

# Minnesota State University Moorhead

## STL 428: Building Partnerships

### A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: 3

Lab Hours/Week: 0

OJT Hours/Week: \*.\*

Prerequisites: None

Corequisites: EECE 437

MnTC Goals: None

This course will focus on the knowledge, skills, and dispositions necessary for building relationships in the field of education. Understanding issues faced by contemporary families and their relationship to schools will be studied. Barriers, strategies, communication, consultation and cross-cultural sensitivity are covered. The teacher's role in building effective relationships with families and other professionals is emphasized.

**B. COURSE EFFECTIVE DATES:** 08/23/2010 - Present

### C. OUTLINE OF MAJOR CONTENT AREAS

1. Understanding how to build relationships with parents & professionals
2. The nature of contemporary families and their relationship to the school
3. Barriers and strategies to effective communication
4. Cross-cultural sensitivity in our relationship with others
5. Understanding the key to effective collaboration

#### **D. LEARNING OUTCOMES (General)**

1. Demonstrate an understanding of today's families and the pressures that result from a rapidly changing world, taking into account family dynamics, roles, socioeconomic status, and culture. (SPED Core D2)
2. Examine communication strategies for building partnerships in education
3. Explore current concerns of teachers and parents in early childhood programs and elementary schools related to children, families and communications.
4. Understand various models of parent involvement and develop resources to enhance parent involvement in preschool and school settings.
5. Learn about a variety of protective and risk factors that children encounter within the context of family, school and community including poverty, domestic violence, abuse and neglect, deployment, drug use, mental health issues, etc.
6. Familiarize self with resources available to families facing challenges including abuse and neglect, children with special needs, and being from an underrepresented ethnic background and/or social class, and/or concerns relating to a child's development and education. (SPED Core D3)
7. Become an advocate for family-friendly communities through collaboration between home, school and other community agencies.
8. Become aware of basic legalities related to parent/professional relationships.
9. Understand team concepts/models in service delivery.
10. Demonstrate an ability to use effective communication skills with parents and other professionals when attempting to build working-collaborative relationships.
11. Demonstrate knowledge of the importance of parent involvement in student achievement. (SPED Core A11)
12. Understand how to collaborate and provide consultation to and receive it from other professionals (families, specialists, paraprofessionals, and interagency professionals) regarding problem solving, providing behavioral supports, and coaching, and designing instruction and organizing programs to address the needs of children and families. (SPED Core D7, ABS D3, & ABS D7)
13. Understand how to direct and monitor the activities of paraprofessionals, classroom aides, volunteers, and peer tutors. (SPED Core D8)
14. Understand how to cultivate professional relationships that encourage peer observation, coaching, and systems for giving and receiving feedback from colleagues to enhance student instruction and program outcomes. (SPED ABS D8)
15. Be aware of ways to engage in continuing professional development and reflection, to increase skills and knowledge to inform instructional practices, decisions, and interactions with children, youth and their families. (SPED Core D11 & SPED ABS D10)

#### **E. Minnesota Transfer Curriculum Goal Area(s) and Competencies**

None

#### **F. LEARNER OUTCOMES ASSESSMENT**

As noted on course syllabus

#### **G. SPECIAL INFORMATION**

None noted