



## LILIE, LLC Course Information

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*\*More detailed course curriculum, including graduate level, alignment with standards, culturally responsive practices, assessments and resources, can be provided upon request*

### **Title of Course:** Building Productive and Enduring Educational Partnerships

**Course Description:** Educational partnerships take form when stakeholders come together for the sake of enhancing the good of the school and for improving student outcomes. Partners include students, educators, parents, community members, and others who have an interest in promoting lifelong learning. This course will examine the specifics of how educators can forge ahead with building productive and enduring partnerships that will serve to benefit their students now and in the future. This course will explore research-based rationales for building partnerships and it will analyze best practices for creating and sustaining bonds with various educational partners. Further, participants will discuss how to appropriately integrate critical consciousness with their students, adopting the mindset, and to have that dialogue within the classroom. Additionally, student grouping, instructional practices, etc., regarding cultural responsiveness will be discussed as well. Participants will learn how to develop strategies and action plans that engage all partners in collaborative efforts that help students achieve their full potential now and in their lives. Participants will create and implement more equitable practices for students in their classrooms, in particular those who have been historically underserved and marginalized. Educators will discuss and analyze research-based, best practices that improve instructional strategies and collaborative approaches to student learning. Educators will examine their underlying personal beliefs, norms, practices, and assumptions, and reflect on how a student's race or culture may have influenced school culture. Educators identify they will implement to meet the needs of their students with a careful eye to how cultural responsiveness works to achieve this.

### **Instructor Consultation and Interaction**

The course is an asynchronous online course that is available for instructor and student participation 24/7. The four-week duration of the class is broken down into four weekly sections each comprised of lecture in the form of instructor created articles and content, web links to academic and professionally reviewed articles in the discipline of general education, and instructor created discussion questions which are, in and of themselves, formative assessments to determine the extent to which the enrollees have comprehended and mastered the skills and information and begun to apply it to their personal teaching practices. The answers to these questions are the basis for the class interaction, as enrollees are required to respond to each other within the classroom.

### **Proof of Course Completion**

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits provided by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructor that reflect the content, skills/ strategies learned and assessments covered in course. These enrollee postings must be made six times each week, in separate sessions, and including a minimum of 4 academic posts and at least 2 peer-peer comments of others' postings and possible shared assignments. Enrollees are required to submit a detailed reflective feedback in combination with the archived work. Attempts to falsify record or discussion board entries will result in denial of credit and a report to the enrollee's employer.



## Scope & Sequence/Weekly Topics and Objectives

### Session I

<p><b>Objectives</b></p>	<p>Educators will:</p> <ul style="list-style-type: none"> <li>• explore and deepen understanding of teacher-student partnerships.</li> <li>• reflect and be cognizant that they are developing more equitable practices.</li> <li>• apply equitable practices that positively impact all students.</li> <li>• examine the effects of productive and enduring teacher-student partnerships.</li> <li>• define the ideas of critical consciousness and culturally responsive teaching.</li> <li>• learn common social injustices that face minority groups and encourage ways for students to speak out responsibly.</li> <li>• synthesize a presentation outline that focuses on all teacher-student partnerships.</li> <li>• research remote sources that enable virtual teacher-student educational partnerships (Flipgrid, Schoology, Remind).</li> <li>• create and implement more equitable practices for students in their classrooms, in particular those who have been historically underserved and marginalized.</li> <li>• discuss and analyze research-based, best practices that improve instructional strategies and collaborative approaches to student learning.</li> <li>• examine their underlying personal beliefs, norms, practices, and assumptions, and reflect on how a student’s race or culture may have influenced school culture.</li> </ul> <p>identify they will implement to meet the needs of their students with a careful eye to how cultural responsiveness works to achieve this.</p>
<p><b>Topics</b></p>	<ul style="list-style-type: none"> <li>• Explain your goals in creating a brave learning environment for those underserved student populations being sure to identify the population(s) and the inequities you see them face.</li> <li>• By acknowledging these students, we are then able to be proactive and productive in crafting strategies to show and assist them in developing their own skills and our own equitable practices.</li> <li>• Discuss how you plan to implement your understanding of a brave learning community to encourage greater respect and rapport in your classroom.</li> <li>• Discuss any ways you could or do use team teaching to model skills that promote critical consciousness or cultural responsiveness yourself.</li> <li>• Summarize your understanding of why teacher-student relationships are important to improving student outcomes. In your summary, be sure to include the characteristics of productive teacher student relationships and how these characteristics impact students.</li> </ul>
<p><b>Application to Instruction &amp; Student Learning</b></p>	<p>Participants will</p> <ul style="list-style-type: none"> <li>• Review and understand the concepts of educational partnerships and how to promote on-going student interactions.</li> <li>• Review and understand the inner workings of teacher-student partnerships and how to promote cultural responsiveness for the classroom environment.</li> <li>• Analyze the impacts of productive teacher-student partnerships.</li> <li>• Identify and implement several techniques that will improve teacher-student partnerships as well as critical consciousness and cultural responsiveness.</li> <li>• Be able to appropriately explain to parents, students, and other professionals the concepts of teacher-student partnerships.</li> <li>• Be able to apply their knowledge of productive teacher-student partnerships to evaluate current practices and models within their own school communities.</li> <li>• Be able to identify the characteristics of productive teacher-student partnerships and how those characteristics positively impact student outcomes.</li> </ul>

	<ul style="list-style-type: none"> <li>• Be able to understand the use of Flipgrid and Schoology Conferences as tools to facilitate virtual teacher-student partnerships. The use of Flipgrid will allow educators and students to build working relationships as well as foster community building within the virtual classroom. The use of Schoology Conferences will serve as synchronous opportunities to work collaboratively and to continue to build educational relationships in real time.</li> </ul> <p>Participants' students will</p> <ul style="list-style-type: none"> <li>• Learn to employ increased time on task and will be motivated to increase their own outcomes.</li> <li>• Contribute to the positive culture that is cultivated in the classroom and in the school building.</li> <li>• Understand and employ the collaborative process with teachers and peers, thus increasing positive outcomes.</li> <li>• Synthesize pathways to establish productive and enduring pathways with teachers and peers.</li> <li>• Create personalized, virtual introductions to the class and to the teacher.</li> </ul> <p>Engage in real time synchronous conferencing with the class and teacher.</p>
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## Session II

<p><b>Objectives</b></p>	<p>Educators will:          deepen understanding of the relationship between productive teacher-parent partnerships and student outcomes.</p> <ul style="list-style-type: none"> <li>• employ various skills to enable the establishment of productive, positive teacher-parent partnerships.</li> <li>• reflect and be cognizant that they are developing more equitable practices.</li> <li>• apply equitable practices that positively impact all students.</li> <li>• learn how to employ a variety of instructionally diverse teaching methods including a language of critique and how to express ideas in multiple formats.</li> <li>• explore a variety of culturally diverse instructional resources – texts, videos, blogs, etc.</li> <li>• construct methods to allow colleagues to create and actively engage in the establishment of positive parental partnerships.</li> <li>• build upon their capacity to sustain enduring teacher-parent partnerships and to embed culturally diverse activities and outreach into the ongoing partnerships.</li> <li>• explore and engage in virtual communication platforms that build and fortify teacher-parent partnerships (Schoology Conferences, Google Meet, Zoom).</li> <li>• create and implement more equitable practices for students in their classrooms, in particular those who have been historically underserved and marginalized.</li> <li>• discuss and analyze research-based, best practices that improve instructional strategies and collaborative approaches to student learning.</li> <li>• examine their underlying personal beliefs, norms, practices, and assumptions, and reflect on how a student's race or culture may have influenced school culture.</li> <li>• identify they will implement to meet the needs of their students with a careful eye to how cultural responsiveness works to achieve this.</li> </ul> <p>identify and question underlying personal and institutional beliefs and practices contributing to inequity.</p>
<p><b>Topics</b></p>	<ul style="list-style-type: none"> <li>• Examine the resources provided that address implicit bias. Why are these attitudes problematic? Using what you learned in the resources provided, which of the mindset narratives do you have? How will you change your current mindset narrative? What strategies will you develop/implement to create an equitable classroom climate?</li> <li>• Please be mindful of the challenging, honest and brave work you are doing and when posting and commenting; be respectful of others and open to courageous discussions. It is our goal to grow and better support and educate those in our care.</li> <li>• Examine how minds operate and help you understand the origins of implicit associations. You will also uncover some of your own biases and learn strategies for addressing them.</li> <li>• Define Implicit Bias and reflect on your own implicit biases. How does implicit bias impact your educational partnerships?</li> <li>• What is the difference between parent involvement and parent engagement?</li> </ul>

<p><b>Application to Instruction &amp; Student Learning</b></p>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• deepen understanding of the importance of productive teacher-parent partnerships.</li> <li>• employ various skills to enable the establishment of productive partnerships and the ability to design activities that encourage choice and freedom for students and community in regard to utilizing various and culturally diverse resources and topics of interest.</li> <li>• construct methods and routines that pave the way for partnerships to endure over time.</li> <li>• identify and implement specific activities/routines that improve teacher-parent partnerships.</li> <li>• synthesize a plan for collaborating with parents as a means to improve student outcomes.</li> <li>• create a classroom and school environment that supports teamwork, collaborations, cultural diversity and consciousness, and learning to work with others effectively towards a common goal/project.</li> <li>• will engage in Schoology Conferences, Google Meets, and/or Zoom conferences to virtually reach out to parents and caregivers. <a href="#">Schoology</a> <a href="#">Google Meet</a> <a href="#">Zoom</a></li> <li>• Participants' students will deepen their understanding of the school-to-home educational partnership.</li> <li>• examine implicit bias, its impact on our student, school community, and ourselves as well as how to address your own.</li> <li>• Participants' students will collaborate with the school and with their own families to increase their achievement.</li> <li>• Participants' students will participate and contribute to the crafting of routines and procedures that fortify school-parent partnerships.</li> </ul>
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**Session III**

<p><b>Objectives</b></p>	<p>Educators will:</p> <ul style="list-style-type: none"> <li>• examine the role of school-community partnerships</li> <li>• understand ideas of critical consciousness and culturally responsive teaching and partnerships.</li> <li>• reflect and be cognizant that they are developing more equitable practices.</li> <li>• apply equitable practices that positively impact all students.</li> <li>• examine their own role in establishing productive and enduring community partnerships.</li> <li>• synthesize lesson/action plans that fortify and support school-community partnerships.</li> <li>• explore and engage in virtual communication platforms that build and fortify school-community partnerships (Schoology Conferences, Google Meet, Zoom ,remind).</li> <li>• explore virtual community gatherings or virtual events with the public library and civic organizations.</li> <li>• create and implement more equitable practices for students in their classrooms, in particular those who have been historically underserved and marginalized.</li> <li>• discuss and analyze research-based, best practices that improve instructional strategies and collaborative approaches to student learning.</li> <li>• examine their underlying personal beliefs, norms, practices, and assumptions, and reflect on how a student's race or culture may have influenced school culture.</li> <li>• identify they will implement to meet the needs of their students with a careful eye to how cultural responsiveness works to achieve this</li> <li>• take actions to be mindful of the diverse population of your school, and thereby the school culture</li> </ul>
<p><b>Topics</b></p>	<ul style="list-style-type: none"> <li>• Community Partnerships</li> <li>• Understanding Marginalization, combatting it and Building Relationships</li> <li>• How damaging and dangerous and pervasive marginalization is and importance to be mindful in combatting it. Rescuing and supporting ourselves in turn benefits those in our care and understanding who they are, what the face and their struggles will only help to better inform your instructional decisions and mindset.</li> </ul>
<p><b>Application to Instruction &amp; Student Learning</b></p>	<p>Participants will</p> <ul style="list-style-type: none"> <li>• Examine the role of school-community partnerships in improving student outcomes.</li> <li>• Analyze the key factors in establishing productive and enduring school-community partnerships.</li> <li>• Utilize school-community surveys to make incremental gains in school-community relationships.</li> <li>• Synthesize plans to improve school-community partnerships as a means to improving student outcomes.</li> </ul>

	<ul style="list-style-type: none"> <li>• Learn about education struggles of various ethnic groups and design lessons and community outreach which will encourage educational partners to speak out against common injustices and faces of oppression.</li> <li>• Engage in Schoology Conferences, Google Meets, and/or Zoom conferences to virtually reach out to community members. <a href="#">Schoology</a> <a href="#">Google Meet</a> <a href="#">Zoom</a></li> <li>• Participate in and deliver clear agendas and reminders with community members and public agencies via Remind, email, and postings on platforms such as Schoology Conferenes or Google Classroom.</li> </ul> <p>Participants' students will:</p> <ul style="list-style-type: none"> <li>• Expand their interpersonal skills and have a deeper understanding of how to employ social skills. Additionally, students will increase their self-confidence and advocacy skills.</li> <li>• Develop leadership skills as wells as valuable employability skill sets.</li> <li>• Develop an increased global view of society and they will expand their perspectives and points of view in a culturally responsive manner.</li> <li>• Improve critical thinking skills and embark on opportunities that apply their academic learning to real-life situations.</li> </ul>
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#### Session IV

<b>Objectives</b>	<p>To have participants:</p> <ul style="list-style-type: none"> <li>• understand evidence-based strategies that maintain sustainable educational partnerships.</li> <li>• apply understanding to their own classroom routines and repertoires.</li> <li>• effectively construct systems and methods of fortifying educational partnerships.</li> <li>• develop plans to establish ongoing and enduring productive educational partnerships.</li> <li>• learn how to employ a variety of instructionally diverse teaching and community outreach methods.</li> <li>• reflect and be cognizant that they are developing more equitable practices.</li> <li>• apply equitable practices that positively impact all students.</li> <li>• learn how to be culturally aware and critically conscious of barriers that must be addressed in order to improve educational partnership outcomes.</li> <li>• create and implement more equitable practices for students in their classrooms, in particular those who have been historically underserved and marginalized.</li> <li>• discuss and analyze research-based, best practices that improve instructional strategies and collaborative approaches to student learning.</li> <li>• examine their underlying personal beliefs, norms, practices, and assumptions, and reflect on how a student's race or culture may have influenced school culture.</li> <li>• identify they will implement to meet the needs of their students with a careful eye to how cultural responsiveness works to achieve this.</li> </ul>
<b>Topics</b>	<p>Strategies to maintain sustainable educational partnerships.</p>
<b>Application to Instruction &amp; Student Learning</b>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• Construct methods for establishing productive educational partnerships that are culturally responsible.</li> <li>• Identify avenues in which they can be change agents in the school community.</li> <li>• Understand the purpose of maintaining educational partnerships on a long term basis.</li> <li>• Develop plans for ongoing efforts to keep educational partnerships moving along a positive continuum.</li> <li>• Develop a means for reflecting and measuring the “health” of educational partnerships and their students’ active engagement in these partnerships.</li> <li>• Share their own culturally diverse teaching practices and provide reflection.</li> <li>• Explore remote leadership collaboration through the use of Microsoft Sway. Create and share community presentations and forums through the use of shared Sway links. The sharing of Sway links allows educators and community members to be inclusive of one another in collaborating on group projects and initiatives. Additionally, participants have the ability to use Google Meets, Schoology Conferences, and Zoom. <a href="#">Sway</a> <a href="#">Google Meets</a> <a href="#">Schoology</a> <a href="#">Zoom</a></li> </ul>

	<p>Participants' students will</p> <ul style="list-style-type: none"><li>• Expand their interpersonal skills and have a deeper understanding of how to employ social skills. Additionally, students will increase their self-confidence and advocacy skills.</li><li>• Develop leadership skills as well as valuable employability skill sets.</li><li>• Develop an increased global view of society and they will expand their perspectives and points of view.</li><li>• Will improve critical thinking skills and embark on opportunities that apply their academic learning to real-life situations.</li><li>• Will engage with virtual civic opportunities such as the Carnegie Mellon University Virtual Civic Engagement Opportunities page.</li></ul>
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