instructions

1. In this homework, we will reconsider what we believe about children and families in poverty by watching two TED Talks and reading an article summary of the ASCD book, *Disrupting Poverty*.
2. The first TED Talk comes from [Mia Birdsong](#): The Story We Tell about Poverty Isn't True.
3. The second talk comes from [Rutger Bregman](#): Poverty Isn't a Lack of Character.
4. Take notes as you watch using this [worksheet](#).
5. Be prepared to report what you think schools and teachers could do as they work with children in poverty.
6. Read the brief summary of the ASCD book *Disrupting Poverty* from this [link](#) and take notes.
7. Be ready to discuss the understandings you have come to based on the 2 talks you watched and the summary you read in session 4.

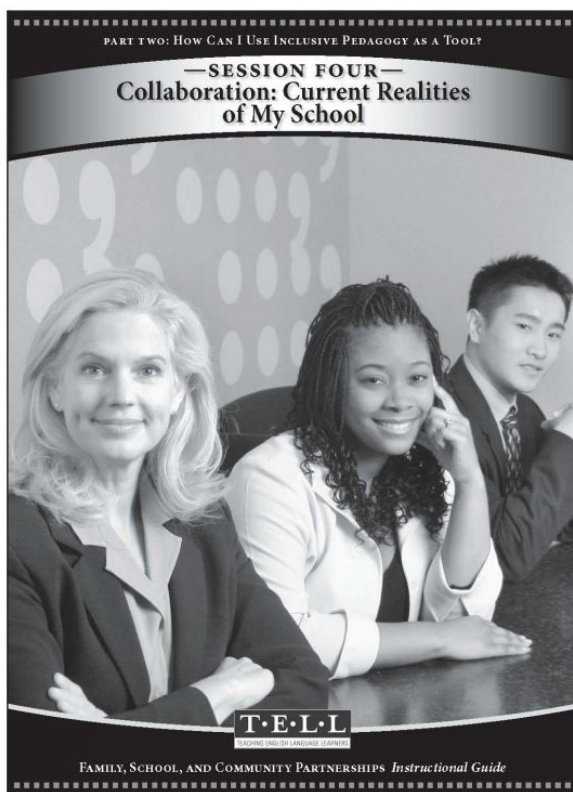


This content is provided to you freely by Equity Press.

Access it online or download it at [https://equitypress.org/partnerships/hw\\_3.5](https://equitypress.org/partnerships/hw_3.5).

## Session Four: Collaboration

Working Together in the Interests of Students and Families



LA 4.1: Studying Students

LA 4.2: Organizing for Partnerships

LA 4.3: How WIDA Can Help Parents

LA 4.4: Expanding Understanding of People in Poverty

LA 4.5: Comparing Living Conditions across The World through Photos

HW 4.1: Weekly Reflection

HW 4.2: How Does Your School Compare
HW 4.3: Understanding Global Poverty
HW 4.4: Uncovering Your Experiences with Race and Privilege
HW 4.5: Completing Your Family Profile
HW 4.6: Complete Your Partnership Plan



This content is provided to you freely by Equity Press.

Access it online or download it at [https://equitypress.org/partnerships/session\\_4](https://equitypress.org/partnerships/session_4).



## LA 4.1: Studying Students



Learning Outcome	Pedagogical Intent	Student Position
Employ strategies to empower parents/families to participate in their child's education.  <b>Assessment: 25 pts.</b>  <b>TA: 30 Minutes</b>	Teachers can create partnership plans for their own students, families, and communities to empower families to participate in assisting in their child's schooling.	Students have jointly learned about a family and student on the VideoEthnography. They have also read examples of partnership plans. They will now work with others who studied the same student to create a partnership plan that would assist this student and/or family if it were used in practice.

### Instructions

1. Form groups according to the VideoEthnography student you studied in HW 1.3. (Vanessa Gomez, Ascuncion Valdez, or Xuan Machado).
2. Consider what you know about this student, their family, and the community, and brainstorm ideas for a partnership plan that would benefit this child. Use the directions you will use to develop the plan for your final project (found at this link--[Partnership Plan Instructions](#)) to guide you in developing and organizing the plan your group develops.
3. Then use chart paper to outline what you would suggest, how it would work, and the details as to who is involved.
4. Your group will use this chart to share the particulars of your plan for your student with the whole group.
5. After your presentation, respond to the questions of your colleagues and ask for ideas about how you could improve the plan.





This content is provided to you freely by Equity Press.

Access it online or download it at [https://equitypress.org/partnerships/la\\_4.1](https://equitypress.org/partnerships/la_4.1).

## LA 4.2: Organizing for Partnerships



Learning Outcome	Pedagogical Intent	Student Position
Employ strategies to empower parents/families to participate in their child's education.  <b>Assessment: 25 pts.</b>  <b>TA: 20 Minutes</b>	Teachers can utilize resources in the smaller and larger community to work with parents and families as they assist them in supporting their children's education.	Students have searched for CBOs and FBOs to find some agencies that may be helpful in writing their partnership plans. They will share their findings with other class members and share ideas on how to partner with them.

### Instructions

1. In your group, share with each other the interesting Community-based Organizations (CBOs) and Faith-based Organizations (FBOs) you discovered.
2. As you discuss them, share ideas you have about how you might partner with one or more of them in ways that would support the children and their families at your school and specifically the child who is the focus of your family profile project.
3. As a group, select one or two organizations you think are unique and/or helpful in working with families. Be ready to share these with the class.





This content is provided to you freely by Equity Press.

Access it online or download it at [https://equitypress.org/partnerships/la\\_4.2](https://equitypress.org/partnerships/la_4.2).

## LA 4.3: How WIDA Can Help Parents



Learning Outcome	Pedagogical Intent	Student Position
Demonstrate knowledge of how to use family and community members as a resource in learning.	Teachers can assist parents in understanding exactly what they can do to work with their child at home by using WIDA parent resources.	Students are familiar with WIDA and the testing their students are given. They will now look at the WIDA website attending to the Can-do descriptors, and then search the parent resources for ideas in helping students' families to understand language learning levels and how to help their child in learning.
<b>Assessment: 25 pts.</b>		
<b>TA: 20 Minutes</b>		

### Instructions

1. In your group, go to the portion of the WIDA website that provides information about Can-do descriptors for various grades and levels. This [link](#) will take you there.
2. After you review the Can-do Descriptors, go to the WIDA resources website from this [link](#). Click on download and read through the information about engaging families.
3. Discuss in your group the resources you found and how you will use them in your work with parents.
4. Be prepared to share your ideas with the whole group.





This content is provided to you freely by Equity Press.

Access it online or download it at [https://equitypress.org/partnerships/la\\_4.3](https://equitypress.org/partnerships/la_4.3).

## LA 4.4: Expanding Understanding of People in Poverty



### Learning Outcome

Communicate a personal acceptance of and acknowledge the dynamics of culture in the lives of all students.

### Pedagogical Intent

Teachers can consider poverty along with culture and language to determine new ways to work with families in supporting their children's education.

### Student Position

Students have learned about culture, community resources, the PTA National Standards, Title 1, and the Office of Civil Rights. They will now learn about students and families living in poverty.

**Assessment: 25 pts.**

**TA: 30 Minutes**

## Instructions

1. For homework you watched two TED talks (Birdsong and Bregman) and read a summary of *Disrupting Poverty*. Now you will participate in a whole group discussion about what you learned. Use your notes to inform your discussion.
2. Participate in a shower of ideas where you share your thinking, learning, and problem solving and share your thoughts—reveal the stereotypes you have heard about people who live in poverty. The discussion will focus on poverty and its effects on people who live in poverty.
3. At the end of the session, turn in your notes.





This content is provided to you freely by Equity Press.

Access it online or download it at [https://equitypress.org/partnerships/la\\_4.4](https://equitypress.org/partnerships/la_4.4).



## LA 4.5: Comparing Living Conditions across The World through Photos



Learning Outcome	Pedagogical Intent	Student Position
Employ strategies to empower parents/families to participate in their child's education.  Provide support and advocacy.	Teachers can reduce their own stereotypes about living in poverty as they view the world poverty levels so they can better support families in assisting in their child's education.	Students have read about what poverty is. They will add to their learning by watching a talk explaining levels of poverty as it exists world-wide.
<b>Assessment: 25 pts.</b>		
<b>TA: 50 Minutes</b>		

### Instructions

As a group you will watch [Anna Rosling Ronnlund](#). She will explore the ways in which data can inform us about world conditions.

1. Before watching the talk, click on this [link](#) that will guide your viewing. Individually write your answers to the questions at the top of the reading guide (1-4).
2. Then watch the talk by Anna Rosling Ronnlund called *See How the Rest of the World Lives According to Income*. As you watch the talk, you may want to jot down some notes to do this you will use the space below the final question which you will answer later in this activity.
3. As a group, discuss this talk and what you think of it and again jot any notes on your worksheet that are of interest to you.
4. As a group you will now go to [Gapminder](#). Click on the topic Dollar Street where you will find rows of pictures of families. In the bottom right corner of each family photo, the country where they live and the monthly income is recorded.
5. Scroll down to a row that looks interesting and click on a family noting their monthly income. In the column on the right side is tab that says "visit this family". Click on the tab and observe through photos the living circumstances of the family. Pay attention to the differences in living conditions in all the families in that row. Discuss the differences you see on that row and discuss the reasons for the differences and why the set of pictures about the family were included in that row.
6. Now fill out the bottom part of the viewing guide. Be prepared to share your thinking and ideas with the whole group in the discussion that follows.



This content is provided to you freely by Equity Press.

Access it online or download it at [https://equitypress.org/partnerships/la\\_4.5](https://equitypress.org/partnerships/la_4.5).

## HW 4.1: Weekly Reflection



### Learning Outcome

Teachers work in partnerships with families and communities to create positive learning environments.

**Assessment: 50 pts.**

**Due: Session 5**

### Pedagogical Intent

Teachers can become self-aware as they reflect on and apply learnings from session activities and set goals for future change in their usual practice with English Language learners.

### Student Position

Students reflect on their work to change and improve their classroom instruction as part of this course. Reflection helps teachers understand how to work with English Language learners and their families.

## Instructions:

Each Week's Reflection Journal (to be completed after each session)

1. Think of what action you took last week. Describe it.
2. What event either before, during, or after your action sticks in your mind. Write the details.
3. Now write about—What did you learn, unlearn, and relearn this week?
4. What are the next steps you will take in your practice? What do you hope will result?





This content is provided to you freely by Equity Press.

Access it online or download it at [https://equitypress.org/partnerships/hw\\_4.1](https://equitypress.org/partnerships/hw_4.1).

## HW 4.2: How Does Your School Compare



### Learning Outcome

Candidates provide support and advocacy for ELLs and their families and understand the history, laws, and policies of ESL teaching.

Evaluate, select, and advocate for applicable models of family and community involvement and support implementation.

**Assessment: 25 pts.**

**Due: Session 5**

### Pedagogical Intent

Teachers can work with schools, families, and the community to develop plans that will assist families and students to be successful in educational endeavors.

### Student Position

Students have learned about cultures and poverty and the importance of creating focused partnership plans as they work with families. They now watch a video about a high-needs school in Nevada which shows many ideas for partnering to assist students and families.

## Instructions

1. Watch the video about Whitney Elementary School by clicking on the [link](#). Download the [viewing guide](#) to take notes as you watch.
2. This film is about an elementary school in which the principal and staff stop at nothing to meet the needs of families and students.
3. Identify Whitney's partnerships, noting what they accomplish with them, and list existing partnerships in your school, comparing the two schools.
4. Bring your list with you to session 5.



This content is provided to you freely by Equity Press.

Access it online or download it at [https://equitypress.org/partnerships/hw\\_4.2](https://equitypress.org/partnerships/hw_4.2).

## HW 4.3: Understanding Global Poverty

What Does It All Mean?



---

### Learning Outcome

Candidates provide support and advocacy for ELLs and their families and understand the history families bring. They work in partnerships with families and communities to create positive learning environments.

**Assessment: 25 pts.**

**Due: Session 5**

### Pedagogical Intent

Teachers can improve their classroom practices as they learn more about how poverty and culture affect student learning so they can better connect with families to support students in learning.

### Student Position

Students have studied about stereotypes held by many educators regarding the students they teach and also what teachers believe about people living in poverty. Now they will watch a video that explains how the world has changed over the last 200 years.

---

# Instructions

1. Read the paragraph labeled "200 years that changed the world" which follow the instructions and explains the video.
2. Then engage in the Glossary Assignment. The terms used in the video with definitions are explained in the Glossary.
3. After reading the paragraph and completing Glossary Assignment, watch a five minute video from [Gapminder](#) (click on the link here or below to access the video), explaining how much the world has changed in the last two hundred years. Click on the arrow on the video screen and listen and watch the presentation.
4. Write a summary of what you learned from engaging with the glossary, the video, and the article.
5. OPTIONAL: Following is a link to [health statistics in Utah](#). (Other states provide similar reports and public information, if you are interested in a different state simply type the state name and health statistics into the your internet browser and links will come up). If you are interested you might look at the statistics in your area about health, vaccines, death rates, etc.
6. Now consider your own students and immigrants in your school or community. Because America has many immigrants from many parts of the world, make a list of the countries from where the immigrants you are aware of (particularly your own students) and consider their position in American society. How do you think their homes and families potentially differ from middle class American families? How might you as a teacher or your school provide support to families and students from other countries? Which words in the glossary help you to understand international families better? Bring this work with you to session 5.

## 200 Years That Changed The World

Lindgren, M. (August 18, 2010) Gapminder Foundation, [www.gapminder.org/downloads/200-years](http://www.gapminder.org/downloads/200-years) (This links to the teacher's guide and this <https://equitypress.org/-ozXI> links to the video).

Through analyzing income and life expectancy rates from the 1800's until the present, a new understanding of the relation between resources and opportunity within the world can be attained. Many, from students to educators, often misunderstand or do not see a connection between the two sets of data, thus creating false ideas of the world around them. One such fallacy is the idea that a country with a low life expectancy rate must not harbor any population that can live to old age, which is a common misunderstanding. These assumptions are incorrect, and, as educators, it is important to understand and explain clearly the correct specifics relating to the data at hand. For this purpose, a glossary of terms is included to assist in clearly identifying and explaining the situations at hand.

### Glossary Assignment

Using the glossary, consider calculations behind 'income per person' and 'life expectancy'. Address the numerous factors that can and do affect these statistics, and begin exploring why/how income and health relate. Gapminder provides an interactive chart that displays 200 years worth of statistics regarding income and life expectancy. Using the chart, an educator can spark various conversations within the classroom as they explain connected developments from the 1800's to present day.

### Glossary:

**Absolute Poverty:** Universal measurement of poverty when one cannot afford food

**Absolute Poverty Line:** Living on \$1.25 or less a day (as of 2005)

**Agriculture Economy:** Based on production and effectiveness of agriculture in a society, universally the most basic form of economy.

**Death Rates:** Number of deaths divided by population (age specific for life expectancy measurements)



**Disaster Conditions:** Factors that interrupt long term trends for health and income, ie: War, famine, genocide, epidemics, outbreaks, economic and financial crisis. Short term interruptions.

**High Income:** Population with income of \$20,000 or more. Country receives this status if the majority reside in this state.

**Income per person:** Same measurement as GDP per capita

**Industry Economy:** Based on other needs aside from food, such as clothing, housing, etc. Generally follows agriculture.

**Industrialization:** The shift from agriculture economies to industry, eventually leading to rise in average incomes and vice versa.

**Life Expectancy:** Average based on number of deaths within a population through all ages. Based on one year's data.

**Life Table:** Table to assist in calculating life expectancy of a country, based on a theoretical population of 100,000

**Low Income:** Population making less than \$2,000 income, Country receives this status if the majority reside in this state.

**Middle Income:** Population making between \$2,000 and \$20,000. Country receives this status if the majority reside in this state.

**Relative Poverty:** Specific measurement of poverty, when one lives below the standard of living that is culturally accepted and normal within a country

**Service Economy:** Based on the access to superfluous goods due to higher average income. Follows high income countries/populations.

**Surveys:** Data based on representative interviews of a population



This content is provided to you freely by Equity Press.

Access it online or download it at [https://equitypress.org/partnerships/hw\\_4.3](https://equitypress.org/partnerships/hw_4.3).



## HW 4.4: Uncovering Your Experiences with Race and Privilege



Learning Outcome	Pedagogical Intent	Student Position
<p>Candidates provide support and advocacy for ELLs and their families and understand the history, laws, and policies of ESL teaching.</p> <p><b>Assessment: 25 pts.</b></p> <p><b>Due: Session 5</b></p>	<p>Teachers can improve their classroom practices as they learn more about how poverty affects how students learn so they can determine better strategies to use in their work with families</p>	<p>Students have studied about stereotypes held by many educators regarding the students they teach and also what teachers believe about people living in poverty. They will now read two articles to lead to greater understanding of unconscious bias related to critical race theory and white fragility.</p>

# Instructions

1. Read the two summaries about [white fragility](#) and [cultural capital](#) (Just click on the titles to find the articles linked).
2. Use the following reading guides to support your reading and answer the questions for each of the readings. The white fragility reading guide is at this link: [White Fragility Reading Guide](#) and the whose culture has capital reading guide is found at this link: [Whose Culture Has Capital Reading Guide](#). Also read the experience of an Hispanic teacher in several places, found below these instructions, and consider whether you or your family members have had similar experiences.
3. Consider a student or family you have worked with who may have had experiences like this teacher did. Report your thinking about your experiences and those of your students identifying what teachers and schools can do to support people who have experienced these things. Think both in terms of creating democratic classrooms as well as the kinds of advocacy you might undertake if needed.
4. Think about a person of color you have known in your life—a friend, a parent, a student, a person who lives in your neighborhood, a sales clerk, etc., who is a different race from yours. Write about how you interacted with that person initially and if later on, those interactions changed. In what ways did it change, and how do you think this change happened?
5. Bring both reading guides and your written work with you to session 5.

## **Privileged or Not? One Teacher's Experience with Her Backpack**

By L. Cervantes-Zaragoza

Things seem to have changed since the last time I read this article. Last year, I realized that I could do 99% of the things listed without too much problem, but this year—not so much. I don't know if it's because I live in a different neighborhood, it's just me thinking this, or maybe everything going on in our nation now.

I remember just last year, how my family (who has visited often) said they feel a sense of cultural disconnect. I didn't get it at that time. And my children's care-taker, an African American) duplicated my sister's feelings. My sister told me how she took my daughter to buy her some shoes in Farmington. While in line, she said she was behind a woman who had lots of clothing, shoes, etc. The cashier let her put in her pin for her card and gave her the receipt. When my sister approached the cashier, she had only two items. As she pulled out her debit card, the cashier immediately asked her for her ID. My sister, a successful lawyer in Houston, handed over her ID and was extremely friendly to the cashier. She had no problem showing her ID, but she did wonder why the lady in front of her was not asked for her ID, especially because her purchases totaled a lot more than my sister's. She certainly did not want to jump to that conclusion, but it was pretty obvious.

Until recently, I didn't notice things like this, but during Christmas break, while parking at Target, three women became extremely angry at me because they believed I got too close to them while parking my car. One woman came up behind my car and angrily started hitting it. I was startled, and so was my four-year-old daughter. She then came up to my window yelling and cursing. I am not confrontational, and I told her she was scaring my daughter. She continued to berate me. She then told me to go back to my country. I felt I had no choice but to call the police. I was able to get her plate number before she drove off. I was extremely shaken by this confrontation. The policeman were nice and said they would call and talk to her and the other women. He then told me that she lives in the same town I just moved to—Syracuse. I didn't think this would ever happen to me—ever, mostly because it makes no sense.

This is my country! My family has been here for six generations! Also, my husband is active in the Air Force and has been serving this country for 14 years! I like to think that most people are not like this. I came from a neighborhood (all white) who couldn't have been nicer and supportive to my family. This is just a huge eye opener.

Even at my school, I am the only Hispanic teacher. The other people who are Hispanic work in the office and the cafeteria. I've been in Utah for three years now, and in many ways I feel a bit of a disconnect from my culture—just

a bit. In looking at these items in the article, I, too, felt like I had lost some realizations that I had never noticed before.



This content is provided to you freely by Equity Press.

Access it online or download it at [https://equitypress.org/partnerships/hw\\_4.4](https://equitypress.org/partnerships/hw_4.4).



## HW 4.5: Completing Your Family Profile



Learning Outcome	Pedagogical Intent	Student Position
Employ strategies to empower parents/families to participate in their child's education.  <b>Assessment: 25 pts.</b>  <b>Due: Session 6</b>	Teachers can learn about families they work with by completing the family profile, and can then expand their work in this area by doing it with other families to inform their classroom practice.	Students have been introduced to the three major assignments for this course. They have been working on the family profile, including visits to a family of a student in their class. They will now work to complete this assignment to prepare for presenting it.

### Instructions

1. You should have completed your two visits to the family you have been studying.
2. The links to the assignments and rubrics can be found at LA 1.6.
3. Now you will complete writing up your experience(s) with this family, reflect on your learning and how you can apply this learning to your everyday work.
4. This assignment is due in session 6 where you will present it in small groups. The assignment includes creating a visual to share within the group you are presenting with. Be sure you are prepared to share in session 6.





This content is provided to you freely by Equity Press.

Access it online or download it at [https://equitypress.org/partnerships/hw\\_4.5](https://equitypress.org/partnerships/hw_4.5).



## HW 4.6: Complete Your Partnership Plan



### Learning Outcome

Employ strategies to empower parents/families to participate in their child's education.

**Assessment: 50 pts.**

**Due: Session 6**

### Pedagogical Intent

Teachers can begin creating partnership plans to benefit a student or students in their class by solving a problem or by partnering with resources inside or outside the school to meet needs.

### Student Position

Students have been working on their partnership plan as one of the main projects for this course. They now complete it by filling in the paperwork required.

## Instructions

1. You (and your colleagues) will present your final partnership plan during session 6.
2. The directions for the partnership plan (assignment and rubric) can be found by accessing the links in LA 1.6. Be sure that you use this information so that your assignment is complete.



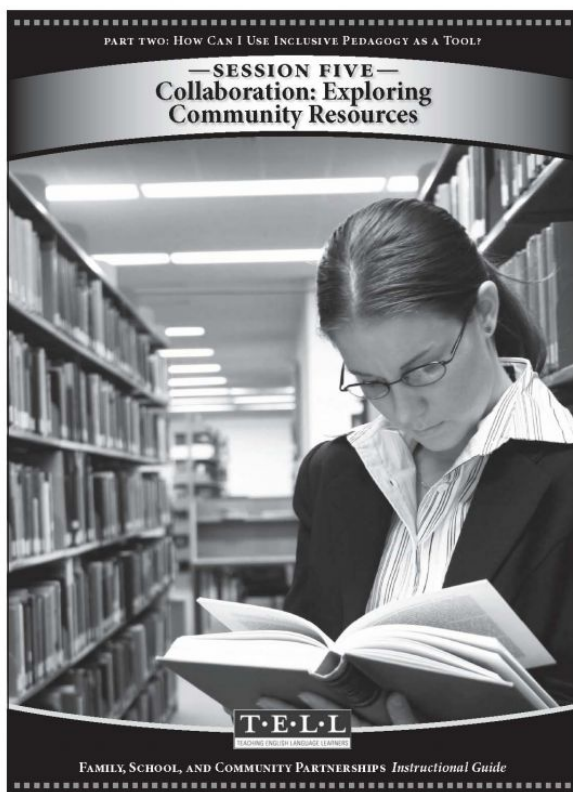


This content is provided to you freely by Equity Press.

Access it online or download it at [https://equitypress.org/partnerships/hw\\_4.6](https://equitypress.org/partnerships/hw_4.6).

# Session Five: Exploring Community Resources

EL Students in Poverty, Trauma, and Teacher Strategies



LA 5.1: Poverty and Choices

LA 5.2: Understanding Issues Surrounding Student Trauma on My Teaching

LA 5.3: Developing Deeper Knowledge about Poverty

LA 5.4: Developing Social-Emotional Strategies to Address Student Needs

LA 5.5: Life on the Edge

HW 5.1: Reflecting on My Work

HW 5.2: Exploring My Own Socioeconomic Class
HW 5.3: Examining Assumptions about Immigrant Families
HW 5.4: National PTA Standards
HW 5.5: Reviewing and Completing the Family Profile and Partnership Plan Assignments
HW 5.6: Preparing to Take a Position of Advocacy for ELs and Their Families



This content is provided to you freely by Equity Press.

Access it online or download it at [https://equitypress.org/partnerships/session\\_5](https://equitypress.org/partnerships/session_5).

## LA 5.1: Poverty and Choices

### Life on the Edge



#### Learning Outcome

Provide support and advocacy for students and their families.

Communicate a personal acceptance of and acknowledge the dynamics of culture in the lives of all students.

**Assessment: 25 pts.**

**TA: 10 Minutes**

#### Pedagogical Intent

Teachers can use ESL standards, government programs, and knowledge of students who live in poverty and trauma to better prepare their students to be able to learn.

#### Student Position

Students have been learning about poverty, Title 1, ESSA, OCR, WIDA, and the National PTA Standards. This session presents information about children who live in trauma and present ways to assist them in feeling comfortable and able to work at school.

# Instructions

1. Many of our students find themselves in families where the minimum wage is what the family members individually make at their jobs. In fact, they often work multiple jobs to stay 'above water'. Notice that the subtitle for the game is 'The Minimum Wage Game'. In this activity you are going to engage in a game that explores the decisions families who live on a minimum wage face daily, weekly, and monthly.
2. For this activity you will need the game mat, a penny and a marker (a bean) for each participant. Click on the [game mat](#) from this link. It is entitled "Life on the Edge".
3. In the game you will each take your turn by flipping the coin and advancing your marker either one space for TAILS, or 2 spaces for HEADS. Note where your marker is and follow the instructions on the game mat.
4. You will be playing this game intermittently across the session. Therefore, during this session, the facilitator will stop several times after a learning activity and ask you to take a turn again.
5. As you play the game, try to discover why things work the way they do and what society might do to change situations like these.



This content is provided to you freely by Equity Press.

Access it online or download it at [https://equitypress.org/partnerships/la\\_5.1](https://equitypress.org/partnerships/la_5.1).

## LA 5.2: Understanding Issues Surrounding Student Trauma on My Teaching

### Dealing with the Impact of Trauma for Students and Teachers



#### Learning Outcome

Teachers create a learning environment that is sensitive to and supportive of ELs' cultural identities, language and literacy development, and content area knowledge and a safe place for students to be.

**Assessment: 25 pts.**

**TA: 45 Minutes**

#### Pedagogical Intent

Teachers can create a classroom welcoming to all students, even students living in trauma, as they consider things they themselves can do in their classroom to help these students feel comfortable and safe.

#### Student Position

Students have learned about race and discovered their own beliefs in their lives to date. They have learned about white privilege and fragility and are now ready to consider the students in their classrooms who are living in trauma.

# Instructions

1. You will participate in watching and discussing a [power point](#) entitled Trauma Informed Care.
2. Fill in the answers to the questions as class members discuss the points on the power point.
3. Use the notes sheet that is found by clicking and downloading the following link: [Notes Sheet: Trauma Informed Care](#).
4. Participate in a discussion led by the facilitator regarding the information you just received and examples of students in trauma you have worked with.
5. Now read the article found below: 'Are You At Risk for Secondary Traumatic Stress'. As you read think about the trauma you face and how you can help yourself in such situations.
6. Discuss ideas from this article and determine if some of these ideas may be helpful for you to use with your students as well as yourself.
7. The facilitator will ask you each to take another turn in the game "Life on the Edge".

## Are You At Risk For Secondary Traumatic Stress?

### EDUTOPIA TEACHER WELLNESS

By: Todd Finley

October 30, 2017

Are You at Risk for Secondary Traumatic Stress?

Teaching and caring for others—especially kids in trauma—can be difficult. Here are six strategies to help you take care of yourself.

Caring is a finite resource. I learned that from an Ojibwa second grader.

At the beginning of the school year, David (not his real name) would jerk his neck back to flick the bangs out of his light brown eyes and write, "I love Mario. I love Mario. I love Mario" to the bottom of the page, and then grin and ask, "What do you think, Mr. Todd?" Some days, the page would be filled with, "I love soccer."

In early October, David stopped playing soccer at recess. When I asked him why, he walked away. Then he stopped writing. Each week, he became more of a ghost, refusing to communicate with me. One day after school, David broke the lock on my desk and stole my stockpile of pens. I caught him selling them, 10 for a quarter. The boy's guardians never returned my urgent messages. Meanwhile, a dozen other students in my class were in need.

The day before Thanksgiving break, the administrative assistant noticed David cupping his left ear in the cafeteria. I stopped breathing for a minute, suddenly awake to the fact that my student had been covering his ear all week without me registering that he might be in pain. Nor had I noticed that David's previously white T-shirt was the color of oatmeal and smelled like neglect.

When the administrator moved David's hand away, we saw that his ear canal had volcanoed into a mound of ooze and black crust. I was horrified by the wound and by my callousness, and ashamed to stand beside a colleague's full heart. Kneeling to hug the boy, she looked up at me and mouthed, "Oh my god!"

Fortunately, David flourished with a new guardian and counseling. And while there is no defending criminal disregard for a boy in my care, I now realize that my emotions had narrowed to Ryan Gosling levels after working with children whose temper swings overwhelmed my meager skills.

Symptoms of Secondary Traumatic Stress



Any professional who listens to children recount traumatic experiences is at risk of secondary traumatic stress, the emotional weight that some teachers carry after exposure to children who suffer. According to the National Child Traumatic Stress Network, secondary traumatic stress degrades our professional effectiveness and overall quality of life. According to Sheri Brown Sizemore, author of *To Love to Teach Again: 10 Secrets to Rekindling Passion to Keep You in the Classroom*, symptoms include anger, cynicism, anxiousness, avoidance, chronic exhaustion, disconnection, fear, guilt, hopelessness, hypervigilance, inability to listen, loss of creativity, poor boundaries, poor self-care, and sleeplessness.

If you recognize these symptoms, complete the Professional Quality of Life Scale, which measures compassion fatigue. Also be aware that there are strategies that can help, like these:

1. Connect with quality friends: Every Thursday morning at 5:30, I show up in a music teacher's driveway for a 50-minute "walk & talk." Eddie and I always discuss teaching problems. Besides being a good listener, my friend reminds me that my feelings matter, and that I'm enough. Regardless of my difficulties, I end the walk feeling emotionally recharged.
2. Write it out: Teaching requires mental and emotional dexterity. When one is weakened, the other is compromised. But writing can help. According to one study, expressive writing (describing feelings) "'offloads' worries from working memory, therefore relieving the distracting effects of worry on cognition." Set a timer for eight minutes and let it all out on paper.
3. Use drive time for self-talk: If I'm feeling out of sorts while driving to work, I talk about my concerns aloud and in the third person. For example: "Todd is feeling raw and fragile because of the crying jag that X had yesterday. He'll be OK today if he doesn't get overpowered by X's feelings." This emotional distancing, according to research on third-person self-talk, boosts rationality and improves people's "ability to control their thoughts, feelings, and behavior under stress." After that, I put Aloe Blacc's "The Man" on full blast and float into my classroom.
4. Avoid toxic colleagues: Research shows that toxic co-workers 1) are selfish, 2) display overconfidence, and 3) are found to declare "emphatically that the rules should always be followed no matter what." If a toxic co-worker hangs out in the break room, eat elsewhere with colleagues who smile with their eyes.
5. Do something tangible: To avoid marinating in diminished compassion, recharge by completing a small task—something specific and concrete. Run on an elliptical machine for 30 minutes or send a card to a friend. Teresa Amabile and Steven Kramer, authors of *The Progress Principle: Using Small Wins to Ignite Joy, Engagement, and Creativity at Work*, describe how small victories promote a more positive inner life, which "also leads people to do better work."
6. Don't suppress painful feelings: When I'm worried about a student, I remember that I don't have to be perfect and that there are weeks left to make a difference. "Mastering the ability to reframe problems is an important tool for increasing your imagination because it unlocks a vast array of solutions." A good psychotherapist can help you reframe issues, boost your emotional resilience, and enhance your classroom effectiveness.

Finally, don't forget the most important thing. "It's easy to say, 'It's not my child, not my community, not my world, not my problem,'" said Fred Rogers. "Then there are those who see the need and respond. I consider those people my heroes." Don't forget who you are.





This content is provided to you freely by Equity Press.

Access it online or download it at [https://equitypress.org/partnerships/la\\_5.2](https://equitypress.org/partnerships/la_5.2).

## LA 5.3: Developing Deeper Knowledge about Poverty

### Sharing Readings about Poverty



#### Learning Outcome

Provide support and advocacy.  
  
Interpret the historical context of diversity and discrimination and evaluate how it impacts current practices.

**Assessment: 25 pts.**

**TA: 45 Minutes**

#### Pedagogical Intent

Teachers can provide safe climates and environments in their classrooms after they have studied to learn more about the diversities that participate in their own classroom setting.

#### Student Position

Students have learned about students in poverty and trauma. They will read an article in a group, discuss its message, and fill out a tree diagram on a chart paper to share their article with the rest of the class.

# Instructions

1. You will work in groups to read and respond to a series of articles. Each group will need to have chart paper, and markers. You can access your assigned article through the links that follow. (Homeless Students ([Fact Sheet](#)), ([Poverty American Dream](#)), ([TELL Homelessness](#)), ([Homeless Students soar](#)), ([Helping Homeless](#)), ([Generational Poverty](#)))
2. Read the article as a group and discuss as you read.
3. Access this link to the [example tree chart](#) you will use to summarize your article. Please draw the tree chart on the chart paper you have been given. Fill in the tree chart which is linked here. Follow these directions to fill in the chart:
  - a. Put the title on the tree trunk.
  - b. On the roots, write specialized vocabulary with definitions and/or what you already knew about the content of the article before reading it.
  - c. On the branches, write the main ideas you identified in the article.
  - d. On the leaf clusters, write the details that go with the main idea on that branch. If you don't have any details for a main idea, then don't use that main idea—they all must have details.
  - e. Underneath the limbs on the right-hand side, write the focus and/or purpose of the article.
  - f. Under the limbs on the left-hand side, write if you agree or disagree with the article and why or why not.
4. Be prepared to present on your article using the tree diagram and answer questions or comments from your classmates. Hang your chart.
5. Now take another turn in your game "Life on the Edge."



This content is provided to you freely by Equity Press.

Access it online or download it at [https://equitypress.org/partnerships/la\\_5.3](https://equitypress.org/partnerships/la_5.3).

## LA 5.4: Developing Social-Emotional Strategies to Address Student Needs

### Understanding the Emotional Needs of Students



#### Learning Outcome

Communicate a personal acceptance of and acknowledge the dynamics of culture in the lives of all students.

Candidates provide support and advocacy for ELLs and their families.

**Assessment: 25 pts.**

**TA: 30 Minutes**

#### Pedagogical Intent

Teachers can practice social-emotional skills and strategies in their classrooms and also with families to help them overcome past experiences and achieve academic success.

#### Student Position

Students have learned about students in poverty and/or trauma. They will now read about social-emotional learning and discuss how to apply it to their work with students and families.

# Instructions

1. Select a note-taker for your group and assist that person in capturing all the important points of your article, discussing as your group reads and discusses their assigned reading. [Developmental Path](#)), ([Social Emotional Learning definitions](#)), ([Trauma Response](#)), ([Studies on Social Emotional Learning](#)), ([Social Emotional Learning Framework](#)), ([Social Emotional Learning: 4 Ways](#)).
2. Participate in a class discussion and together create a strong definition of social-emotional learning. As you work on the definition reference the important ideas from your reading.
3. Now working as a class, make a shared list of things you now do to support students, and what you could add to your practice to support students social and emotional learning and growth.
4. The facilitator will ask you to take your next turn in the “Life on the Edge” game.



This content is provided to you freely by Equity Press.

Access it online or download it at [https://equitypress.org/partnerships/la\\_54\\_social\\_emotion](https://equitypress.org/partnerships/la_54_social_emotion).

## LA 5.5: Life on the Edge

### Surviving in Difficult Circumstances



Learning Outcome	Pedagogical Intent	Student Position
<p>Provide support and advocacy.</p> <p>Employ strategies to empower parents/families to participate in their child's education.</p>	<p>Teachers can provide environments of safety to these students to enable them to feel safe as they learn in school.</p>	<p>Students have learned about children in trauma. They have read about poverty, trauma, and homelessness. They will now discuss the game played throughout this session to be able to identify with students living in these conditions.</p>
<b>Assessment: 25 pts.</b>		
<b>TA: 30 Minutes</b>		

### Instructions

1. Take your last turn in the 'Life on the Edge' game.
2. As a group, discuss how each of you survived your time in the game. Discuss these questions:
  - What stressors could members of a family feel when even one of the issues comes up in their lives?
  - Do you know of any agencies that can assist families to keep or find new housing?
  - What behaviors might children in these families exhibit when they are living in fear that they might become homeless?
  - What can you do to provide a safe environment for these children when they are in school?
3. Participate in a class discussion about advocacy and what allows people to move from silence to advocacy.
4. The facilitator will give you 10 minutes to sign up for your group to complete the final major project for this course, the Advocacy Position Paper and Presentation.

5. You will find sample topics for which you can advocate located below these instructions, or you may select your own. Meet as a group to exchange contact information and to begin thinking about a topic.

## Possible Topics for Advocacy Position Paper

### Possible Topics for Advocacy Position Paper

1. Equity with respect to helping students achieve high Common Core standards.
2. Strong relationship-building skills and attention to social-emotional needs of students.
3. Cultural knowledge and ability to incorporate background, culture, language, and funds of knowledge into instruction.
4. Specific pedagogical skills—formative assessment, room set up for greater participation, scaffolding instruction for levels of proficiency.
5. Understanding of laws and policies from the government related to teaching diverse populations. (Title 1, Office of Civil Rights, ESSA, FERPA, etc.)
6. Cultural knowledge that enables teachers to support parents and families in assisting students to learn.
7. Second language acquisition and its application in classrooms with ELs.
8. Assessment practices teachers should use in their work with English learners, both formative and summative.
9. Building resiliency in students who have trauma due to one or numerous reasons.
10. Becoming a watchdog in your school to be sure programs and practices are available to all students, not just those who are privileged or advantaged.

There are many more topics, but these might get you started.



This content is provided to you freely by Equity Press.

Access it online or download it at [https://equitypress.org/partnerships/la\\_55](https://equitypress.org/partnerships/la_55).



# HW 5.1: Reflecting on My Work

## Reflecting on My Work



Learning Outcome	Pedagogical Intent	Student Position
Teachers work in partnerships with families and communities to create positive learning environments.  <b>Assessment: 25 pts.</b>  <b>Due: Session 6</b>	Teachers can become self-aware as they reflect on and apply learnings from session activities and set goals for future change in their usual practice with English Language learners.	Students reflect on their work to change and improve their classroom instruction as part of this course. Reflection helps teachers understand how to work with English Language learners and their families.

## Instructions:

### Each Week's Reflection Journal (to be completed after each session)

1. Think of what action you took last week. Describe it.
2. What event either before, during, or after your action sticks in your mind. Write the details.
3. Now write about—What did you learn, unlearn, and relearn this week?
4. What are the next steps you will take in your practice? What do you hope will result?



This content is provided to you freely by Equity Press.

Access it online or download it at [https://equitypress.org/partnerships/hw\\_5.1](https://equitypress.org/partnerships/hw_5.1).

# HW 5.2: Exploring My Own Socioeconomic Class

## Economic Stories of Our Lives



Learning Outcome	Pedagogical Intent	Student Position
Communicate a personal acceptance of and acknowledge the dynamics of culture in the lives of all students.	Teachers can, with new knowledge gained in this course, apply what they have learned to better support students and families they presently work with.	Students have learned about people who live in trauma, poverty, and homelessness. They will now identify the socioeconomic class in which they grew up, and consider the socioeconomic class they now identify with.
<b>Assessment: 50 pts.</b>		
<b>Due: Session 6</b>		

## Instructions

1. Write an autobiographical sketch about the socioeconomic class in which you grew up.
2. Then, consider the following questions, and write your answers to them:
  - a. What factors do you identify with in the class you reference?
  - b. With what class do you now, as an adult, identify yourself?
  - c. How do these class-based identities influence your professional practice?
  - d. If your socioeconomic class is very different from that of your students, how can you connect with them?
3. Bring this sketch with you to session 6 to share in small groups.
4. After the sharing in class, turn the sketch in to the facilitator.



This content is provided to you freely by Equity Press.

Access it online or download it at [https://equitypress.org/partnerships/hw\\_5.2](https://equitypress.org/partnerships/hw_5.2).

# HW 5.3: Examining Assumptions about Immigrant Families

## Uncovering Deficit Theory in My Perceptions of Families



Learning Outcome	Pedagogical Intent	Student Position
<p>Provide support and advocacy.</p> <p>Employ strategies to empower parents/families to participate in their child's education.</p>	<p>Teachers can build stronger relationships with the families they work with when they come from a position of empowering parents rather than thinking from a deficit stance.</p>	<p>Students have studied the National PTA Standards and are ready to look at deficit theory. They will notice the difference in thinking between deficit theory and better actions that enable parents to take a strong role in supporting their children's education.</p>
<p><b>Assessment: 50 pts.</b></p> <p><b>Due: Session 6</b></p>		

## Instructions

1. Study the chart at the top of 'Assumptions About Family Engagement'. Click on the following link: [Assumptions About Family Engagement Worksheet](#).
2. The topics in the first column are: role, resources, starting point, diversity, decision-making, accountability, and contributing. Notice the middle column, Traditional Assumptions, and the last column, Better Alternatives.
3. Think about where your thinking falls in relation to the second and third columns. Are your thinking and actions more traditional? Can you identify things you might do to improve your practice with students and families?

4. Now answer the five questions following the table. Bring this form with you to session 6.



This content is provided to you freely by Equity Press.

Access it online or download it at [https://equitypress.org/partnerships/hw\\_53\\_deficit\\_theory](https://equitypress.org/partnerships/hw_53_deficit_theory).

## HW 5.4: National PTA Standards

### Selecting a Standard for a Place to Begin



Learning Outcome	Pedagogical Intent	Student Position
<p>Provide support and advocacy.</p> <p>Employ strategies to empower parents/families to participate in their child's education.</p> <p><b>Assessment: 50 pts.</b></p> <p><b>Due: Session 6</b></p>	<p>Teachers can use the National PTA Standards to improve their practice by creating a plan to apply one of them in their own work with students and families.</p>	<p>Students have learned the National PTA Standards and have thought about their application to the school setting. They are now challenged to plan to apply one of the standards in their own classroom and practices.</p>

## Instructions

1. Think about your classroom and how you are applying the National PTA Standards in your work with students and families. To refresh your memory, you can go to LA 1.3 for the National PTA Standards summary sheet.
2. Analyze the six standards and identify at least one area in which you could improve your practice? The Standards are:

- Welcoming All Families
- Communicating Effectively
- Supporting Student Success
- Speaking Up for Every Child
- Sharing Power
- Collaborating with the Community

3. Select one standard for you to begin your work in applying the standards in your classroom and school. Write the name of the standard as well as specifically stating the ideas you will use to achieve your plan.

4. Bring your written plan to session 6 to share.



This content is provided to you freely by Equity Press.

Access it online or download it at [https://equitypress.org/partnerships/hw\\_54\\_national\\_pta\\_s](https://equitypress.org/partnerships/hw_54_national_pta_s).



# HW 5.5: Reviewing and Completing the Family Profile and Partnership Plan Assignments

## Building Two Final Projects



Learning Outcome	Pedagogical Intent	Student Position
Employ strategies to empower parents/families to participate in their child's education.  <b>Assessment: 50 pts.</b>  <b>Due: Session 6</b>	Teachers can use the positive experience of completing both of these major assignments and apply them in their future work with families and students.	Students are creating a family profile and a partnership plan as an exhibit of learning from the first part of the course. They need to complete it for presentation in session 6.

## Instructions

1. Two major assignments are due next week in session 6. You can follow the links for these assignments at LA 1.6. The two assignments are listed below:

- The Family Profile: 2 visits to a family; a 3-5 page paper; a visual representing the student and/or family; and presenting your work in a small group.
- The Partnership Plan: Your plan should align with one of the Parent Standards; include your rationale, goals, and steps; include a timeline of activities to carry it out; and a written document. You will also present this in a small group setting

2. Be sure you bring both of these assignments completed to session 6.



This content is provided to you freely by Equity Press.

Access it online or download it at [https://equitypress.org/partnerships/hw\\_55\\_complete\\_two\\_m](https://equitypress.org/partnerships/hw_55_complete_two_m).

## HW 5.6: Preparing to Take a Position of Advocacy for ELs and Their Families

Preparing for the Advocacy Paper and Presentation of It



Learning Outcome	Pedagogical Intent	Student Position
Demonstrate knowledge of how to use family and community members as a resource in learning.	Teachers can utilize learnings from this course to better assist families in supporting the education of their children.	Students have learned about the final major assignment for the Parent and Family course. They now prepare to complete it as a committee working together.
Acknowledge and follow local, state and federal laws and policies as they pertain to ELLs and their families.		
Evaluate, select, and advocate for applicable models of family and community involvement and support implementation.		
<b>Assessment: 50 pts.</b>		
<b>Due: Session 6</b>		

# Instructions

1. At the end of session 5, students signed up in groups for the final major assignment: Advocacy Position Paper and Presentation. To refresh your memory go to LA 1.6 to read the instructions and see the rubric for this group assignment.
2. Your group has shared contact information with each other and you have discussed the possible topics for this project. A list of potential projects is listed at LA 5.5. Your group can use a suggestion from this list or develop one of your own.
3. Come to session 6 with the topic you would like to use and your ideas for the paper as well as for the presentation.

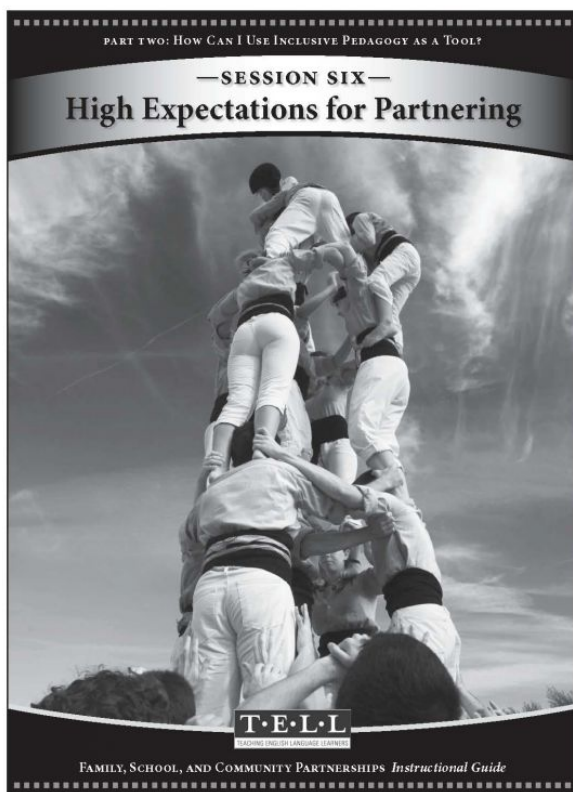


This content is provided to you freely by Equity Press.

Access it online or download it at [https://equitypress.org/partnerships/hw\\_56\\_advocacy\\_posit](https://equitypress.org/partnerships/hw_56_advocacy_posit).

# Session Six: High Expectations English Learners

Home Visits, Partnership Plans, and Advocacy



LA 6.1: Sharing the Family Profile Assignment

LA 6.2: Sharing Partnership Plans

LA 6.3: Exploring Further Teacher Beliefs and Family Engagement

LA 6.4: Learning About ESSA Plans

LA 6.5: Organizing for Advocacy for ELs and Their Families

HW 6.1: Reflecting on my Work

HW 6.2: Preparing the Final Major Assignment
HW 6.3: Responding to the Impact of Experiences of Immigration
HW 6.4: Building Resilience
HW 6.5: Reviewing an Example of an Advocacy Position
HW 6.6 Revisiting My Beliefs about Teaching Diverse Students



This content is provided to you freely by Equity Press.

Access it online or download it at [https://equitypress.org/partnerships/session\\_6](https://equitypress.org/partnerships/session_6).

# LA 6.1: Sharing the Family Profile Assignment

## Learning from Each Others' Experience



### Learning Outcome

Evaluate, select, and advocate for applicable models of family and community involvement and support

**Assessment: 25 pts.**

**TA: 45 Minutes**

### Pedagogical Intent

Teachers can make home visits a common practice in their work with family and students to create strong relationships with families that will lead to families supporting their children in learning.

### Student Position

Students have completed two visits to the family of a student they teach. They have learned the family funds of knowledge and will present this family to classmates.

## Instructions

1. The facilitator will arrange the class into groups of 3 family profiles, as some profiles may have been completed with two teachers working together.
2. Each table has a stack of census forms (You can also find one by clicking on the [Census Form](#) here).
3. Each listener will fill out a census form for the family(ies) they are hearing about.
4. After each share, listeners will use the census forms to ask questions and give feedback about the student and family.
5. Give the census form, with your name on it, to the teacher who shared, and they will be handed in to the facilitator along with the Family Profile.
6. Each profile shared should take 10 minutes to present, and questions and feedback should take 3-5 minutes.



This content is provided to you freely by Equity Press.

Access it online or download it at [https://equitypress.org/partnerships/la\\_61\\_sharing\\_family](https://equitypress.org/partnerships/la_61_sharing_family).



## LA 6.2: Sharing Partnership Plans



Learning Outcome	Pedagogical Intent	Student Position
<p>Evaluate, select, and advocate for applicable models of family and community involvement and support implementation.</p> <p><b>Assessment: 25 pts.</b></p> <p><b>TA: 40 Minutes</b></p>	<p>Teachers can use this experience of creating a partnership plan as a foundation for creating future partnerships that will support students and families.</p>	<p>Students have created a partnership plan to assist students and/or families. They will present their plan in groups of 3 and receive feedback and suggestions on their plans.</p>

### Instructions

1. In your group of 3, take turns explaining your partnership plan to your classmates, 7-8 minutes each.
2. When you have finished yours, ask for feedback and suggestions.
3. Listen carefully to the other two partnership plans in your group and give feedback.
4. Be prepared to participate in a discussion and report on the interesting partnership plans you heard about. The discussion will also consider your new understanding of how partnership with family and community might impact your practice as a teacher of ELs.





This content is provided to you freely by Equity Press.

Access it online or download it at [https://equitypress.org/partnerships/la\\_62\\_sharing\\_partne](https://equitypress.org/partnerships/la_62_sharing_partne).

# LA 6.3: Exploring Further Teacher Beliefs and Family Engagement

## Relationships with Families



### Learning Outcome

Provide support and advocacy.

Employ strategies to empower parents/families to participate in their child's education.

**Assessment: 25 pts.**

**TA: 25 Minutes**

### Pedagogical Intent

Teachers can build stronger relationships with the families they work with when they come from a position of empowering parents rather than thinking from a deficit stance.

### Student Position

Students have studied the National PTA Standards and are ready to look at deficit theory. They will notice the difference in thinking between deficit theory and better actions that enable parents to take a strong role in supporting their children's education.

## Instructions

1. Using the chart you completed in HW 5.3 (deficit theory) and HW 5.2 (autobiographical sketch), share your findings and your sketch with your group.
2. Discuss the responses from your group members.
3. After your group discussion, you will share your thinking with the entire class, in a discussion that focuses on how what you learned could help you work with parents.
4. Your learning in this discussion can help you in developing and writing your advocacy position paper.



This content is provided to you freely by Equity Press.

Access it online or download it at [https://equitypress.org/partnerships/la\\_63\\_beliefsbetter](https://equitypress.org/partnerships/la_63_beliefsbetter).

## LA 6.4: Learning About ESSA Plans

### Every Student Succeeds Act



Learning Outcome	Pedagogical Intent	Student Position
Provide support and advocacy for ELLs and their families.  Employ strategies to empower parents/families to participate in their child's education.	Teachers can assist their school in creating appropriate ESSA plans that align with district and state plans to enable ELs to achieve highly in academics.	Students will learn about the requirements of ESSA by reading two articles. They will become familiar with the requirements for school and district, and state ESSA plans.
<b>Assessment: 25 pts.</b>		
<b>TA: 25 Minutes</b>		

## Instructions

1. In groups of 4, each pair of students will read one of the two article summaries about ESSA. [Article one](#) (Report from the National Urban League on how States' ESSA Plans Rate in Promoting Equity?) is linked here and the second an ESSA summary from the US Department of Education is [here](#).
2. Discuss your reading and prepare to share it with the other pair in your group.
3. Each pair will share the information from their reading with the other pair.
4. Now look at the [information](#) sheet entitled Required Under ESSA and Optional Under ESSA. Discuss what you learn from these.
5. As you talk together, discuss what these documents mean for educational practice in your classroom, in your school, in the district, or at the state level.



This content is provided to you freely by Equity Press.

Access it online or download it at [https://equitypress.org/partnerships/la\\_64\\_learning\\_about](https://equitypress.org/partnerships/la_64_learning_about).

# LA 6.5: Organizing for Advocacy for ELs and Their Families

## Advocacy Position Paper and Presentation



### Learning Outcome

Provide support and advocacy for ELLs and their families.

Employ strategies to empower parents/families to participate in their child's education.

**Assessment: 25 pts.**

**TA: 25 Minutes**

### Pedagogical Intent

Teachers can become advocates for the students they teach and their families. Advocacy results in firmer commitments to the work they do. This greatly impacts their work with students.

### Student Position

Students have learned about families and creating partnership plans with community people and businesses. The third major project for this class is the Advocacy Position Paper and Presentation. They will begin preparing for this, due in session 8.

## Instructions

1. You will meet in the advocacy groups you chose in session 5 and work together on the advocacy paper. Use these [instructions](#) to guide your work on this assignment.
2. Review another topics sheet found in this link: [topics](#) document to start your thinking about determining a position for which you could take in this advocacy assignment.
3. Once you select a topic, share it with the facilitator who will keep a list. This way every group will focus on a different topic for advocacy.
4. The group will continue to organize for equal work, assigning each member to prepare their part of the assignment for the paper as well as to bring ideas for creating a power point for the presentation to session 7.
5. In session 7 you will be given time to work on this. The presentation will be done in session 8.



This content is provided to you freely by Equity Press.

Access it online or download it at [https://equitypress.org/partnerships/la\\_65\\_meeting\\_in\\_gro](https://equitypress.org/partnerships/la_65_meeting_in_gro).



## HW 6.1: Reflecting on my Work



### Learning Outcome

Teachers work in partnerships with families and communities to create positive learning environments.

**Assessment: 50 pts.**

**Due: Session 8**

### Pedagogical Intent

Teachers can become self-aware as they reflect on and apply learnings from session activities and set goals for future change in their usual practice with English Language learners.

### Student Position

Students reflect on their work to change and improve their classroom instruction as part of this course. Reflection helps teachers understand how to work with English Language learners and their families.

## Instructions

Each Week's Reflection Journal (to be completed after each session)

1. Think of what action you took last week. Describe it.
2. What event either before, during, or after your action sticks in your mind. Write the details.
3. Now write about—What did you learn, unlearn, and relearn this week?
4. What are the next steps you will take in your practice? What do you hope will result?





This content is provided to you freely by Equity Press.

Access it online or download it at [https://equitypress.org/partnerships/hw\\_61\\_reflecting\\_on\\_](https://equitypress.org/partnerships/hw_61_reflecting_on_).

## HW 6.2: Preparing the Final Major Assignment



Learning Outcome	Pedagogical Intent	Student Position
<p>Provide support and advocacy for ELLs and their families.</p> <p>Employ strategies to empower parents/families to participate in their child's education.</p> <p><b>Assessment: 50 pts.</b></p> <p><b>Due: Session 7</b></p>	<p>Teachers can become advocates for the families and students they work with to gain expertise in supporting their children to achieve in their educational pursuits. their past experiences.</p>	<p>Students have been informed of the third major assignment for the course, the Advocacy Paper and Presentation. They will meet with their groups to determine the topic for which they will advocate in session 8. They will plan assignments for each member to bring to session 7 when time is provided for them to write the paper and prepare the power point for presentation.</p>

# Instructions

1. Gather materials to work on your part of the advocacy paper and any other assignments from your group.  
Remember you can find the assignment and the rubric linked in LA 1.6.
2. Next week during class your group will meet for 80 minutes to work together to complete the Advocacy Position Paper and the PowerPoint for your presentation. Each member of your group will be the presenter for one part of the PowerPoint. In addition, you should involve the audience in your presentation.
3. As you prepare to work with your group, think about the audience to whom you will present. Remember this is a persuasive and you need to consider your audience their thinking and their commitments and beliefs if you are to persuade them to your view.
4. One copy of the Advocacy Paper (with the names of all members of your group) will be turned in to the facilitator in session 8 when the PowerPoint and any accompanying activities will be presented.



This content is provided to you freely by Equity Press.

Access it online or download it at [https://equitypress.org/partnerships/hw\\_62\\_preparing\\_the\\_](https://equitypress.org/partnerships/hw_62_preparing_the_).

## HW 6.3: Responding to the Impact of Experiences of Immigration

Thinking about the life experiences of children and families



Learning Outcome	Pedagogical Intent	Student Position
<p>Evaluate, select, and advocate for applicable models of family and community involvement and support implementation.</p> <p><b>Assessment: 50 pts.</b></p> <p><b>Due: Session 7</b></p>	<p>Teachers can use their understanding about the potential effects of immigration and refugee experience on children's learning in their teaching practice and in their interaction with families.</p>	<p>Students are learning strategies to support students and families with whom they work. They will now learn about the influence of immigrant and refugee experiences on the students they teach.</p>

### Instructions

1. Children are usually involuntary immigrants and may experience difficulties during immigration or from experiences as refugees. Please go to the linked website from the [Migration Policy Institute](#). If you scroll down, you will notice on the left side of the page in a textbox a link to a brief that discusses this issue in terms of young children. Please download and read the brief.
2. Take notes on it considering your own students and the advice about how to respond. Consider how you could use this in your teaching practices.
3. Prepare a bulletpoint list of key ideas that you might want to share with your faculty and your group in this class.
4. As you prepare the list reflect on the work reported and your thinking about how these ideas could inform your practice or practices and policies at your school. Could you use this information to inform your advocacy paper.
5. Turn in your list to your facilitator in Session 7.



This content is provided to you freely by Equity Press.

Access it online or download it at [https://equitypress.org/partnerships/hw\\_63\\_adverse\\_childh](https://equitypress.org/partnerships/hw_63_adverse_childh).

## HW 6.4: Building Resilience



Learning Outcome	Pedagogical Intent	Student Position
<p>Provide support and advocacy for ELLs and their families and understand the history, laws, and policies of ESL teaching.</p> <p><b>Assessment: 50 pts.</b></p> <p><b>Due: Session 7</b></p>	<p>Teachers can work better with students when they understand the issues that come with them to school and know ways of helping students to be resilient so they can learn better.</p>	<p>Students have learned about adverse childhood experiences and have gained understanding of the importance of family involvement in their children's education. Now they will read about resilience and how they can assist students in becoming more resilient.</p>

### Instructions:

1. Read the summary entitled [Resilience](#). As you read, think about a student you have worked with that you think needs support in becoming more resilient.
2. Respond to the reading [guide](#) with this student in mind (Remember this may not necessarily be an EL student).
3. Next you will read a set of tips for building resilience in children from the [Imagine Project](#). (Scroll down the page to the seven tips.) Using these tips, create a plan for building resilience in the specific child about whom you have been thinking.
4. Bring this work to session 7.



This content is provided to you freely by Equity Press.

Access it online or download it at [https://equitypress.org/partnerships/hw\\_64\\_building\\_resil](https://equitypress.org/partnerships/hw_64_building_resil).



# HW 6.5: Reviewing an Example of an Advocacy Position

Thinking about Communicating about Advocacy



Learning Outcome	Pedagogical Intent	Student Position
Become an advocate for every student in your class as well as ELs.  <b>Assessment: 50 pts.</b>  <b>Due: Session 7</b>	Teachers can take on the role of advocator for their students through awareness of student strengths and needs and practice in advocating for them whenever possible.	Students are ready to work on the last major assignment for the course: The Advocacy Position Paper and Presentation. They will learn more about advocacy from a power point.

## Instructions

1. Attached is a [link to a PowerPoint](#) presentation which represents an Advocacy position paper from an earlier course. After linking to the PowerPoint, you will need to download it to view it.
2. As you review the PowerPoint consider your own Advocacy Presentation and note ideas from this presentation that you might use in your own. Each person is responsible for creating the slides for their part of the PowerPoint in which they will teach.
3. In session 7, you will work with your group to complete the Advocacy Paper and Presentation so bring all the materials you will need to do this.



This content is provided to you freely by Equity Press.

Access it online or download it at [https://equitypress.org/partnerships/hw\\_65\\_advocacy](https://equitypress.org/partnerships/hw_65_advocacy).

# HW 6.6 Revisiting My Beliefs about Teaching Diverse Students

## Considering Changes in My Thinking



### Learning Outcome

Provide support and advocacy for ELLs and their families and understand the history, laws, and policies of ESL teaching.

**Assessment: 50 pts.**

**Due: Session 8**

### Pedagogical Intent

Teachers can increase the involvement of the parents and families of their students to enable their acquisition of English as well as becoming active members of the school community.

### Student Position

Teachers can increase the involvement of the parents and families of their students to enable their acquisition of English as well as becoming active members of the school community.

## Instructions

1. Pull up and print out the [Common Beliefs Survey](#) created by an association for Teaching Tolerance
2. Complete the survey on the form.
3. Make sure you answer the "why" questions.
4. Be sure to bring this to session 8 to be used in a learning activity.

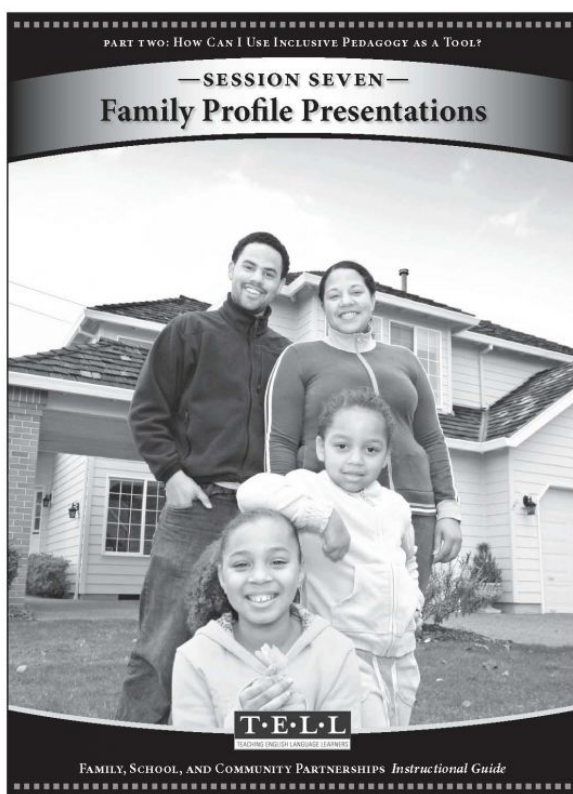


This content is provided to you freely by Equity Press.

Access it online or download it at [https://equitypress.org/partnerships/hw\\_66\\_revisiting\\_my\\_](https://equitypress.org/partnerships/hw_66_revisiting_my_).

# Session Seven: Responding to Student and Family Needs

## Building Resilience and Advocacy Efforts



LA 7.1 Becoming a Champion Teacher

LA 7.2 Responding to the Impact of Trauma and Building Resilience

LA 7.3: Preparing for Advocacy

HW 7.1 Reflecting on My Work

HW 7.2 Reconsidering Engaging with Families



This content is provided to you freely by Equity Press.

Access it online or download it at [https://equitypress.org/partnerships/session\\_7](https://equitypress.org/partnerships/session_7).

# LA 7.1 Becoming a Champion Teacher

## Relationships with Students



### Learning Outcome

Employ strategies to empower parents/families to participate in their child's education.

**Assessment: 25 pts.**

**TA: 20 Minutes**

### Pedagogical Intent

Teachers collaborate to provide united advocacy for every child they teach.

### Student Position

Across these courses teachers have developed knowledge, skills and dispositions that will enable them to help students reach their potential. They now watch a video about champion teachers to consider how teachers can influence students and their families.

## Instructions

1. Using this [link](#), as a whole class you will listen to Rita Pierson discuss how Every Kid Needs a Champion. As you listen, think of who and what you want to be for the students you teach.
2. As a whole class, you will consider how the various projects and activities in this endorsement program have or could position you to be your students' champion.





This content is provided to you freely by Equity Press.

Access it online or download it at [https://equitypress.org/partnerships/la\\_71\\_becoming\\_a\\_chaR](https://equitypress.org/partnerships/la_71_becoming_a_chaR).



# LA 7.2 Responding to the Impact of Trauma and Building Resilience

## Creating Supportive Classroom and School Environments



### Learning Outcome

Evaluate, select, and advocate for applicable models of family and community involvement and support implementation.

**Assessment: 25 pts.**

**TA: 40 minutes**

### Pedagogical Intent

Teachers can advocate for their students who need to learn skills for being resilient in their daily school life.

### Student Position

Students have completed most of the work in the Parent and Family course. They now consider the topic of resilience for immigrant students in trauma. They will create a plan to assist these students to learn the skills of resilience.

## Instructions

1. In your group, each person will share their plan for supporting a particular student in becoming more resilient.
2. Discuss what you learned about how schools and teachers could support students in developing resilience.
3. Working together, identify key talking points that you could share with your grade level team or school faculty concerning how to support children in overcoming the impact of trauma and the development of resiliency. (Keep your key talking points to less than ten, preferably five).
4. Each group will present their talking points.
5. Working as a whole class, together develop a shared list of talking points that can help you as teachers respond to children's trauma and develop resiliency.



This content is provided to you freely by Equity Press.

Access it online or download it at [https://equitypress.org/partnerships/la\\_72\\_supporting\\_chi](https://equitypress.org/partnerships/la_72_supporting_chi).

## LA 7.3: Preparing for Advocacy

### Developing an Advocacy Stance



Learning Outcome	Pedagogical Intent	Student Position
<p>Evaluate, select, and advocate for applicable models of family and community involvement and support implementation.</p> <p>Work in partnerships with families and communities to create positive learning environments.</p> <p><b>Assessment: 25 pts.</b></p> <p><b>TA: 1 hour 20 minutes</b></p>	<p>Teachers can advocate for their students and families after completing this course and taking a position to advocate for correct practices to us with ELs and with diverse communities at their schools.</p>	<p>Students have completed most of the work in the Parent and Family course. They need to work in session 7 on preparing the final major course assignment. They will work with their team to prepare for presenting the advocacy position paper in session 8.</p>

## Instructions

During this session, you will work on your Advocacy Presentation and Paper with your group. As you work, consider the requirements. (The rubric and be found by clicking this [link](#) to be sure you are in compliance).

If you don't complete it during this session, you will need to complete it during this week.

One copy of the Advocacy Paper, with every group member's name on it, will be submitted to the facilitator prior to your presentation in class next week. Each group will use the power point as they present their material, for which you are allotted 25 minutes.



This content is provided to you freely by Equity Press.

Access it online or download it at [https://equitypress.org/partnerships/la\\_71\\_preparing\\_for\\_](https://equitypress.org/partnerships/la_71_preparing_for_).

## HW 7.1 Reflecting on My Work



### Learning Outcome

Teachers work in partnerships with families and communities to create positive learning environments.

**Assessment: 50 pts.**

**Due: Session 8**

### Pedagogical Intent

Teachers can become self-aware as they reflect on and apply learnings from session activities and set goals for future change in their usual practice with English Language learners.

### Student Position

Students reflect on their work to change and improve their classroom instruction as part of this course. Reflection helps teachers understand how to work with English Language learners and their families.

## Instructions

Each Week's Reflection Journal (to be completed after each session)

1. Think of what action you took last week or across the course. Describe it.
2. What event either before, during, or after your action sticks in your mind. Write the details.
3. Now write about—What did you learn, unlearn, and relearn this week?
4. What are the next steps you will take in your practice? What do you hope will result?





This content is provided to you freely by Equity Press.

Access it online or download it at [https://equitypress.org/partnerships/hw\\_71\\_reflecting\\_on\\_](https://equitypress.org/partnerships/hw_71_reflecting_on_).

# HW 7.2 Reconsidering Engaging with Families

## Making Schools Welcoming for All Families



Learning Outcome	Pedagogical Intent	Student Position
Teachers work in partnerships with families and communities to create positive learning environments.  <b>Assessment: 50 pts.</b>  <b>Due: Session 8</b>	Teachers can apply learnings from the course and set goals for working with parents, families and communities.	Students have learned about how to more deliberately create welcoming schools, interacting in educative ways with parents and families, and how to involve parents, families and communities in their school. They will watch a video that reinforces these ideas and consider again their own practice.

## Instructions

1. Watch the video *Collaboration:Current Realities of My School*.
2. Click on this [link](#). It will take you to the videos for this course. Scroll down to where the sessions are listed on the screen. Click on Session 4 then move to the right side of the screen and click on Introduction. You only need to watch the video to the subtitle "Address the Need for Training".
3. As you watch, consider how this could inform your advocacy and partnershiping with your students' families and in your school and community.
4. Finally, review your advocacy paper and presentation so that you are ready with your group to present next week.
5. **Remember to bring the survey you filled out for homework in session 6 next week in session 8.**



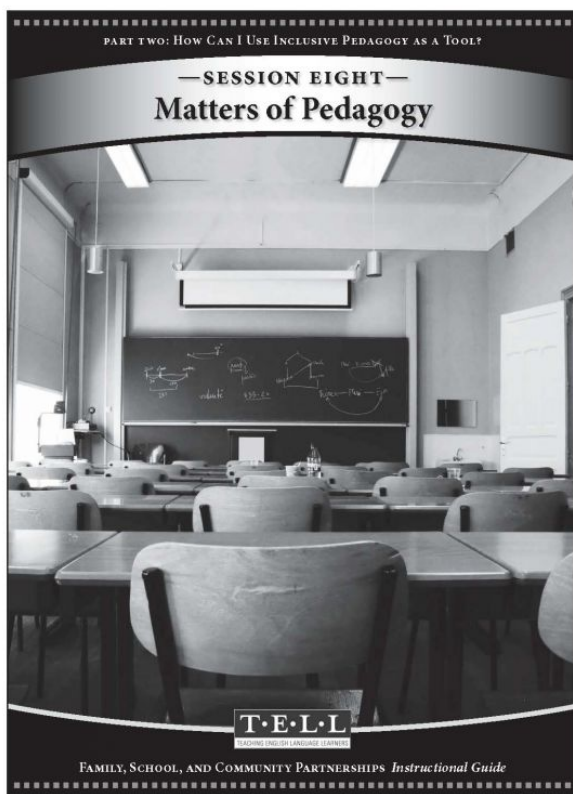
This content is provided to you freely by Equity Press.

Access it online or download it at [https://equitypress.org/partnerships/hw\\_72\\_reconsidering\\_](https://equitypress.org/partnerships/hw_72_reconsidering_).



## Session Eight: Advocating for Students and Families

Sharing Advocacy Plans to Create Change in Schooling



LA 8.1: Teachers Advocating Together

LA 8.2 Revisiting My Thinking





This content is provided to you freely by Equity Press.

Access it online or download it at [https://equitypress.org/partnerships/session\\_8](https://equitypress.org/partnerships/session_8).

# LA 8.1: Teachers Advocating Together

## Presenting Our Advocacy Position



### Learning Outcome

Evaluate, select, and advocate for applicable models of family and community involvement and support implementation.

Work in partnerships with families and communities to create positive learning environments.

**Assessment: 200 pts.**

**TA: 2 hours**

### Pedagogical Intent

Teachers can advocate for students, parents, families, and colleagues. The role of advocacy is central to being an educator and they will continue to advocate throughout their careers.

### Student Position

Students have completed the Parent and Family course and will now present the Advocacy Position Paper and Presentation to the class.

## Instructions

1. The facilitator will determine the order of presentations for the evening and assign evaluators for each presentation. The presentation should be no more than 25 minutes. Each person will evaluate only one other presentation.
2. The evaluators will use the [Peer Oral Presentation Evaluation Form](#).
3. After you present your paper, collect the evaluation forms from your peers.
4. At the end of class, you will give the facilitator one copy of your paper and the evaluations other students gave you.
5. All groups need to listen and participate appropriately to the other group's presentations.
6. After all the presentations have been made, discuss as a whole class the ideas that resonated with you and the useful ideas and arguments for advocacy you learned from the group.



This content is provided to you freely by Equity Press.

Access it online or download it at [https://equitypress.org/partnerships/la\\_81\\_teachers\\_advoc](https://equitypress.org/partnerships/la_81_teachers_advoc).

## LA 8.2 Revisiting My Thinking



Learning Outcome	Pedagogical Intent	Student Position
Communicate a personal acceptance of and acknowledge the dynamics of culture in the lives of all students.  Work in partnerships with families and communities to create positive learning environments.	Teachers can help students achieve more as they have learned about parents, families, and their students. They will continue this work as they continue their teaching career.	Students have completed the last course in the TELL ESL Endorsement. They will review their responses to the survey they took as the class began. They will note areas where their thinking has changed and areas where they want to put forth more effort.
<b>Assessment: 25 pts.</b>		
<b>TA: 20 Minutes</b>		

### Instructions

1. For homework in session 6, you completed the Common Beliefs Survey. The facilitator will give you the Common Belief Survey that you completed at the beginning of this course.
2. In a group of 3, first consider your initial responses thinking about whether, given what you have learned since, it accurately reflects your initial understandings.
3. Now compare your initial responses with the responses to the survey you completed for homework in session 6.
4. Consider the following questions in your group. thinking has changed from the beginning of this class:
  - Which of your responses are you surprised by?
  - What change and growth have you seen in your attitudes as reported in the survey?
  - As you review the 'why I feel this way' section of each question, what new ideas do you find?
  - What changes do you see in the way you want to teach and serve students in the future?



This content is provided to you freely by Equity Press.

Access it online or download it at [https://equitypress.org/partnerships/la\\_83\\_revisit\\_my\\_thi](https://equitypress.org/partnerships/la_83_revisit_my_thi).