

**Center for Family Supportive Schools and Communities  
Faculty Survey**

**The CFSSC faculty asked that data be collected from each program to help the group decide what needs to be done in terms of new curricula development, curriculum sequencing, integration and cross-program area discussions.**

**Below are two standards. Please review your preparation program in terms of how we meet these two standards AND ALSO how and where students engage the Principles of Family Support and the Family Policy Principles (pp. 93 – 94 in the Achieving Family Friendly Schools manual). For your convenience we have provided a format for this review/reporting following the standards:**

WAC 181-78A-270/Approval Standards - Knowledge and Skills

(1) (u) Collaboration with school colleagues, parents, and agencies in the larger community for supporting students' learning and well-being.

NCATE standard:

Standard 1/Candidate Knowledge, Skills and Professional Dispositions

1(c) Professional and Pedagogical Knowledge and Skills for Teacher Candidates

**ACCEPTABLE**

Teacher candidates can apply their professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards to facilitate learning. They consider the school, family, and community contexts in which they work and the prior experience of students to develop meaningful learning experiences.

## Faculty Survey: Elementary Education Department

Please indicate where and how your program's students acquire the knowledge, attitudes and skills necessary to fulfill the standards and good practices related to creating family supportive classrooms and schools. Use as much space as needed to fully explain.

Courses and expected outcomes:

### EDUC 301 & 302: Targeted Teacher Education Performance Standards

- Student Development: *The teacher understands how students learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.*
- Diverse Learners: *The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.*
- Reflective Practice and Professional Growth: *The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks opportunities to grow professionally.*

Specific Readings: The course textbook, Educational Psychology, Ninth Edition, Anita Woolfolk, for EDUC 301 & 302 addresses the importance of forging family/community partnerships in many of the 13 modules that we cover, ranging from “diversity in today’s classrooms” to “the need for communication (assessment oriented)” to “creating culturally compatible classrooms.”

Additional Readings: **Culturally responsive practices for student success: a regional sampler** <http://www.nwrel.org/request/2005june/>

Focused Assignments: Students are asked to address case study analyses, in both courses, that are taken from *Case Studies: Applying Educational Psychology*, Jackson, D. and Ormrod, J., 1998, and Greenwood, G., Fillmer, H., and Parkay, F., 2002. *Educational Psychology Cases*, 2nd Edition, in which the scenarios involve interaction with families and diverse cultural perspectives.

## **EEd 370: Introduction to Teaching**

### Specific Readings:

Gay, G. (2002). "Preparing for culturally responsive teaching." Journal of Teacher Education **53**(2): 106-116. **[1]\***.

Office of the Superintendent of Public Instruction and the WA Association of Colleges of Teacher Education (2004). State of Washington Performance-Based Pedagogy Assessment of Teacher Candidates. Olympia, WA. **[12]**  
<http://www.k12.wa.us/cert/profed/pedagogy/default.asp>.

Au, K. H. and A. J. Kawakami (1994). Cultural congruence in instruction. Teaching diverse populations Formulating a knowledge base. W. C. Hayman. Albany, State University of New York Press: 5-23. **[43]**

### Focused Assignments:

Personal Perspectives: Investigating Cultural Characteristics of Your Own Identity In this short essay (4-5 pgs.) you will trace characteristics of your home/family culture and explore their influence on your developing perspective as a teacher.

Group Cultural Inquiry Investigation Working with 2-4 colleagues, you will choose a cultural group / family pattern represented in your practicum school or a group of particular interest to you and investigate various aspects of that group's experience in the community and the school. Working as a team you will prepare a PowerPoint presentation that summarizes, analyzes, and interprets your target group's experience. Each individual will choose among several options for a reflection project about the experience. Each team will also prepare either an annotated educational resource list or a collection of photos/audio or video clips to be used to support classroom learning for children from your target group.

## **EEd 480- Literacy II: Beginning Communicators**

Course is situated in schools. There is interaction with principal and students do assessment activities with children that they confer with teachers about.

## **EEd 481- Literacy III: Fluent Communicators**

Students develop and teach a unit with classroom teacher, integrated into classroom curriculum and teacher's plans.

Reading: Becoming One Community Reading and Writing With English Language Learners. K. Fay, S. Whaley, J. Portalupi.

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\* Bracketed bold-faced numbers refer to the consecutive page #'s in the course reading packet.

EIEd 497 –Under development (for 2<sup>nd</sup> quarter of internship)

Students will be conducting case studies of reading and writing using detailed assessments and subsequent teaching plus conferring with teacher and various specialists.

EIEd 470

School and Community Assets Inquiry Project

The purpose of this inquiry project is to investigate your school and its surrounding community, to begin to learn about the families who send their children there, and to take stock of the diverse assets available that might be tapped in support of student learning and well-being.

Questions to guide the inquiry:

Who is served by this school and what is the range of living circumstances and life experiences that characterize their family life? What are their assets or funds of knowledge?

What is the nature of the physical community around the school and what are its characteristics and significant features?

What is the philosophy of the school? How has it changed over time educationally, demographically, physically, etc.?

Who works at the school and how long have they been there and what do they value about it? What are they working on to improve it?

What do parents think about the school? What do they value? What would they like to improve?

What are some promising connections that might be made between family/community assets you have identified and the elementary curriculum for your classroom?

To complete this inquiry you will work in groups to investigate and report on these aspects of the school/community, then develop an individual proposal for curriculum implications to be developed in the mini-teaching unit.

Planning and Enacting a Parent/Guardian Newsletter

You will observe and document classroom interactions, gather examples of student work, and develop insights about children's individual strengths as learners and participants in your classroom. In consultation with your collaborating teacher, you will then prepare a parent/guardian newsletter, introducing yourself and describing your own activities/role in the classroom, and documenting children's strengths/learning experiences. The newsletter should include strategies for inviting parents' insights and contributions to children's learning.