Preparing Pre-Service Teachers to Engage Families in Their Child(ren)’s Education

A Case Study of Oregon’s Teacher Education Programs

Executive MPA Capstone Project

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DEDICATION

For years, my passion has been to see children reach their full potential by assisting their families to be as completely involved in their growth and development as possible. Now, I get to see that enacted again on a daily basis as I interact with my granddaughter, Avery Laine Ellis. The miracle of child development is a wonder to see. To watch a child grow to be all she or he can be is truly a blessing. For that, I dedicate this to Avery—and to all the children like her!
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Abstract

Since the time of the Coleman Report (Coleman et al., 1966) we have known that the majority of student achievement is affected more by home variables than by school variables. This finding has been reinforced by other major studies showing the significant role families play in student achievement (Arvizu, 1996; Asher, 1988; Bauch, 1988; Becher, 1986; Chavkin, 1991; Chavkin & Williams, 1993; Coleman, 1991; Davies, 1988; Eagle, 1989; Epstein, 1983, 1988, 1995; Epstein & Sanders, 2000; Henderson & Berla, 1994; Henderson & Mapp, 2002; Hickman, Greenwood, & Miller, 1995; Lee, 1995; Moles, 1993; Rich, 1993; Sui-Chu & Willms, 1996).

Not only has research shown that family involvement impacts students, but it has also shown to impact teachers. Namely, when parent-teacher relationships are positive, teachers are more satisfied in their jobs and less likely to leave teaching (Allensworth, Ponisciak, & Mazzeo, 2009; Harris, Kagay, & Ross, 1987; Markow & Cooper, 2008; Markow & Martin, 2005; Markow & Pieters, 2010, 2012).

Even with overwhelming evidence about the importance of family engagement, research studies throughout the years continue to document the limited presence of family and parent involvement components in pre-service teacher training programs (Chavkin & Williams, 1988; Epstein, 2001, 2005; Harris et al., 1987; Hiatt-Michael, 2000, 2001, 2006; Radcliffe, Malone, & Nathan, 1994; Shartrand, Weiss, Kreider, & Lopez, 1997).

This capstone provides a case study of the current practices among pre-service teacher education programs in the State of Oregon to ascertain how these programs are preparing educators to engage families in their children’s education. It looks for the presence of family and parent involvement components in these programs, then compares and contrasts the courses offered and documents the lessons learned that might increase the effectiveness of teacher preparation programs.

This case study uses information from research, field experience, and current practices to determine the factors that have impacted the inclusion of family engagement in teacher preparation programs, the current status of these programs, and strategies that can be used to impact educational offerings and improve practices in this area. Hopefully, the findings from this study will enhance the knowledge base in this area and promote best practices for those in the field.

Keywords: Parent Involvement; Family Engagement; School-Home Partnerships; Pre-service Teacher Training, Teacher Education, Special Education, Early Childhood Education.
CHAPTER I
INTRODUCTION

This chapter is organized into the following four sections: a statement of the problem that is the focus of this study, the background of the study, the purpose and significance of this study, and the research questions to be answered.

STATEMENT OF THE PROBLEM

Research has confirmed that parental involvement results in mutual benefits for students and teachers (Epstein, 1995, 2001; Henderson & Berla, 1994; Henderson & Mapp, 2002). There have been numerous studies that tell us that parental involvement is essential to children achieving academic success (Epstein & Sanders, 2000; Henderson & Berla, 1994; Henderson and Mapp, 2002). There are also numerous studies that have found that when parent-teacher relationships are positive, teachers were more satisfied in their jobs and less likely to leave teaching (Allensworth et al., 2009; Harris et al., 1987; Markow & Cooper, 2008; Markow & Martin, 2005; Markow & Pieters, 2010, 2012).

Whether teachers are able to effectively implement family-school partnerships depends on whether they have received sufficient pre-service and in-service instruction in this area (Hoover-Dempsey, Walker & Jones, 2000; Shartrand et al., 1997). Additionally, findings from Liontos’ (1992) study suggested that many barriers to family engagement could be overcome if teachers received the knowledge and skills necessary to implement strategies that encourage parents to become involved in their children’s education. Shartrand and colleagues (1997) also emphasized that teachers’ efforts to involve parents in children’s education can be realistic, if teachers have the skills and knowledge of how this involvement can take place. Further research suggested barriers could be reduced if teacher education programs were to offer coursework and classes to expand teachers’ comprehension, thoughts, proficiencies, and strategies for family involvement (Chavkin, 1991; Harris, Jacobson, & Hemmer, 2004; Tichenor, 1998; Williams & Chavkin, 1984). Current research has documented that better training could also enhance teachers’ abilities to involve families in their children’s education (Henderson & Mapp, 2002; Hiatt-Michael, 2001, 2006; Hoover-Dempsey et al., 2000).

Even with all this evidence about the importance of pre-service training that promotes family involvement, research over the past 40 years has yielded limited evidence that pre-service teacher training programs are providing adequate teacher training in this area. Early on, Bredekamp (1996) concluded that “despite the consistent recognition of the importance of parents to their children’s care and education, preparation for working with parents remains a weakness in teacher education programs” (p. 337). A review of the literature in the area of teacher education and parent involvement further suggests that pre-service education provides little training to prospective teachers on how to create family and school partnerships (Epstein, Sanders, & Clark 1999; Epstein et al., 2002; Henderson & Mapp, 2002; Hiatt-Michael, 2001; Hoover-Dempsey et al., 2000; Hoover-Dempsey, Walker, Jones & Reed., 2002). Based on this research, it is fair to conclude that future teachers are not receiving the foundational knowledge and skills necessary to work with families and parents.
Researchers often argue that the problem of inadequate training in the area of family and parent involvement is due to a lack of course availability in pre-service teacher training programs (Epstein, 2001; Hiatt-Michael, 2006; Hoover-Dempsey et al., 2000). In addition, they blame a lack of development and implementation of courses that focus on the importance of family involvement in student learning (Epstein, 2005, pp. 125-126). Epstein argues that, “if there were more courses for educators (pre-service and in-service) on families and family involvement, schools could have effective programs where parent involvement could be the key to successful education at all grade levels” (2005, p. 126).

Several research studies (Epstein, 2001; Garcia, 2004; Hiatt-Michael, 2001; Katz & Bauch, 1999) have found that college courses on family, parental, and community involvement do exist, but to a limited degree. While some teacher education programs infuse family and parent involvement into teacher training, research has indicated that course work alone is not adequate to fully prepare teachers to work with families. Hiatt-Michael (2001) indicated that these teacher education programs did not provide prospective teachers with the hands-on training that is necessary for working effectively with families and parents.

**BACKGROUND OF THE STUDY**

This research study originated when the author was working as the Project Director for the Oregon Parental Information and Resource Center (Oregon PIRC). From 2005 to 2012, the Oregon PIRC provided resources, information, and training to parents and educators to more effectively connect families and schools in ways that would create success for all of Oregon’s children and youth.

The author’s personal experience in the field provided evidence that many K-12 educators in Oregon believe they are not fully prepared to work with families when they leave their teacher training programs and enter the profession. From training and technical assistance sessions across the state, the author learned that many teachers felt they were ill-equipped to engage families in their children’s education. They stated that their pre-service training was inadequate to provide them with the skills and strategies necessary to work with the diverse families of the students they taught. During her work with teachers, she often heard comments such as:

- “After graduating, I didn’t know what to expect in terms of working with parents. I was very reluctant and kind of nervous.”
- “When communicating with parents, I am not equipped, especially when it comes to low-income families or families with limited English proficiency.”
- “Working with parents scares me. It seems so overwhelming.”

Both personal experiences and research have confirmed that some teachers feel great anxiety, concern, defensiveness, trepidation, worry, and fright when it comes to relating to and interacting with families (Hargreaves, 2000, 2001). Shartrand and colleagues (1997) suggested that teachers frequently suffer great doubts as to their ability to involve parents in their children’s education. Teachers often recognize the need to communicate with parents as a way to support their students, but some may view parent-teacher interactions as an added burden (Keyes, 2000).
While some teachers express desires for mutual relationships and shared responsibility with parents, others view parent-teacher relationships as sources of anger, intimidation, contention, and conflict (Lasky, 2000; Witmer, 2005).

The anxiety surrounding parent-teacher interactions only increases in degree and complexity as the population of students (and their families) become increasingly diverse across multiple racial, ethnic, and socioeconomic contexts (Leithwood & Duke, 1998; Van Hook, 2002; Villegas, 1991). This increasing diversity has become a major issue in Oregon. While the state has made some progress in hiring and retaining teachers from minority populations—moving from 3.9 percent in 1997-1998 to 8.36 percent in 2011-2012—the proportion of minority students has increased at a much higher rate (from 16.3 percent in 1997-1998 to 33.69 percent in 2011-2012). The difference between teacher and student minority rates is most noticeable for Hispanics: in the 2011-2012 school year, 20.5 percent of students were Hispanic compared to only 3.6 percent of teachers (Oregon Department of Education, 2012).

The importance of a diverse teaching force is underscored by research showing teachers who most often initiate parent involvement strategies are those who share common characteristics with the families they serve (Epstein & Dauber, 1991). Yet, teacher populations (nationally and in Oregon) continue to reflect the majority culture, resulting in a growing divide between teachers, students, and parents. For instance, in the 2011-2012 school year, the majority of teachers in Oregon are White (91.6 percent), compared to only 66.3 percent of students (Oregon Department of Education, 2012).

Many schools find it difficult to establish trusting relationships with parents due to cultural differences between teachers and parents. Epstein stated, “Too many educators enter the field of education or are in the field of education without adequately understanding the backgrounds, languages, religious, cultures, histories, structures, races, social classes, or other characteristics of their students or families” (2001, p. 5). Thus, more needs to be done in terms of pre-service and in-service training to help prepare educators to meet the diverse needs of the classroom.

As indicated in a needs assessments conducted by the Northwest Regional Educational Laboratory, educators in the Northwest region identified a lack of family involvement as the biggest obstacle to improving student learning in their schools. Only a handful of teachers (3 percent) and principals (2 percent), however, identified parent involvement as an important topic for professional development (Barnett & Greenough, 2004). Because of the stresses of the job and the requirements in federal education law, teachers do not feel they have the time or resources to devote to increasing their knowledge in this area once they are in the classroom. It appears that with the barrage of responsibilities that novice (and experienced) teachers have to accomplish, the value of parent involvement tasks is often underestimated (Shartrand et al., 1997; Swick & McKnight, 1989). While parents see the big picture of what they want for their child’s life, teachers see the here and now—the current school year. Their focus is on what the student needs to learn by the end of the school year. They know what skills he must master and what standards he must meet. For teachers, there is the need to impact student test scores, cover curricular objectives, complete lesson plans, cover duties (e.g., bus, lunchroom, playground, hall, bathroom, office), learn the culture of the school, and bond with staff and administration. Choices among all these competing tasks must be made; and parent involvement can become a
low priority in the shadow of more routine expectations (Chavkin & Williams, 1984). As a result, professional development priorities (and funding) often align with these other, “more pressing” tasks.

Given this context, the need is great to prepare teachers before they enter the real-world, everyday pressures of the classroom. Thus, the focus of this capstone is on pre-service education as a means to build the foundational knowledge and skills of those entering the teaching profession so that they can build successful partnerships with their students’ families.

**PURPOSE AND SIGNIFICANCE OF THIS STUDY**

The purpose of this study is to examine the presence of family and parent involvement components within pre-service teacher training programs located in Oregon’s two- and four-year colleges and universities. It provides a case study of the current practices among teacher education programs to ascertain how these programs are preparing educators to engage families in their children’s education. It compares and contrasts the courses offered and documents the lessons learned that could increase the effectiveness of teacher preparation programs.

This study uses information from research, field experience, and current practices to determine the factors that have impacted the inclusion of family engagement in teacher preparation programs, the current status of these programs, and strategies that can be used to impact educational offerings and improve practices in this area. Hopefully, the findings from this study will enhance the knowledge base in this area and promote best practices for those in the field.

**Significance of This Study.** If this study can provide some recommendations to enhance the practices and outcomes in the teacher preparation programs in Oregon, those changes could potentially impact areas such as:

1. student achievement
2. teacher job satisfaction and career longevity
3. school, district, and state education budgets

1. **Student achievement.** As discussed in detail in Chapter II (pp. 6-8), research has continuously confirmed that parental involvement and family engagement is essential to children’s and youth’s academic success. A meta-analysis (Henderson & Mapp, 2002) of 51 studies on school-family-community partnerships from 1993-2002 found that students with involved parents, no matter what their income or background, were more likely to:

   • earn higher grades and test scores, and enroll in higher-level programs
   • be promoted, pass their classes, and earn credits
   • attend school regularly
   • have better social skills, show improved behavior, and adapt well to school
   • graduate and go on to postsecondary education

   Thus, if the teacher education programs in Oregon were better able to prepare prospective teachers to involve parents, licensed teachers would be better able to engage families in their child(ren)’s education—leading to increased student achievement for Oregon’s students.
2. **Teacher job satisfaction and career longevity.** Another positive outcome, also discussed in detail in Chapter II (pp. 9-11), is that teachers are much more likely to be satisfied in their job and remain in schools where parents are involved. Two significant factors that distinguish teachers with high job satisfaction from those with lower satisfaction are that those with higher satisfaction 1) have greater involvement of parents and 2) have had more preparation and supports to engage families effectively. Thus, if the teacher education programs in Oregon were better able to provide prospective teachers with the foundational knowledge and skills to involve parents in their child’s education, teachers in Oregon would be more satisfied in their jobs and may stay in their positions (and at their schools) for longer periods of time.

3. **School, district, and state education budgets.** Finally, there are the economic implications of this study. A 2005 Issue Brief from the Alliance for Excellent Education reported that on “every school day, nearly a thousand teachers across the United States leave the field of teaching. Another thousand teachers change schools, many in pursuit of better working conditions. … The exit of teachers from the profession and the movement of teachers to better schools are costly phenomena, both for students who lose the value of being taught by an experienced teacher and to the schools and districts which must recruit and train their replacements. A conservative national estimate of the cost of replacing public school teachers who have dropped out of the profession is $2.2 billion a year. If the cost of replacing public school teachers who transfer schools is added, the total reaches $4.9 billion every year” (p.1). For Oregon, the combined cost is $46.5 million (Alliance for Excellent Education, 2005). Thus, if our teacher education programs were better able to provide prospective teachers with the foundational knowledge and skills to engage families in their child’s education and as a result create more job satisfaction and longevity for teachers, we could potentially save millions of dollars for Oregon’s school, district, and state education budgets.

An additional economic implication has to do with the economic advantages associated with meaningful parent involvement activities. Using data from the National Education Longitudinal Study, researchers have found that “to achieve the same positive outcomes of family engagement in education, states would have to invest an additional one thousand dollars per pupil” (Houtenville & Conway, 2008). As a result of an effective education policy that incorporates family engagement components in teacher training programs in Oregon, successful parent involvement activities within Oregon’s school systems might also help mitigate the overall loss of funding throughout our statewide education system.

**RESEARCH QUESTIONS/FOCUS**

This capstone project focuses on two research questions:

- How do teacher education programs in Oregon prepare pre-service teachers to work with parents and family members?
- What lessons can be learned to increase the efficiency of Oregon’s teacher preparation programs in the area of parent involvement/family engagement?
CHAPTER II
REVIEW OF THE LITERATURE AND CURRENT PRACTICES

This chapter provides an overview of the research on the importance of parental engagement to student achievement. It contains a review of the literature on the role of the teacher in engaging families in their child’s academic achievement, as well as the impact of parent involvement on teacher satisfaction and longevity on the job. Then, the trends in pre-service training as they relate to enhancing a teacher’s ability to engage families are explored. Lastly, the author examines current practices where pre-service teacher training is positively impacting a teacher’s ability to work with parents, as well as current national and state standards in this area.

THE IMPORTANCE OF PARENTAL ENGAGEMENT TO STUDENT ACHIEVEMENT

Research has shown that parent involvement and/or family engagement is an effective strategy to ameliorate the problems associated with low academic achievement. Researchers from the Harvard Family Research Project found that “family involvement is one of the strongest predictors of children’s school success and that families play pivotal roles in their children’s cognitive, social, and emotional development from birth to adolescence” (Weiss, Bouffard, Bridglall & Gordan, 2009, p. 4). When writing about the foundations for change in school reform, Hersh (2000) listed community support (which includes parent involvement) among nine attributes that promote high student achievement.

In addition, several researchers (Epstein, 2001; Henderson & Berla, 1994; Henderson & Mapp, 2002) suggested that how well students do at school depends on how well teachers, parents, and community members are able to connect home and school to student learning. The research base on the effectiveness of parent involvement documents the valuable support that families provide for students’ academic and social development, as well as their impact on student retention and behavior (Abrams & Gibbs, 2002; Epstein, 2001; Hiatt-Michael, 2001; Hoover-Dempsey & Sandler, 1997; Keyes, 2000; Pomerantz, Moorman, & Litwack, 2007; Witmer, 2005). As a result of parent involvement in children’s learning, the following positive outcomes have been consistently cited in research from the 1980’s to today:

- Increased school attendance (Catsambis, 1998; Eldridge, 2001; Epstein, 1995; Epstein et al., 2002; Henderson & Berla, 1994).
- Decrease in negative classroom behavior (Eldridge, 2001; Epstein, 1995; Fan & Chen, 2001; National Middle School Association [NMSA], 2003) and improved student attitudes (Eldridge, 2001).
- Increased support of schools (Ames, 1995; NMSA, 2003) and higher teachers’ rating from parents (Ames, 1995; Collins, Moles & Cross, 1982).
- Better awareness of roles and relationships between teachers and parents as it relates to parent involvement at school and home (Ames, 1995; Eldridge, 2001; Epstein & Dauber, 1991; Epstein et al., 2002).
• Increased interest and achievement in reading (Baker & Moss, 2001; Desminone, 1999; Eldridge, 2001; Sheldon & Epstein, 2005b), literacy (Faires, Nicholes, & Rickelmen, 2000; Hara & Burke, 1998; Quigley, 2000; West, 2000) and math scores (Balli, Demo & Wedman, 1998; Epstein, 2001; Galloway & Sheridan, 1994; Sheldon & Epstein, 2005a; Useem, 1992).

In addition, recent school reform research has shown connections between family engagement efforts and increases in academic achievement.

• Growth in reading test scores between third and fifth grade was 50 percent higher for students whose teachers reported high levels of parental outreach compared to students whose teachers reported low levels of parent outreach activities for the third grade (Westat, 2001).

• Test scores in mathematics grew between third and fifth grade at a 40 percent higher rate for students in schools where teachers reported high levels of parental outreach compared to schools where teachers reported low levels of parent outreach activities (Westat, 2001).

• The gains in reading and mathematics by the project schools nearly doubled the gains of the control group schools through a comprehensive approach that linked parent engagement to student learning at multiple points throughout the two years (Redding, Landgon, Meyer & Sheley, 2004).

Furthermore, the impact of parental involvement can be felt beyond the school walls. Henderson and Berla (1997) wrote, “When schools work together with families to support learning, children tend to succeed not just in school but throughout life” (p. 1). This assertion was also supported by the U.S. Department of Education, which reported that, “When parents and families get personally involved in education, their children do better in school and grow up to be more successful in life” (Family Involvement Partnership for Learning, 1998, p. 4).

In addition to researchers, educators also confirm a strong correlation between parental engagement and student achievement. Since 1987, the Met Life Foundation has included information about parents and parent involvement in their annual Survey of the American Teacher. Over the years, teachers have echoed the same conclusion about the importance of parent involvement in children’s academic success.

• In 2004-2005, the survey found that teachers viewed parental involvement as a critical component of children’s educational experience (Markow & Martin).

• In 2008, the foundation reported that teachers believed that parents play an unparalleled role in the personal development and academic success of their children, and that the prospect of success in school is greatly enhanced when there is a strong supportive home-school relationship (Markow & Cooper).

• The 2010 study reported that 88 percent of teachers and 89 percent of principals believed that strengthening ties among schools and parents is very important for improving student achievement (Markow & Pieters).

• A key finding of the 2012 report is the degree to which more parent engagement is associated with more optimism about student achievement (Markow & Pieters).

Conversely, when there is insufficient parental involvement, there is a significant problem. In one of the first Met Life surveys of American teachers that included information about parent
involvement, nearly two-thirds of teachers identified lack of support or help from parents as a serious hindrance to a student’s ability to learn (Harris et al., 1987). In addition, a 1999 survey conducted by the International Communications Research Group concluded that the public believes a lack of parental involvement in school is the biggest problem in education. More than half (55 percent) say this is a major problem, followed by student drug use (51 percent), unruly students (50 percent), and overcrowded classrooms (47 percent) (ICR, 1999).

In addition to the national research, there is abundant regional research on the influence of parental involvement in the educational performance of students. Education Northwest, a nonprofit educational research organization, has been doing assessments to ascertain the needs of the region on a regular basis. Over the years, Northwest teachers have echoed the concerns shown in the national research on the issues of parent involvement and family engagement. In 2004, survey respondents identified a lack of family involvement as the biggest obstacle, by far, to improving student learning in their schools” (Barnett & Greenough, p. iii). In 2009, superintendents rated strengthening connections between home and school as the area that would have the greatest impact on student learning in their districts (Gilmore Research Group, p. 28). In fact, this item was rated significantly higher on average than any other and was the top-rated item in three of the five states surveyed. In 2011, over half (51 percent) of Northwest public school teachers rated “lack of parental involvement” as a moderate or serious problem, which was close to the national rate (52.3 percent). Oregon teachers rated this problem the highest at 57.5 percent (Greenough, 2011).

To summarize, national, regional, and state research all affirm the importance of family engagement as it relates to student achievement. But, parental involvement is not only important for improving the performance of students; it also has positive impacts on parents, teachers, and schools.

**THE ROLE OF THE SCHOOL AND THE TEACHER IN ENGAGING FAMILIES IN THEIR CHILD’S ACADEMIC ACHIEVEMENT**

The strongest and most consistent predictors of family engagement in academic achievement are the specific school programs and teacher practices that encourage parent involvement at school and guide parents in how to help their children at home (Dauber & Epstein, 1993). Schools are most effective in engaging families in their children’s education if their efforts are comprehensive, focused, and coherent. From the evidence available, Henderson and Mapp (2002) identified the following strategies that successful schools use when engaging families:

- Building a foundation of trust and respect
- Connecting parent-engagement strategies to learning objectives
- Reaching out to engage parents beyond the school

In addition, they discovered that these strategies are found in schools where parent involvement is measurably high, in specific programs that demonstrate effects on learning outcomes, and in schools that exhibit high levels of achievement. Henderson and Mapp’s findings (2002) reiterate Swap’s conclusions (1993) that effective parent engagement must be comprehensive in nature, with the school consistently interfacing with parents at many points, in many settings, over the
course of the school years. They found that the cumulative effects of more frequent and higher quality interactions among teachers and parents are a greater reservoir of trust and respect, increased social capital for children, and a school community more supportive of each child’s school success.

Often, individuals say that the responsibility of engaging families in the school should rest on the principal, the counselors, or even the front office staff. They argue that the duties of the teacher are already too full and complex, so this additional task should be assigned to administrative staff. This argument is often made by those who consider parent involvement to be more of a public relations task rather than an integral part of teaching and learning.

Although administrative staff members can set a welcoming tone of cooperation and partnership between the school and home, teachers should have the bulk of the responsibility for establishing and maintaining communications with parents about their child’s academics. Teachers are the only ones who can “make clear to parents and others what every student needs to know and be able to do [and] communicate more with parents and families how they can help students reach higher academic standards” (Paula & Winters, 1998, p. 7).

When teachers reach out to parents to form partnerships, it benefits families and enhances the educational progress of their children. Teachers who take initiatives to increase parental involvement tend to have higher student achievement gains and feel better supported by parents (Epstein, 1987; Epstein & Becker, 1982; Tangri & Moles, 1987).

THE IMPACT OF PARENT INVOLVEMENT ON TEACHER JOB SATISFACTION AND CAREER LONGEVTY

In addition to the importance of family engagement to student academic achievement, parent involvement is often voiced as the reason for job satisfaction and longevity (or lack thereof) among teachers. In the annual Met Life Survey of the American Teacher, the research has found that teachers rely on parents to support their children’s education; also, teachers are much more likely to be satisfied in their job and remain in schools where parents are involved. The surveys have discovered that several factors distinguish teachers with high job satisfaction from those with lower satisfaction. Two significant factors throughout the years have been that teachers with high job satisfaction 1) have greater involvement of parents and 2) have more preparation and supports to engage families effectively.

In terms of longevity, the study continues to find that dissatisfied teachers tend to leave the profession within the first five years—most citing a lack of parental involvement as a major deciding factor. Specific findings include:

- In 2012, the significant decline in job satisfaction over the past two years was coupled with large increases in teachers likely to leave teaching for another occupation (an increase of 12 points—from 17 percent to 29 percent) (Markow & Pieters).
- In 2008, 19 percent of teachers were likely to leave the profession in their first five years of teaching, 40 percent cited lack of parental support as the reason for leaving (Markow & Cooper, p. 13).
• In 2006, education deans/chairpersons (57 percent) and principals (63 percent) agreed that having more parental involvement in schools would help keep more good teachers in the profession (Markow, Moessner, & Horowitz).

• In 2004-2005, the Met Life Survey found that 30 to 50 percent of new teachers leave the profession within the first five years (Markow & Martin, p. iii).

• In 1992, the Met Life Survey found that new teachers who said they were likely to leave teaching within the next five years most often cited lack of parental support as a major factor (Harris & Associates).

• In 1987, more than half of teachers believed that having more parental involvement in their schools would help keep a lot of good people in teaching (Harris, Kagay, & Ross).

In terms of job satisfaction/dissatisfaction, the survey found:

• In 2012, teachers were less satisfied with their careers. In the past two years, there has been a significant decline in teacher satisfaction – decreasing by 15 points (from 59 percent to 44 percent), and reaching the lowest level in more than two decades (Markow & Pieters).

• In 2006, the Met Life Survey showed that dissatisfied teachers were three times as likely to leave as those who were satisfied with their careers (66 percent versus 20 percent) (Markow, Moessner, & Horowitz, p. 73).

• In 2004-2005, 31 percent of new teachers reported that engaging and working with parents was their greatest challenge and the area they were least prepared to manage during their first year (Markow & Martin, p. 5). In addition, 20 percent of new teachers reported that they were least satisfied with their relationship with their students’ parents – a greater degree of dissatisfaction than with any of their other school relationships. Twenty percent of new teachers and 28 percent of principals mention parents as causing them the most stress in their jobs (Markow & Martin, p. 29).

In addition to the Met Life surveys, concern over teacher job longevity was explored in the research report *The Schools Teachers Leave: Teacher Mobility in Chicago Public Schools*. The authors found that, “Where teachers are able to communicate with parents and develop trusting relationships, they are more likely to remain teaching in their schools” (Allensworth et al., 2009). They found that teachers are about four percentage points more likely to remain teaching in schools if there are high levels of trust with parents, compared to schools with low levels of trust. They further reported that it is the quality of the parent-teacher relationship that is most impactful:

> These are schools where teachers report that parents support their work and they feel respected by their students’ parents. This research suggests that it’s the parents’ interactions with teachers and the quality of the relationships with teachers that affects teachers’ likelihood of remaining in a school, more so than parents’ general involvement in their children’s education. These interactions with teachers are shaped not only by parents but also by the ways the school structures communication with parents and opportunities for their involvement in the school (p. 27).

Early research by Rosenholtz’ (1989) also emphasized that the quality of the relationship, rather than the involvement in general family engagement activities, had the most impact on teacher
satisfaction, self-efficacy, and retention. Rosenholtz concluded that, “The greater the recognition flowing to the teacher, the more certain they will feel about a technical culture and their own instructional practice” (p. 110). When teachers are feeling more certain about their work, they are more likely to have the confidence to take the risk of challenging students to meet high standards. Rosenholtz’ research has shown that a compliment or approving word from a student’s parent can help teachers find their work to be more rewarding and less stressful, as well as improve their effectiveness. Later research by Bryk and Schneider (2002) also found that relational trust was the key to better parent-teacher relationships.

In the article *Who Stays in Teaching and Why*, the authors also wrote about this constructive feedback loop:

Epstein and Dauber (1991) hypothesize that parent involvement may initiate a cycle in which the teachers’ engagement of parents leads to more positive feedback from parents and administrators, which in turn leads teachers to pursue greater levels of parent involvement, and so on in a way that would increase teachers’ satisfaction, efficacy and commitment. To improve teacher retention, school leaders might make efforts to initiate this cycle of feedback and involvement (Johnson, Berg & Donaldson, 2005, p. 80).

Findings about the positive impacts of good parent-teacher relationships and the negative impacts of poor parent-teacher relationships suggest that more should be done to ensure that beginning teachers enter their profession with a solid foundational knowledge and an adequate skill-set to build positive relationships with their students’ families.

**TRENDS IN PRE-SERVICE TRAINING: ENHANCING EDUCATORS’ ABILITY TO ENGAGE FAMILIES**

In order to successfully work with parents, Howe and Simmons (1993) wrote, “teachers must not only desire good relationships, but must also be prepared to actively facilitate such interactions” (p. 3). It has been shown that beginning teachers accept their first positions with many ideas about establishing rapport with students, but limited understanding of parent involvement and few strategies for establishing relationships with parents (Bradley, 1997; Canter & Canter, 1991; Goodlad, Soder & Sirotnik, 1990). They have a vague understanding of the need to communicate student progress, but often lack the skills to promote a two-way flow of information between home and school (Shartrand et al., 1997).

Epstein (1991) suggested that teachers often lack the confidence of being able to engage parents in parent involvement efforts, especially if they have had little or no training to do so. Epstein contended, even though teachers believed parent involvement would improve student achievement, they were doubtful about whether they knew how to increase parent involvement. The U.S. Department of Education (Moles, 1996) reported that many teachers would like to work with parents; however, they cited the need for more time and training to do so.

Although research has consistently shown a positive correlation between student achievement and parent involvement, teachers—especially in the K-12 system—often comment that they do not receive adequate training and professional development to support efforts to engage families.
Researchers have recommended that institutions for teacher preparation be more aware of the importance of preparing teachers to interact with the families of the students they teach (Baum & McMurray-Schwarz, 2004; Epstein, 2005); however, even when some teacher preparation institutions appear to recognize the importance of school-family partnerships, in practice they fail to adequately prepare teachers to foster and navigate interactions with families (Chavkin & Williams, 1988; Epstein, 2005; Epstein & Sanders, 2006; Ferrara & Ferrara, 2005; Lawrence-Lightfoot, 2004; MacLure & Walker, 2000; McMurray-Schwarz & Baum, 2000; Nathan & Radcliff, 1994; Shartrand et al., 1997).

Throughout the years, relevant literature on parent involvement in pre-service teacher training has shown that not much has changed over time. Several research studies supported the notion that family and parent involvement was still a missing component in most teacher education programs (Chavkin & Williams, 1988; Epstein, 2001; Epstein, Sanders & Clark, 1998; Hiatt-Michael, 2001; Hoover-Dempsey et al., 2000; Radcliffe et al., 1994; Shartrand et al., 1997). Several studies of the 1980s (Chavkin & Williams, 1988; Williams & Chavkin, 1985) and 1990s (Bredekamp, 1996; Epstein, 1992; Epstein et al., 1998; Shartrand et al., 1997) suggested prospective teachers did not receive adequate training that involved families and parents in their children’s education.

In the late 1980s, researchers began looking for the presence of parent and family involvement components within pre-service teacher education programs. From that time to the present, several research studies have documented the absence of these components in pre-service teacher training programs (Bradley, 1997; Chavkin & Williams, 1988; Epstein, 2001; Ferrara & Ferrara, 2005; Goodlad et al., 1990; Harris et al., 1987; Hiatt-Michael, 2000, 2001; Radcliffe et al., 1994; Shartrand et al., 1997). Even though written in 1984, the following observation from Chavkin and Williams still applies today:

> Teachers are now expected to develop skills in working with parents and leadership in working with advisory groups, in addition to the skills that pertain to classroom instruction. Although additional competencies are needed due to the increase of parent involvement, these competencies are generally not addressed in the professional training programs (pre-service and in-service) for teachers. Rather, teacher training has continued to place more emphasis on classroom teaching skills, neglecting the new skills that teachers will need to work with parent in the schools (p. 1).

Shartrand and colleagues (1997) commented that this type of study typifies the current approach to pre-service teacher education. Teacher education programs provide beginning teachers with the skills to meet their students’ academic needs while doing little more than acknowledging parent involvement as a complementary component to their classroom teaching. Once the importance of these skills is recognized, they should be incorporated into the training of perspective teachers (Corcoran, 1995).

Several teacher education programs have reported progress in including home and school partnerships within pre-service teacher education, but to a limited degree (Epstein, 2001; Garcia, 2004; Hiatt-Michael, 2001, 2006; Katz & Bauch, 1999; Kirchenbaum, 1999a, 1999b). While some teacher education programs infused family and parent involvement into teacher training,
research has indicated that course work alone is not adequate to fully prepare teachers to work with families. Hiatt-Michael (2001) suggested that these teacher education programs did not provide prospective teachers with the hands-on training that is necessary for working effectively with families and parents.

Along with the national research on teacher training programs, teachers themselves voice strong opinions on the need for pre-service preparation in the area of family engagement. According to the 2004-2005 MetLife Survey of the American Teacher, 31 percent of new teachers considered engaging and working with parents as their greatest challenge and the area they were least prepared to manage during their first years (Markow & Martin, p. 5). In 2006, 26 percent of teachers reported that they were not prepared to engage families in supporting their children’s education (Markow et al., p. 8).

**Moving From Theory to Practice.** As discussed previously, research has indicated that course work alone is not adequate to fully prepare teachers to work with families. Since many prospective teachers do not live in the neighborhoods where they will teach, the need to deliberately engage with and understand those neighborhoods (and the families and students who live in them) is critical. Thus, it has been suggested that teacher education programs should provide prospective teachers with the hands-on training that is necessary for working effectively with families and parents.

Prospective teachers who do not have adequate opportunities to practice engaging with a variety of families in a variety of contexts will not develop the necessary skills to foster effective school-family partnerships. As early as 1996, de Acosta proposed that the way to improve teachers’ pre-service capacity to work together with families was to give them direct experiences working with parents—much like student teachers are given direct experiences working with more-experienced teachers. Bertrand’s work (2010) supports this emphasis on practice, suggesting that deliberate approaches must be taken to provide educators with opportunities to experience and practice navigating the different types of school-family interactions. When taking into account the trends in education and the research findings, there remains the need for teacher preparation programs to both provide future teachers with the foundational knowledge they need about school-family partnerships and offer them opportunities for concrete skill building and practicing what they have learned (and can now do) in partnership with families.

Traditional approaches to teacher education have generally prepared education professionals to approach professional problems by interpreting and analyzing them, selecting the appropriate theory-informed decision, and then taking action (Dotger, Dotger, & Mahrer, 2010). But the immediacy of the classroom—especially when teachers are frequently required to engage with students and their families—requires sound judgment and split-second decision-making on the part of the teacher. This is often in contrast with the traditional theory-into-practice logic that drives many teacher preparation programs (Korthagen & Kessels, 1999; Putnam & Borko, 2000).

Engaging with students and their family members is highly interactive work that takes practice (Lampert, 2001), and challenges teachers to enact skill sets and to balance their professional responses with the emotional investments that families often make on their schools. Thus, during their academic preparation, pre-service teachers and future school leaders should receive...
foundational knowledge and hands-on skill building regarding home-school partnerships. In addition, these future educators should receive ongoing in-service professional training, support (including mentoring and coaching), and guidance regarding effective home-school partnerships throughout their entire career.

**Examples From Current Practice Where Pre-Service Teacher Training Is Positively Impacting a Teacher’s Ability to Work With Parents**

A review of the literature found that teacher preparation programs traditionally have not adopted parent involvement as an area of study. Sometimes this topic is addressed in principal leadership and counselor training programs, but is limited in general education coursework and specifically limited in programs for middle and high school. Although K-12 educators in regular classrooms do not feel adequately prepared to work with families, there are two other teacher preparation programs that seem to provide a more adequate pre-service education: early childhood education and special education.

**Early Childhood Education (ECE).** The field of early childhood education has a long and distinguished record of working with families. It has consistently promoted a view of parents as valuable partners in educating young children and has generated more innovative program designs for engaging families than any other level of education. From the beginning of the partnership, early childhood providers and families are in constant communication with one another. Preschool-aged children are personally dropped off and picked up by a family member. Meaningful communication happens at both intervals. Parents communicate with the provider about what transpired over the course of the evening or weekend that may impact the child’s behavior during the day; and as the child is picked up by their parents, the provider communicates the activities of the day and how the learning can be continued and enhanced. These exchanges greatly impact both the learning that takes place in the care setting and at the home.

In addition, preschools and daycare centers are driven more by market forces than other K-12 learning institutions. Insofar as parents have the resources, they are free to choose the educators who provide the best services to their children. They choose based on price, location, services, and quality. If they are satisfied with the services, they will continue to purchase them; so it is incumbent on the providers to be as knowledgeable as possible to serve both the children and their families. Thus, these economic influences have been strong forces in promoting a range of parental involvement components within ECE teacher preparation programs.

**Special Education.** Before Public Law 94-142 (PL 94-142; now known as the Individuals with Disabilities Education Act [IDEA]), most children with disabilities were denied access to public education. For example, as recently as the 1970s, U.S. schools educated only one in five children with disabilities, and many states had laws that excluded children with major disabilities such as deafness, blindness, and mental retardation.

On November 29, 1975, President Gerald Ford signed PL 94-142 into law. This law supported the states and localities in “protecting the rights of, meeting the individual needs of, and
improving the results for infants, toddlers, children and youths with disabilities and their families.” PL 94-142 went into effect in October 1977, becoming the legislative foundation for federal funding of special education.

Four of the six components of the legislation impact parents and parental involvement:

1. **A free appropriate public education (FAPE)** for all children at no cost to the parent(s)/guardian(s).
2. **An individualized education program (IEP)**, developed with the parent(s)/guardian(s). This IEP is an individually tailored document describing an educational plan for each public school student who receives special education and related services.
3. **Procedural due process** affords parents or guardians several safeguards pertaining to the child’s education, including: the right to confidentiality of records; to examine all records; to obtain an independent evaluation; to receive written notification (in the parents’ native language) of proposed changes to the child’s educational classification or placement; and the right to an impartial hearing whenever disagreements arise regarding educational plans for the child. Furthermore, the student’s parents or guardians have the right to representation by legal counsel.
4. **Parental participation.** Mandates meaningful parent involvement—requires that parents participate fully in the decision-making process that affects the child’s education.

Besides making great strides for children with disabilities, this legislation has created great opportunities for their families. It has legislated what the schools are required to do in order to provide a free appropriate public education for all children and the ways they are required to include parents and families in meaningful ways in the decision-making process.

As a result of this legislation, the teacher education programs have had to update their offerings to ensure that prospective teachers are adequately prepared to fulfill the requirements of this law. Because of this law, there has been widespread recognition of the need for special education teacher training programs to incorporate courses on the importance of home as a context for the development and learning of children with disabilities (IDEA, 1997; Knight & Wadsworth, 1998; Lava, Recchia & Giovacco-Johnson, 2004).

Therefore, it is important to consider the factors that have made these two program areas more successful when recommending strategies for enhancing K-12 teacher preparation programs.

**National and State Standards**

In the past few years, the skills required by teachers to engage families in their children’s education have been recognized by decision makers and administrators at national and state levels. Standards have been set requiring teacher education programs to prepare prospective teachers to work collaboratively with colleagues, families, and communities.

In April 2011, the Council of Chief State School Officers (CCSSO) adopted the InTASC Model Core Teaching Standards: A Resource for State Dialogue. (InTASC stands for Interstate Teacher Assessment and Support Consortium.) This document offers a set of model core teaching
standards that outline what teachers should know and be able to do to ensure that every K-12 student reaches the goal of being ready to enter college or the workforce in today’s world. These national standards outline the common principles and foundations of teaching practices that cut across all subject areas and grade levels and that are necessary to improve student achievement. Oregon has adopted these standards for Oregon’s teacher education programs.

As shown in Table 1, seven of the ten standards include components of family engagement and parent involvement as part of the knowledge and skill base (including 14 substandards).

**Table 1: Model Core Teaching Standards**

<table>
<thead>
<tr>
<th>Standard 1: Learner Development</th>
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<tbody>
<tr>
<td>The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</td>
</tr>
<tr>
<td>1(c) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.</td>
</tr>
<tr>
<td>1(k) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner’s development.</td>
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<tr>
<th>Standard 2: Learning Differences</th>
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<tr>
<td>The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</td>
</tr>
<tr>
<td>2(d) The teacher brings multiple perspectives to the discussion of content, including attention to learners’ personal, family, and community experiences and cultural norms.</td>
</tr>
<tr>
<td>2(j) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.</td>
</tr>
<tr>
<td>2(m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.</td>
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<th>Standard 3: Learning Environments</th>
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<tr>
<td>The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</td>
</tr>
<tr>
<td>3(a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.</td>
</tr>
<tr>
<td>3(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.</td>
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<th>Standard 7: Planning for Instruction</th>
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<tr>
<td>The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</td>
</tr>
<tr>
<td>7(o) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.</td>
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<th>Standard 8: Instructional Strategies</th>
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<tr>
<td>The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply...</td>
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</table>
knowledge in meaningful ways.

8(c) The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.

**Standard 9: Professional Learning and Ethical Practice**

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

9(m) The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

**Standard 10: Leadership and Collaboration**

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

10(d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.

10(g) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.

10(m) The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.

10(q) The teacher respects families’ beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.

When updating the InTASC model standards, the CCSSOs made efforts to ensure that the standards aligned with other national and state standards that were recently revised or released, including the Common Core State Standards for students in mathematics and English language arts, the National Board for Professional Teaching Standards (NBPTS) accomplished teaching core principles, the National Council for Accreditation of Teacher Education (NCATE) accreditation standards, the National Staff Development Council (NSDC) (now called Learning Forward) professional development standards, and the Interstate School Leader Licensure Consortium (ISLLC) 2008 educational leadership policy standards, and CCSSO’s companion document of performance expectations and indicators for education leaders.

In conclusion, this chapter has outlined how family engagement is important to both student achievement and teacher job satisfaction, as well as to how long teachers stay in teaching or at their current position and/or school. This chapter also reinforced the fact that teachers are the primary communicators who can inform parents about what their child needs to know and be able to do, plus provide them with information on the specific ways they can help their child attain higher academic goals. After reviewing the research about how important teachers were to parent involvement, this chapter analyzed the trends in pre-service training as they related to a
teacher’s ability to engage families. Lastly, the author examined current practices where pre-service teacher training was positively impacting a teacher’s ability to work with parents, as well as current national and state standards. All this data provides the foundation from which to evaluate the information gathered from the teacher preparation programs in Oregon.
CHAPTER III

METHODS, DATA COLLECTION, AND ANALYSIS/FINDINGS

This chapter begins with a brief introduction to the case study approach and why this methodology was chosen for this capstone. It also reviews the research methods, sample, data collection, and limitations of this case study. It then presents the analysis and findings of the data.

CASE STUDY

A case study is a qualitative research method used to examine a real-world situation and provide a recommendation for the problem or issue. The case study consists of a literature review (which helps to refine the research question), data collection, data evaluation and analysis, and a final report with recommendations. Case studies are used to provide an in-depth description of the program or circumstances being examined.

A writing guide regarding case studies from the University of Colorado (Becker et al., 2005, pp. 2-3) provided the following history of the case study as a primary teaching method:

In the 1950s case study research became a primary teaching method. The basic purpose of instituting it as a teaching strategy was "to transfer much of the responsibility for learning from the teacher on to the student, whose role, as a result, shifts away from passive absorption toward active construction" (Boehrer & Linsky, 1990) Through careful examination and discussion of various cases, "students learn to identify actual problems, to recognize key players and their agendas, and to become aware of those aspects of the situation that contribute to the problem" (Merseth, 1991). In addition, students are encouraged to "generate their own analysis of the problems under consideration, to develop their own solutions, and to practically apply their own knowledge of theory to these problems" (Boyce, 1993). Along the way, students also develop "the power to analyze and to master a tangled circumstance by identifying and delineating important factors; the ability to utilize ideas, to test them against facts, and to throw them into fresh combinations" (Merseth, 1991).

Because of the case study’s practical application and examination of scholarly knowledge, the author chose the case study research method as a way to help prepare her for working on real-world problems and situations. She chose this method so she could direct the learning, formulate the questions, collect and analyze the data, and frame the recommendations.

RESEARCH METHOD

For this case study, the author reviewed the publicly available materials (mainly the website and course catalogs) from all the approved teacher preparation programs at the 20 colleges and universities, as well as the 16 community colleges, in Oregon to determine how they recorded their efforts in preparing teachers for working with families. She reviewed the websites for each
of the institutions thoroughly, performed keyword searches, and looked for links to parent
involvement initiatives in other departments to identify coursework and potential relationships
and collaborations with the teacher education programs.

The information reviewed varied widely in type and amount. It included college philosophy
statements, application materials, program descriptions, college of education or degree program
goals and/or objectives, mission statements, FAQ sheets, program flyers, and general course
description paragraphs. The author used a systematic approach—based upon the literature review
and findings—to identify relevant program elements, strategies, and initiatives within these
materials that talked about components of parent involvement, family engagement, or school-
home partnerships.

This preliminary scan revealed limits on what could be learned solely from these materials. A
summary of the results of this review are reported in Appendix D.

**Sample**

Because this was a case study for the state of Oregon, the author chose not to use a sample of the
schools, but rather gathered information from all of the 20 Oregon approved teacher education
programs and 16 community colleges that offered Early Childhood Education degrees and
certificates and/or Education transfer degrees. (A full list of these programs is included as
Appendix C.)

**Data Collection**

Two Excel spreadsheets were created to capture the data collected from the two different types
of institutions: colleges and universities, and community colleges. The first worksheet contained
the wrap-up information on all the schools. (Because of the preliminary overview of the courses
offered, notations were placed in this wrap-up section as to whether the college or university was
private or public in case that had an impact on the findings.) The subsequent worksheets
contained specific information for each college, including the degree programs and endorsements
offered, the number of credits required for graduation, and a breakdown of the courses offered
within the degree programs.

For the courses, the course number, course title, credits, and course description were included.
Within the course description, any information that related to parent involvement components
was highlighted. In addition, it was noted across the degree columns which of the courses were
required and which were electives. Different notations were given if the course was dedicated
entirely to parent involvement or if parent involvement components were a portion of the course
content.
LIMITATIONS OF THE STUDY

Five limitations of this study should be noted.

1. **Only Publically Available Materials Examined.** This report contains only an examination of publically available materials. The program components have not been rigorously studied. There have been no follow-up surveys or in-depth interviews with college staff to ascertain the extent to which parent involvement components are included in the coursework. Thus, this report may not accurately represent all of the components that exist under the various auspices in the school of education or in the larger university context. This is just the initial step in evaluating the teacher education programs in Oregon and should be thought of as a stepping stone to further, more in-depth research.

2. **Only Course Descriptions.** Because the major portion of this study is an examination of the course descriptions, the author is only able to comment on the components described within the school catalogs. As mentioned in the section on Trends in Pre-Service Training (Chapter II, pp. 11-14), the effectiveness of teacher training as it relates to parent involvement goes beyond lectures in the classroom. It requires more hands-on skill building and direct experiences working with parents (de Acosta, 1996). These types of components are not always apparent in course descriptions, so this report may not accurately represent all the hands-on/skill building components that exist within the courses.

3. **Only Pre-service.** Researchers (Epstein et al., 2002; Epstein, 2005; Hoover-Dempsey et al., 2002) suggest in-service education must often make up for what pre-service education did not provide. Because of her work with teachers in the field, the author has learned that in-service opportunities are often limited and ineffective; thus, she decided to focus this study on pre-service training only to determine what foundational education and skills teachers were given in Oregon to develop a knowledge base for working with parents and families. The author agrees with researchers such as Epstein (2005), who argued that even if colleges and universities offered prospective educators comprehensive courses and training for working with parents, it was still crucial to offer continuing specialized training. For this case study, however, the focus is limited to what pre-service teacher education programs are offering.

4. **Only Teachers.** Many researchers and policy analysts have begun to question the effectiveness of conventional pre-service training of school administrators (Epstein, 2005; Epstein & Sanders, 2006; Fullan, 2001; Goldring & Greenfeld, 2002; Grogan & Andrews, 2002; Murphy, 2002) and other school leaders (Leithwood & Prestine, 2002; Senge, 1990). While training for all educators and school staff to more effectively partner with families will improve student achievement, this study only focuses on the training offered to teachers because of their direct contact with students and knowledge of their academic progress.

5. **Only a Descriptive Study.** This study only looks at the course descriptions and provides a summary of the components within the teacher training programs. Thus, there is no way to ascertain what results these courses have in terms of practice.
ANALYSIS AND FINDINGS

When reviewing the course descriptions within the 20 teacher preparation programs and the 16 community colleges, the author found that the courses with parent involvement components had three primary functions:

1. For teachers to develop strategies for working with families
2. For teachers to understand families/family systems
3. For teachers to recognize the family’s role in child/adolescent development or the family’s role in child’s education

An example of a course that assists teachers in developing strategies for working with families would be the following 3-credit course from Concordia University, *Creating Equity in the Classroom* (EDU 447).

This course is designed to equip candidates with the necessary knowledge, skills, and strategies to work with students and families from ethnically and culturally diverse backgrounds. Each candidate will participate in the Education for All Diversity Training. Throughout the course, candidates will participate in reflective activities, assignments, and dialogues which will enable them to examine their own experiences with diverse families. Lastly, candidates will examine the research which exists related to the shift in demographics nationwide and in the state of Oregon and how it impacts education.

The courses that serve to assist teachers in understanding families and/or family systems are similar to the following 3-credit course from Umpqua Community College, *Contemporary American Family* (HDFS 240).

Study of the American family from a sociological perspective, emphasizing the family as an influence in socialization and development; theories for analyzing the family, alternative family forms, cross-cultural and historical comparisons.

The courses that serve to assist teachers in recognizing the family’s role in child and/or adolescent development or the family’s role in the child’s education resemble the following 3-credit course from Central Oregon Community College, *Language and Literacy in Early Childhood Education* (ED 172).

Covers language and literacy development as it relates to early childhood education. Also covers the history of literacy development, the family’s role, how young children learn to read and write, using books with children, concepts of print, comprehension, differing abilities in literacy development, and the role of observation and assessment.

Of these three categories of courses, “developing strategies for working with families” was the number one type of course. A total of 124 courses were dedicated to that topic area; another 17 had a combination of “developing strategies for working with families” and “understanding families and/or family systems” and 11 others were a combination of “developing strategies for working with families” and “recognizing the family’s role in child/adolescent development or the family’s role in child’s education.”
family’s role in child’s education.” The next highest category was “understanding families and/or family systems” with 59 courses focused on that function. Thirty-four courses focused on “recognizing the family’s role in child/adolescent development or the family’s role in child’s education.” One course captured all three functions within its course description.

With these three categories of courses in mind, the author found a total of 246 courses throughout the 36 schools (96 at the graduate level, 49 at the undergraduate-bachelor’s degree level, and 101 at the undergraduate–associate degree level). [See Table 2 for a breakdown of the colleges and universities and Table 3 for the community colleges.] The author also discovered that the courses varied widely among schools. One college—Linfield College in McMinnville—had only one partial, non-required undergraduate course with parent involvement components. Another university—Southern Oregon University in Ashland—had 22 total courses (5 full, 17 partial/9 undergraduate, 13 graduate /11 required – 5 focused on Early Childhood Education [ECE], 3 focused on Special Education, and 2 focused on English as a Second Language [ESL]).

Table 2: Breakdown of Parent Involvement Courses in Oregon’s Colleges and Universities

<table>
<thead>
<tr>
<th>College/University</th>
<th>Total</th>
<th># Full</th>
<th># Partial</th>
<th>Under</th>
<th>Grad</th>
<th># Req</th>
<th>Req ECE</th>
<th>Req Spec Ed</th>
<th>Req ESOL</th>
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<tr>
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</tr>
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<td>U of Portland</td>
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<td>4</td>
<td>2</td>
<td>0</td>
<td>0</td>
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<td>4</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Willamette</td>
<td>13</td>
<td>1</td>
<td>12</td>
<td>0</td>
<td>13</td>
<td>9</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>145</strong></td>
<td><strong>21</strong></td>
<td><strong>124</strong></td>
<td><strong>48</strong></td>
<td><strong>97</strong></td>
<td><strong>88</strong></td>
<td><strong>28</strong></td>
<td><strong>28</strong></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

Table 3: Breakdown of Parent Involvement Courses in Oregon’s Community Colleges

<table>
<thead>
<tr>
<th>Community College</th>
<th>Total</th>
<th># Full</th>
<th># Partial</th>
<th># Req</th>
<th>Req ECE</th>
<th>Req AA Transfer – for Education Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blue Mountain</td>
<td>5</td>
<td>2</td>
<td>3</td>
<td>5</td>
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<td>0</td>
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<tr>
<td>Central Oregon</td>
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<td>1</td>
<td>1</td>
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<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Chemeketa</td>
<td>4</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Clackamas</td>
<td>16</td>
<td>2</td>
<td>14</td>
<td>13</td>
<td>13</td>
<td>0</td>
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<td>Clatsop</td>
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<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
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<td>Columbia Gorge</td>
<td>9</td>
<td>2</td>
<td>7</td>
<td>5</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Klamath</td>
<td>4</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Lane</td>
<td>6</td>
<td>1</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>
Forty-eight of the 246 courses were considered “full” courses, which—for this study—means that the course was dedicated 100 percent to parent involvement. An example of a full course is the following 3-credit course from Southern Oregon University, *Special Studies: Child, Family, and Community* (ED 346). (This course appears to have a practical component of planning a special parent event and an ECE focus as well.)

Develops skills for establishing effective and mutually respectful relationships between the early childhood professional and families of children with whom the professional works. Students apply information to early childhood settings by completing projects that relate to formal and informal communication with parents, parent education, and parent involvement strategies. Requires students to plan a special event for parents in an early childhood setting.

A further analysis of the 48 “full” courses shows that 12 were offered at the graduate level, 9 at the undergraduate–bachelor’s level, and 27 at the associate level. In addition, of the 48 full courses, 35 were required and 13 were not required. Of those required, nine were required within general education classes (including two at the middle/high school level); six were required for special education (including two at the middle/high school level and one at the early childhood/early intervention level); six for ESOL/ESL/Bilingual Endorsements; and 21 were required for early childhood education (ECE). [See Table 4 for this overview.] When looking at the primary categories these courses covered, 40 of them were to assist teachers in developing strategies for working with families, 14 were to help teachers understand families and/or family systems (7 of which were in combination with developing strategies for working with families), and 2 were to help teachers recognize the role of the family in the child’s development or the family’s role in the child’s education (one was in combination with developing strategies for working with families).

| Linn-Benton | 9 | 3 | 6 | 7 | 7 | 3 |
| Mt. Hood | 3 | 2 | 1 | 3 | 3 | 0 |
| Portland | 11 | 3 | 8 | 5 | 5 | 0 |
| Rogue | 5 | 1 | 4 | 4 | 4 | 0 |
| Southwestern Oregon | 5 | 2 | 3 | 5 | 5 | 1 |
| Tillamook Bay | 9 | 3 | 6 | 5 | 5 | 0 |
| Treasure Valley | 7 | 1 | 6 | 6 | 4 | 4 |
| Umpqua | 3 | 1 | 2 | 3 | 3 | 0 |
| TOTALS | 101 | 27 | 74 | 74 | 71 | 12 |

Table 4: Overview of the “Full” Courses Within Oregon’s Teacher Education Programs

<table>
<thead>
<tr>
<th>Level</th>
<th>Required?</th>
<th>Required Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Level – 27</td>
<td>Required – 20</td>
<td>AAS – Early Childhood Education (13)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AAS – Early Childhood and Family Studies (5)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AAS - Educational Assistant (1)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AAOT – Teacher Transfer (3)</td>
</tr>
<tr>
<td></td>
<td>Not Required – 7</td>
<td></td>
</tr>
<tr>
<td>Bachelor Level – 9</td>
<td>Required – 6</td>
<td>BA/BS General Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ESL/ESOL/Bilingual Endorsement (2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BA/BS ECE (2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BA/BS Elementary</td>
</tr>
</tbody>
</table>
Special Education Endorsement
Special Education: ML/HS Authorization
Not Required - 3

**Graduate Level – 12**

<table>
<thead>
<tr>
<th>College/University</th>
<th># Full</th>
<th>Req. Grad</th>
<th>Req. Under</th>
<th>Will it be part of what leads to your teaching degree? Or other comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concordia</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>Not required</td>
</tr>
<tr>
<td>Lesley</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>Yes – MAT: Educational Specialist in Integrated Teaching through the Arts</td>
</tr>
<tr>
<td>Marylhurst</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>Not required</td>
</tr>
</tbody>
</table>
| Multnomah Bible       | 2      | 1         | 1          | • Bachelors’ General Education  
|                       |        |           |            | • MAT ECE/ MAT Elementary and Middle Level/ MAT Middle and HS |
| Portland State        | 3      | 1         | 2          | • ESL/Bilingual Endorsement (2 – Grad/Undergrad)  
|                       |        |           |            | • Special Education Endorsement – Early Intervention/ ECE/ Elementary |
| Southern Oregon       | 5      | 2         | 1          | • BA/BS ECE (2)  
|                       |        |           |            | • BA/BS Elementary  
|                       |        |           |            | • ESOL Endorsement |
| U of Portland         | 2      | 1         | 1          | • Special Education Endorsement (Grad/ Undergrad)  
|                       |        |           |            | • ESOL Endorsement (Grad/Undergrad) |
| Western Oregon        | 5      | 2         | 1          | • Special Education: MS/HS Authorization (Undergrad)  
|                       |        |           |            | • ESOL Endorsement  
|                       |        |           |            | • Special Education: MS/HS Authorization (Grad) |
| Willamette            | 1      | 1         | 0          | Special Education Endorsement |

While Table 4 provides an overview of the “full” courses, Table 5 describes how parent involvement components are still largely only required at the Early Childhood level and in programs leading to degrees in Early Childhood Education. While all of the 16 community colleges have at least one full course on parent and/or family engagement, 14 of these schools (or 87.5 percent) require this course which leads to an associate’s degree in Early Childhood Education, Early Childhood and Family Studies, or an Associate of Arts Oregon Transfer (AAOT) Degree in Elementary Education. On the other hand, of the 20 teacher preparation programs only 9 (or 45 percent) offer a full course on parent and/or family engagement. Only 7 (or 35 percent) require this course within their degree program. Of these 7 schools, 3 (or 15 percent) require it for a general teaching degree, while 4 (or 20 percent) require it for a Special Education or ESOL/Bilingual Endorsement.

**Table 5: Overview of “Full” Courses Leading to Education Degrees**
<table>
<thead>
<tr>
<th>Community College</th>
<th># Full</th>
<th>Req. AAS</th>
<th>Req. AAOT</th>
<th>Will it be part of what leads to your teaching degree? Or other comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blue Mountain</td>
<td>2</td>
<td>2</td>
<td>-</td>
<td>AAS – ECE</td>
</tr>
<tr>
<td>Central Oregon</td>
<td>1</td>
<td>0</td>
<td>--</td>
<td>Not Required</td>
</tr>
<tr>
<td>Chemeketa</td>
<td>1</td>
<td>0</td>
<td>--</td>
<td>Not Required</td>
</tr>
<tr>
<td>Clackamas</td>
<td>2</td>
<td>2</td>
<td>--</td>
<td>AAS – ECE</td>
</tr>
<tr>
<td>Clatsop</td>
<td>1</td>
<td>1</td>
<td>--</td>
<td>AAS – ECE</td>
</tr>
<tr>
<td>Columbia Gorge</td>
<td>2</td>
<td>1</td>
<td>--</td>
<td>AAS – Early Childhood and Family Studies</td>
</tr>
<tr>
<td>Klamath</td>
<td>1</td>
<td>1</td>
<td>--</td>
<td>AAS – ECE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>AAS – Educational Assistant</td>
</tr>
<tr>
<td>Lane</td>
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<td>1</td>
<td>--</td>
<td>AAS – ECE</td>
</tr>
<tr>
<td>Linn-Benton</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>AAS – ECE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>AAOT – Teacher Transfer (Elementary Education)</td>
</tr>
<tr>
<td>Mt. Hood</td>
<td>2</td>
<td>2</td>
<td>--</td>
<td>AAS – ECE</td>
</tr>
<tr>
<td>Portland</td>
<td>3</td>
<td>1</td>
<td>--</td>
<td>AAS – Early Childhood and Family Studies</td>
</tr>
<tr>
<td>Rogue</td>
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<td>Associate of Science – ECE</td>
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<td></td>
<td></td>
<td></td>
<td>AAS – ECE</td>
</tr>
<tr>
<td>Southwestern Oregon</td>
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<td>--</td>
<td>Associate of Science – Early Childhood and Family Studies</td>
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<td></td>
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<td>AAS – Early Childhood and Family Studies</td>
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<tr>
<td>Tillamook Bay</td>
<td>3</td>
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<td>AAS – Early Childhood and Family Studies</td>
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<td></td>
<td></td>
<td>AAOT – Elementary Education Transfer Degree</td>
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<td></td>
<td>AAS – Bilingual Classroom Assistant</td>
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<td>1</td>
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<td>Associate of Science – ECE</td>
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<tr>
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<td></td>
<td></td>
<td></td>
<td>AAS – ECE</td>
</tr>
</tbody>
</table>

A total of 198 courses were considered “partial” courses, which meant that parent involvement components were included within another type of course. An example of a partial course is the following 3-credit course from Willamette University, *Schools, Classrooms, Teachers* (EDUC 513).

Examines social, cultural, and other variables that affect public school education. Emphasizes school laws relative to civil rights, advocacy and anti-discrimination. Expands cultural competency through analysis of human diversity; develops skills to create a just and equitable classroom. Examines motivation and learning strategies that promote productive student behavior and involve parents in the learning process.

As in the example above, the partial courses play an important role in helping teachers become aware of the parent’s role in their child’s education. While the majority of courses that teachers are required to take should give them the foundation and knowledge of specific subject matter and instructional strategies appropriate to particular age levels and content areas, when coupled with parent involvement components, they can greatly enhance the educator’s ability to engage family members in their child’s education. If a robust set of partial courses is coupled with a “full” course on parent engagement, along with enough practical applications throughout their coursework, teachers will then have a more complete set of knowledge and skills from which to engage families fully in their child’s education.
As previous research studies showed, the majority of courses offered in Oregon also focused on the area of Early Childhood Education (ECE): 144 courses (59 percent of the 246 offered) were offered in ECE. Of these, 20 were at the graduate level, 24 at the bachelor’s level and 100 at the associate level. Of the 20 at the graduate level, 9 were part of a Special Education Endorsement in the Early Intervention arena, and 5 of the bachelor’s-level courses were also for a Special Education Endorsement. Sixty-nine percent of these 144 courses lead to an associate’s degree, which enables educators to work in preschools or daycare programs.

Following closely behind ECE are courses focused in the area of Special Education: 62 courses (25 percent of the 246 offered) were offered in this area. Of these, 41 were at the graduate level and 21 at the undergraduate level (bachelors – 10 / associates – 11). Eight courses were considered “full,” with 54 considered partial. Nine were offered in the general education level, 24 were offered in conjunction with ECE courses, and 5 were offered in conjunction with ESL courses. Five had practical applications.

A total of 26 courses were dedicated to English as a Second Language (ESL). Of these, 20 of the 26 courses are required for an ESOL/ESL/Bilingual Endorsement (or three AAS degrees from the community colleges). Fifteen were offered at the graduate level, 11 at the undergraduate level, and 3 at the associate level. Eight courses were considered “full,” with 18 considered partial. Two were offered in conjunction with ECE courses and 5 in conjunction with Special Education courses. Three had practical applications.

Only 18 courses mentioned practical applications (including seminars, field experiences, practicums, internships, labs, student teaching, and courses with required practical components.)

As mentioned earlier, the majority of courses with parent involvement components were required at the Early Childhood level, with only 12 courses required at the middle and high school levels. The 12 courses required at the middle and high school levels were only offered at 7 colleges and/or universities (4 private Christian colleges, 1 private online university, 1 public university, and 1 community college); 8 at the graduate level and 4 at the undergraduate level. Ten of the 12 courses (83 percent) were required for the teacher degree program (whether master’s, bachelor’s, or AAOT–teacher transfer degree). Only one of the courses was a full course—dedicated 100 percent to parent engagement. Four were a combination course for both Early Childhood/Elementary Education and Middle/High School. When looking at the categories these courses covered, six were to assist teachers in developing strategies for working with families, five were to help teachers recognize the role of the family in the child’s development or the family’s role in the child’s education, and one was to help teachers understand families and/or family systems.

Of special note to the author, there were 12 courses that focused on assessment and included parent involvement components. For instance, a 3-credit course offered at Southern Oregon University, Administration and Interpretation of Assessment Instruments (SPED 522), had a main objective of “preparing teachers to interpret results from standardized norm-referenced assessments, as well as teacher-made, curriculum-based assessment instruments commonly used in public schools.” It also “covers writing assessment reports, as well as interpreting the reports of others and explaining the results to parents and other teachers. All of these courses were offered at the graduate level. Seven were offered as Special Education courses (of which, two
were ECE/Early Intervention courses) and five were offered as general education courses (one of which was specified at the Middle/High School Level). From the author’s perspective, it was impressive that eight graduate programs felt that tailoring their evaluation reports for multiple audiences and communicating with parents was so important as to add a specific component for this within their course and included it in the description.
CHAPTER IV
CONCLUSIONS AND RECOMMENDATIONS

While there appears to be a considerable amount of coursework in pre-service education dedicated to parent involvement (246 total courses), the findings and analysis suggest that the main focus is still on Early Childhood Education and Special Education rather than general education. In addition, most courses are at the associate level, preparing educators to work in preschools and daycare centers, rather than preparing K-12 educators to be fully prepared to engage parents in their child(ren)’s education. While many courses were available, few were required for general education and at the middle and high school levels.

Thus, based on the literature review and the analysis and findings from the case study, the following section provides a summary set of recommendations that could potentially increase the effectiveness of the teacher preparation programs in Oregon.

MORE CONSISTENCY IN TERMS OF AMOUNT AND DEPTH OF COURSES OFFERED

Researchers often argue that inadequate training in the area of family and parent involvement in teacher preparation programs is due to a lack of course availability (Epstein, 2001; Hiatt-Michael, 2006; Hoover-Dempsey et al., 2000). In addition, they also blame a lack of development and implementation in pre-service teacher training programs that focus on the importance of family involvement in student learning (Epstein, 2005).

This case study found that there were 246 courses throughout the 36 schools (96 at the graduate level, 49 at the undergraduate-bachelor’s degree level, and 101 at the undergraduate–associate’s degree level). While this appears to be a considerable number of available courses, the courses vary widely among schools. One college had only one partial, nonrequired undergraduate course that had parent involvement components, while another university had 22 total courses. Forty-eight of the 246 courses were considered “full” courses, which means that the course was dedicated 100 percent to parent involvement. One hundred ninety-eight courses were considered “partial” courses, which meant that parent involvement components were included within another type of course. A further analysis of the “full” courses shows that 12 were offered at the graduate level, 9 at the bachelor’s level, and 27 at the associate level. In addition, 35 were required and 13 were not required.

Thus, Oregon’s teacher education programs should provide more consistency across the colleges/universities in terms of the amount and depth of courses offered. All of the teacher education programs should have at least one “full” course that is required at both the undergraduate level and the graduate level for obtaining a teaching certificate/license. In addition, that “full” course should be supported by several “partial” courses that supplement the knowledge and skills in a specific content area with ways that parental involvement components can enhance the student’s education. Lastly, there should be additional practical components within these courses, as well as practical courses that also complement the learning in these courses.
To the extent possible, all professors should be encouraged to include parent engagement in their current courses. This could simply be done by including an additional question to assignments or lectures, such as “How could you engage parents/family members in this lesson?” If professors encouraged prospective teachers to think about the multiple (and simple) ways they could involve families in their children’s education on a regular basis, this would greatly improve the chances that teachers would feel comfortable adding this as a regular part of their practices once they are in the classroom.

**Require More Courses in General Education and at the Middle and High School Levels**

Epstein’s research concluded that “if there were more courses for educators (pre-service and in-service) on families and family involvement, schools could have effective programs where parent involvement could be the key to successful education at all grade levels” (2005, p. 126).

This study found that 20 percent of the courses offered were considered “full” courses, which mean that the course was dedicated 100 percent to parent involvement. While 100 percent of the community colleges have at least one full course on parent and/or family engagement, at least 87.5 percent of these schools require this course for an associate’s degree in Early Childhood Education, Early Childhood and Family Studies, or an AAOT Elementary Education Transfer Degree. On the other hand, of the 20 teacher preparation programs only 9 (or 45 percent) offer a full course on parent and/or family engagement. Only 7 (or 35 percent) require this course within their degree programs. Of these seven schools, only 3 (or 15 percent) require it for a general teaching degree, while 4 (or 20 percent) require it for a Special Education or ESOL/Bilingual Endorsement.

In addition, 144 courses offered (59 percent) focused on Early Childhood Education (ECE). Sixty-nine percent of these courses lead to an associate’s degree, which enables educators to work in preschools or daycare programs. While the majority of courses with parent involvement components were required at the Early Childhood level, only 12 courses were required at the middle and high school levels. Of the 12 courses required at the middle and high school levels, only one of the courses was a full course—dedicated 100 percent to parent engagement. Thus, because there are a lot of available courses to choose from, Oregon’s teacher education programs should make more of the existing courses requirements for graduation for general education programs and at the middle and high school levels.

**Add More Practical Courses and More Practical Applications**

As the research has indicated, course work alone is not adequate to fully prepare teachers to work with families. Hiatt-Michael (2001) suggested that teacher education programs did not provide prospective teachers with the hands-on training that is necessary for working effectively with families and parents. As this case study showed, only 18 courses within Oregon’s teacher education programs mentioned practical applications (including seminars, field experiences, practicums, internships, labs, student teaching, and courses with required practical components).
Thus, Oregon’s teacher education programs should add more practical courses to their requirements and add more practical applications within regular coursework.

**Provide More Opportunities for Pre-Service Teachers to Interact With Parents**

In addition to practical applications, much of the research talks about real exposure to the types of families with whom the prospective teachers will be working. The effectiveness of teacher training as it relates to parent involvement goes beyond lectures in the classroom—requiring more hands-on skill building and direct experiences working with parents (de Acosta, 1996). Bertrand’s findings (2010) have implications for preparing teachers, noting that those who don’t have opportunities to practice engaging with a variety of families and in diverse community contexts will not develop the necessary skills to foster effective school-family partnerships. Also, since many aspiring teachers do not reside in the neighborhoods where they teach, the need to deliberately engage with and understand those neighborhoods (and the students and families who reside there) is critical. Thus, Oregon’s teacher education programs should provide pre-service teachers with more opportunities to interact with a diverse set of parents before they start their careers.

**Increase the Coursework in Understanding and Working with Diverse Families**

Research and experience have shown that the anxiety surrounding parent-teacher relationships increases—in both degree and complexity—as the population of students (and their families) becomes increasingly diverse across racial, ethnic, and socioeconomic contexts (Leithwood & Duke, 1998; Van Hook, 2002; Villegas, 1991). This increasing diversity has become a major issue in Oregon. According to the Oregon Department of Education (2012), the state has made some progress in hiring and retaining minority teachers, increasing from 3.9 percent of all teachers in 1997-1998 to 8.36 percent in 2011-2012. At the same time, however, the proportion of minority students has increased at a much higher rate (from 16.3 percent in 1997-1998 to 33.69 percent in 2011-2012). The difference between teacher and student minority rates was most noticeable for Hispanics during the 2011-2012 school year, where 20.5 percent of students were Hispanic compared to only 3.6 percent of teachers. During the same period, 91.6 percent of teachers were White, compared to only 66.3 percent of students. This imbalance underscores the need for Oregon’s teacher education programs to continue to increase the coursework for assisting educators in understanding and working with diverse families.

**More In-Depth Study of the Teacher Education Programs in Oregon**

As stated in the limitations section, this case study only examines publically available materials and only uses course descriptions to provide a summary of the parent involvement components of Oregon teacher education programs. In addition, only the components contained within the school catalogs were included in the study. Thus, this report may not accurately represent all of the components that exist under the various auspices in the school of education or in the larger university context.
This study offers an initial step in evaluating the teacher education programs in Oregon and should be thought of as a stepping stone to further research. A more in-depth study is needed to ascertain how well Oregon’s teacher education programs are covering the areas of parent involvement and family engagement. Such a study could include follow-up surveys and in-depth interviews with college staff to determine the extent to which parent involvement components are included in the coursework. The well-designed survey could also be used to document the impact of these course components on practice.
CHAPTER V
RELEVANCE TO PRACTICE/LEADERSHIP DEVELOPMENT

This final chapter contains a reflection of how this capstone project relates to the author’s professional practice and leadership development; thus, she has written this chapter in first person.

I undertook this capstone project after more than 16 years’ of work in the field of school-family partnerships and as the culminating project for the Executive Master of Public Administration Program at Portland State University (PSU).

My personal journey in this area started years earlier as a mother of a preschooler—learning about the U.S. education system, special education, and the power of family engagement. By the time my son was four years old, a few minor special education needs were identified. Because of this, we were involved in the local Head Start program and were introduced to active parent involvement components and how they related to student achievement. When my son was in kindergarten, he had an amazing teacher who worked well with both him and me. When he was in first grade, however, I had limited communications with his teacher. I only heard from her at parent-teacher conferences, where I learned that he was having difficulties but never had enough time to discuss anything specific or work together to help them have a successful academic year. Just before summer break, the teacher boasted that she had finally discovered a way that the other students would not “distract” my son and he would not “bother” them. She proudly informed me that she had put him behind a refrigerator box for the majority of the year. From that moment on, I promised myself that I would be fully engaged in his education and never let anything like that happen to him again. I also vowed to put this passion and knowledge to work for other children and their parents.

This led me to earn a bachelor’s degree in Child and Family Studies at PSU, and then to work as a family advocate, parent educator, training and technical assistance provider, and research and development associate. With this degree and in these positions, I was able to have a direct impact on families and educators. Then, in my position as the project director for the Oregon Parental Information and Resource Center, I was better able to form statewide partnerships, work with policy makers, and impact policies and decisions. For my capstone project, I appreciate that I was able to use my knowledge, education, and experience to research something that could potentially impact the foundational knowledge and skills that prospective teachers bring to their jobs in terms of engaging families in their child(ren)’s education.

Reflecting on this experience, I have learned the following lessons that have personal implications for my professional practice and leadership development:

• Learning from Our Mistakes
• Being Change Agents
• Letting Our Passions Guide Us
LEARNING FROM OUR MISTAKES

In terms of my leadership development, this research project provided an important lesson: it showed me that I was operating under a false assumption. There was much more going on in the teacher education programs then I had assumed! I thought that I would find fewer courses and was pleasantly surprised that there were 246 courses. I was not surprised though that they were primarily focused on Early Childhood Education and Special Education, and limited in general education and at the middle and high school levels.

The first important learning from this finding was that, as leaders, we must acknowledge when we are wrong. Doing so creates the type of environment where we learn from our “mistakes” and build opportunities for life-long learning. This reminds me of the theory of “double loop learning” in which participants in problem-solving activities are encouraged to learn from what they have done by taking into account failures and mistakes, as well as what has worked (Schon, 1983). This, I believe, is the type of environment where we get the most creativity and ingenuity from our staff and peers and which leads to the most innovative practices, especially when we are dealing with “wicked problems.” Because I found so much more than anticipated, it makes me want to do the more in-depth study (recommended in Chapter IV, pp. 31-32) to get a more complete look at the teacher preparation programs in Oregon, thus having an additional opportunity for further learning.

Second, because my assumption was wrong, it led me to question what has made the difference in teacher preparation programs in the past few years. For this, I would assume it is four-fold: 1) policy and standard formation in regards to parental involvement, 2) formal-legal responsibility in terms of special education law, 3) research on the impacts of parent engagement and student achievement, and 4) the impact of the research regarding pre-service teacher preparation programs in the area of parent involvement.

1. **Policy and Standard Formation in Regards to Parental Involvement.** Parent involvement as a major piece of federal education policy has a rather short history. It first gained the attention of policy makers in the 1960s as they legislated the involvement of low-income parents in the education of their preschool children (e.g. in programs such as Head Start) so they would be better prepared to succeed in school (Moles, 2005). Further legislative acts include:
   • The Elementary and Secondary Education Act [ESEA] (1965), which provided guidance to K-12 schools serving large populations of students from low-income families. ESEA included provisions for parent involvement as a means to strengthen academic, social, and/or emotional learning of students.
      o A 1971 amendment required states and districts to consult with parents on the development and operations of programs and to establish parent advisory councils.
      o A 1988 amendment required local education agencies to involve parents in program planning and implementation, to give parents information in their own language, and to evaluate the effectiveness of their parental involvement programs. In addition, districts and schools were encouraged to develop resource centers, parent liaison staff, and resources for learning at home.
The Improving America’s Schools Act (1994) added several new provisions, such as setting aside at least 1 percent of Title I funds for parent involvement activities, jointly developing a school-parent compact, co-developing a written parent involvement plan that includes shared responsibilities for high student achievement, and convening parents annually to inform them of the school’s parent involvement programs. In addition, this act provided for the development of parental information and resource centers (PIRCs) that helped implement successful and effective parental involvement practices that led to improvements in student academic achievement and strengthened partnerships between parents and school staff in meeting the education needs of children.

The No Child Left Behind Act (2001) further strengthened the above requirements by defining ways of communicating, sharing power and responsibilities, and building mutual respect between schools and families. In addition, this act ensured that there was at least one PIRC in every state and territory in the United States.

Parent involvement has been an integral piece of education policy since the enactment of the 1994 reauthorization of ESEA, with the PIRCs as the only federally funded line item to accomplish this goal.

These advances in federal education policy have improved activities and standards in K-12 schools, thus I would assume they would have had some impacts within teacher education programs as well.

2. **Formal-Legal Responsibility.** Public Law 94-142 (now known as IDEA) was signed into law on November 29, 1975, by President Gerald Ford. This legislation is considered the “Bill of Rights” for children with disabilities and their families and has six major components that have changed the landscape of education across the United States. (Specifics on PL 94-142 can be found in Chapter II, pp. 14-15.)

Besides making great strides for children with disabilities, this legislation has created great opportunities for their families. It has legislated what the schools are required to do in order to provide a free appropriate public education for all children and to include their parents and families in meaningful ways with the decision-making process. Because of this legislation, teacher education programs have had to update their offerings to ensure that prospective teachers are adequately prepared to fulfill the requirements of this law.

3. **Research on the Impact of Parent Engagement on Student Achievement.** For years, research regarding parent involvement and student achievement was correlational, at best. Researchers were often only able to say that parent involvement was one of many components that had a positive impact on student achievement, but they were unable to show a one-to-one relationship between the parent involvement activity and student achievement. However, in recent years, school reform research has been conducted that shows positive results between family engagement efforts and increased academic achievement:
   - Growth in reading test scores between third and fifth grade was 50 percent higher for those students whose teachers reported high levels of early parental outreach.
compared to students whose teachers reported low levels of parent outreach activities in the third grade (Westat, 2001).

- Test scores in mathematics grew between third and fifth grade at a 40 percent higher rate for students in schools where teachers reported high levels of parental outreach compared to schools where teachers reported low levels of such activities (Westat, 2001).
- The gains in reading and mathematics by the project schools nearly doubled the results of the control group schools through a comprehensive approach that linked parent engagement to student learning at multiple points throughout the two years (Redding et al., 2004).

With such dramatic results, teachers and principals are willing to put more effort into family engagement activities at the school level, and are probably asking for more professional development in this area to increase their abilities and ensure their efforts are as effective as possible. Because of this, I believe coordinators of teacher education programs are also able to see the benefit of increasing training in this area in their pre-service programs.

4. **Research Regarding Pre-Service Teacher Training Programs.** Lastly, research over the past 40 years has produced limited evidence that pre-service teacher training programs are providing adequate teacher training in the area of family and parent involvement. A review of the literature in the area of teacher education and parent involvement suggests that pre-service education provides little training to prospective teachers on how to create family and school partnerships (Epstein et al., 1999; Epstein et al., 2002; Henderson & Mapp, 2002; Hiatt-Michael, 2001; Hoover-Dempsey et al., 2000; Hoover-Dempsey et al., 2002); thus future teachers are not receiving the foundational knowledge and skills necessary to work with families and parents. Several research studies (Epstein, 2001; Garcia, 2004; Hiatt-Michael, 2001; Katz & Bauch, 1999) have found that college courses on family, parental, and community involvement do exist, but to a limited degree. Because these research studies have continued over the course of the last four decades, I assume they have had an impact on teacher preparation programs leading to changes in the parent involvement components offered in their prospective programs.

These four things—which I assume have contributed to the number of teacher preparation courses in Oregon—have been brought about by years of advocacy on the parts of parents and parent-serving organizations. Because of their efforts, policies have been formed, laws have been passed, and research has been strengthened—which all speaks to the power that leaders (from all walks of life) should have in order to bring about change.

**Being Change Agents**

The second thing that has implications for my leadership development has to do with change. Many of the things mentioned in the above section have to do with leaders being advocates for
change. But years of research has proven that major change efforts often fail. Thus leaders have to take a more holistic approach when trying to impact policy, systems, or organizations.

Dr. John Kotter has outlined an 8-step process for leading change within organizations that seems to be applicable when trying to create change within systems and policies as well (2007). The process consists of the following steps:

1. Establishing a Sense of Urgency
2. Creating the Guiding Coalition
3. Developing a Change Vision
4. Communicating the Vision for Buy-In
5. Empowering Broad-based Action
6. Generating Short-term Wins
7. Never Letting Up
8. Incorporating Changes into the Culture

This type of process should be taken into account when system change is especially difficult to accomplish: as in the education system. The policies and laws that manage educational operations are created by government officials and voted into law—many of these laws are formed at the national level, but several are initiated at the state level. At any given time, one set of policies can govern how schools and educators are to act. Then, when there is a change in administration, there is often a change in education policy as well. Sometimes, this can be a broad, sweeping change that impacts many of the teachers’ and administrators’ functions, as well as the procedures at the school. But at other times, the change can languish in bill form at the Congressional level leaving educators struggling to determine which policies they are to follow and which laws govern their profession. For example, the current reauthorization of the Elementary and Secondary Education Act (ESEA), known as the “No Child Left Behind Act,” was authorized in 2002 for a five-year period (through fiscal year 2007). In March 2010, the Obama administration released “A Blueprint for Reform,” as their recommendation for reauthorizing ESEA. Unfortunately, Congress’ progress on the ESEA renewal has been put on the back burner due to more pressing issues; such as the bad economy, high joblessness, concerns about the war(s), natural and man-made disasters, and the election processes. Thus, federal education law has been in a type of “limbo” for almost six years.

Other concerns also make educational system change more complicated. For instance, because education policy is mandated at the federal and state level, the changes are considered “top down.” Educators feel like the changes are something that is “imposed” upon them, not something that they have any say in. Administrators usually bring teachers the latest thing they need to do without first establishing the need or fostering buy-in. Educators do not feel like they are empowered to be a part of the process and don’t believe that the changes will really make much of a difference. They also believe that, in a couple years, a whole new set of mandated changes will be imposed upon them. As in Kotter’s model, educators do feel a sense of urgency in the need to change things within the education system; but, at the same time, they feel powerless to be part of that change process. Lastly, because change is so fluid and is impacted by the changes in administration, there is no incorporating of the change to make it a stable part of the culture. Thus, leaders should consider using something like Kotter’s holistic approach when attempting change in this type of environment.
Also, as mentioned in the previous section, several research studies found that college courses on family, parental, and community involvement currently exist, but to a limited degree. This shows that change happens, but sometimes at a glacial speed. Kouzes and Posner (2007) say that leaders create change, “step-by-step through the generation of small wins. The most effective change processes are incremental, not one giant leap. Each step forward creates a psychological ‘win’ that propels people to continue in that direction. A ‘win’ generates excitement, energy, and commitment (p. 193).” These ideas echo Kotter’s steps 6 (Generating Short-term Wins) and 7 (Never Letting Up).

Other important aspect of change for leaders to consider include: how we measure change, by whose standards we measure change, and how we report it. When we measure change, we often use a static measurement which gives us only a picture of what is happening at the date and time that the measurement was taken. These static measurements are sometimes arbitrary and meaningless. In contrast, growth models can tell us more; they can show us where we have been and point us to where we need to go. I believe this is essential to remember when trying to make an impact on something, especially if it is looked at as a “wicked problem”.

In the world of education, using static measurements is a point of contention currently. Schools and students are being judged on static measurements. Students are given grades on their progress toward proficiency in a specific subject matter. They are measured against what they should know and be able to do based upon their grade level. Schools are held accountable for these absolute levels of student performance. They are not necessarily judged against the changes they have made, so states have been advocating for a growth model where students are measured by their knowledge increases since their last measurement. A growth model captures a student’s score changes over more than one occasion and focuses on the change itself.

Also, when measuring change, leaders often based measurements upon what a group of external stakeholders hold as important measures. For instance, when a community is given money to assist in alleviating an aspect of poverty (such as hunger), they are often given certain specific measures they much meet in order to fulfill their obligations to their grant. If these specific numbers are not met, the external stakeholders may feel the grant program was not successful and may discontinue its funding. But if you talk to the individuals in the community whose hunger has been impacted, there might be a different story entirely about how much impact the program had and how well it has changed the community and these who live there. Thus, leaders should take different stakeholders opinions into consideration when determining which measurements to use and whose view matters.

Lastly, leaders need to be able to communicate well during their change process. Kotter’s change process has at least four points where communication plays a major part: establishing a sense of urgency, communicating the vision for buy-in, generating short-term wins, and incorporating changes into the culture. Leaders need to communicate early and often. Early, leaders have to communicate the sense of urgency and the vision for change. With these communications, they can create buy-in among all stakeholders. To keep up the momentum, they need to communicate often about the small wins that happen along the way. Lastly, they need to report to all stakeholders (external and internal) about the progress being made and use their data
appropriately to tell their story. All these communications will help to incorporate the changes into the culture.

Thus, as leaders, it is important that we be change agents; but, equally as important, is that we remember the gradual nature of change and the various ways that we can measure and communicate (celebrate) the changes that take place.

**LETTER OUR PASSIONS GUIDE US**

Lastly, I have learned about the importance of passions for leadership development: When it comes to public service, our passions are what keep us going and drive us, especially when times are tough and when the problems are wicked! As Kouzes and Posner said in the *Leadership Challenge* (2007, p. 113), “Passion and attention go hand in hand. People don’t see the possibilities when they don’t feel the passion. In the final analysis, what you envision for the future is really all about expressing your passion. It’s all about what gets you up in the morning and won’t let you sleep at night. It’s all about something that you find so important that you’re willing to put in the time, suffer the inevitable setbacks, and make the necessary sacrifices.”

I have been passionate about this work for many years, and the time and attention put into this capstone has reinforced this passion. As stated in the previous paragraph, it keeps me up at night and drives me to make any necessary sacrifices. Nonetheless, I am grateful for all the opportunities I have had to work with families and impact children’s education throughout the years. This work is so important to me that I hope to find additional ways to continue doing it for many years to come.

“*The real dividing line is passion. As long as you believe what you’re doing is meaningful, you can cut through fear and exhaustion and take the next step*” (Kouzes & Posner, 2007). I would encourage everyone to find their passion and have that be what drives and fulfills them!
APPENDIX A

BIBLIOGRAPHY/REFERENCES


Nathan, J., & Radcliff, B. (1994). *It’s apparent: We can and should have more parent/educator partnerships*. Minneapolis, MN: University of Minnesota, Hubert H. Humphrey Institute of Public Affairs.


Early Childhood Education: For the purpose of this study, early childhood education is the practice of educating very young children prior to their entry into elementary school. It consists of the activities and/or experiences that are intended to effect growth and development including physical, emotional, social and intellectual development which focuses on school readiness, health and nutrition. According to NAEYC (National Association for the Education of Young Children), early childhood education spans from birth to age eight.

Family Engagement and Parent Involvement: In this document, there is a concurrent use of parent involvement and family engagement. Since the previously approved language was parent involvement and many schools and districts (as well as teacher education programs) are still using that terminology; its use is continued for their comfort while easing them into the more appropriate term and definition currently used—family engagement.

The reasons for the change in terminology are two-fold. First, using family instead of parent acknowledges the non-parent family members that help in the nurturing, raising and educating of a child (including family friends and non-relatives that take an extraordinary interest in the success of the child). Involvement has the connotation of how the parent is involved in/at the school. As you will see with the following definition, engagement in the child’s academic success pertains to all areas of the child’s life (at school, at home, and in the community) and at times outside the school hours.

The following definition comes from the article, Re-defining Family Engagement, from The National Family, School and Community Engagement Working Group (2009).

Families play critical roles in student success. They support their children’s learning, guide them through a complex school system, advocate for more and improved learning opportunities, and collaborate with educators and community organizations to achieve more effective educational opportunities. Families raise their children in multiple settings and across time, in collaboration with many others.

Family engagement is:

- A shared responsibility in which schools and other community agencies and organizations are committed to engaging families in meaningful and culturally respectful ways, and families are committed to actively supporting their children’s learning and development.
- Continuous across a child’s life, spanning from Early Head Start programs to college preparation high schools.
- Carried out everywhere that children learn – at home, in pre-kindergarten programs, in school, in after-school programs, in faith-based institutions, and in community programs and activities.

This definition recognizes that family engagement needs to focus on activities that are linked to children’s learning at home, at school, and in the community, and to reflect the many different
ways in which families, community organizations, and schools engage with and support one another, from encouraging reading at home, to school governance and improvement.

This definition also recognizes the role that parents and families play in advocating for educational opportunity and quality. Taken together, this definition supports the creation of family engagement pathways that honor the dynamic, multiple and complementary ways that children learn and grow, from cradle to career.

Simply put, family engagement is all activities that parents and family members undertake to help their children learn and do well in school and through life. This inclusive definition takes into account that family engagement takes place at home as well as in school and community settings, and that parents play multiple important roles in their children’s education (Henderson and Mapp, 2002). Parents (family members) work with schools and with their children to benefit their children’s educational outcomes and future success (Hill, et.al., 2004).

Other terms used in reference to engagement activities that support children’s learning include phrases such as “involvement,” “participation,” “family and school partnerships,” “home and school partnerships,” and “school, home, and community partnership.”

**Family:** For the purpose of this study, the definition of family is extended to and acknowledges all the non-parent family members that help in the nurturing, raising and educating of a child (including family friends and non-relatives that take an extraordinary interest in the lifelong success of the child).

**Parent(s):** For the purpose of this study, the words parent or parents include biological parents, adoptive parents, stepparents, and other primary caretakers (e.g., grandmother, grandfather, aunt, uncle, brother, sister) who are responsible for taking care of the child.

**Special Education:** Special education means specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability, including instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and instruction in physical education.
APPENDIX C

LIST OF OREGON APPROVED TEACHER EDUCATION PROGRAMS

1. Concordia University (Portland)
2. Corban College and Graduate School (Salem)
3. Eastern Oregon University (La Grande)
4. George Fox University (Newberg)
5. Lesley University
6. Lewis & Clark College (Portland)
7. Linfield College (McMinnville)
8. Marylhurst University (Marylhurst)
9. Multnomah University (Portland)
10. Northwest Christian University (Eugene)
11. Oregon State University (Corvallis / Bend)
12. Pacific University (Forest Grove)
13. Portland State University (Portland)
14. Southern Oregon University (Ashland)
15. University of Oregon (Eugene)
16. University of Phoenix (Tigard)
17. University of Portland (Portland)
18. Warner Pacific College (Portland)
19. Western Oregon University (Monmouth)
20. Willamette University (Salem)

Oregon Community Colleges with Early Childhood Education Programs or Articulation Programs to the Colleges of Educations

1. Blue Mountain Community College (Pendleton)
2. Central Oregon Community College (Bend)
3. Chemeketa Community College (Salem)
4. Clackamas Community College (Oregon City)
5. Clatsop Community College (Astoria)
6. Columbia Gorge Community College (The Dalles)
7. Klamath Community College (Klamath Falls)
8. Lane Community College (Eugene)
9. Linn-Benton Community College (Albany)
10. Mt. Hood Community College (Gresham)
11. Portland Community College (Portland)
12. Rogue Community College (Grants Pass)
13. Southwestern Oregon Community College (Coos Bay)
14. Tillamook Bay Community College (Tillamook)
15. Treasure Valley Community College (Ontario)
16. Umpqua Community College (Roseburg)
APPENDIX D

SUMMARY OF COURSEWORK WITHIN OREGON’S TEACHER EDUCATION PROGRAMS AND OREGON’S COMMUNITY COLLEGES THAT CONTAIN PARENT INVOLVEMENT COMPONENTS

Colleges and Universities

Concordia University – Private University (Religious)

Undergraduate:
AA in Paraprofessional Educator (26 education specific)
Bachelors of Science in Education (31-51 (ECE) education specific)
  • Early Childhood (ECE) – Pre-K – Grade 4
  • Elementary (ELE) – Grades 3-8
  • Middle Level (ML) – Grades 5-9
  • High School (HS) – Grades 7-12
Graduate:
  • Masters of Arts in Teaching
  • Master of Education in Special Education
Endorsements: Special Education

Courses:
Total Number of EDU courses: 44
Total Number of EDCI courses: 55
Total Number of EDCT courses: 2
Total Number of MAT courses: 31
Total Number of EDU courses: 3
Total Number of EDGR courses: 15
Total Number of EDSP courses: 15
Total Number of EDTS courses: 11

Undergraduate Courses:
EDU 348 (3 credits): Classroom Management/Parent Relations
Prepares students to organize and manage all aspects of a classroom: discipline, scheduling, student assessment, record keeping, grouping, classroom environment, and curriculum. Students will also develop skills needed to foster a positive image of schools and teachers to parents and the general public through parent conferences, parenting workshops, and the like.
  • Required: ECE/ELE
EDU 438 (3 credits): Strategies & Materials for Teaching English Learners
This course helps students develop skills needed to teach English to speakers of other languages. These skills include the ability to implement various methods of language teaching, the ability to develop curriculum materials in English to Speakers of other Languages (ESOL), the assessment of student proficiency in second language use, and the ability to involve parents and the community in second language education programs.
  • Required: ESOL Endorsement
EDU 440 (3 credits): Multicultural Counseling and Education
This course introduces the student to the theories and practice of multicultural counseling & intercultural communication by examining the cultural diversity in our classrooms and communities, defining similarities and differences in perceptual and communication style, and investigating cultural adaptation
and intercultural communication skills. It examines parent & community involvement as resources that enhance the multicultural counseling and education processes.

- Required: ESOL Endorsement

**EDU 447** (3 credits) Creating Equity in the Classroom
This course is designed to equip candidates with the necessary knowledge, skills, and strategies to work with students and families from ethnically and culturally diverse backgrounds. Each candidate will participate in the Education for All Diversity Training. Throughout the course, candidates will participate in reflective activities, assignments, and dialogues which will enable them to examine their own experiences with diverse families. Lastly, candidates will examine the research which exists related to the shift in demographics nationwide and in the state of Oregon and how it impacts education.

**PSY 440** (3 credits) Culture in the Classroom
This course introduces the student to the theories and practice of multicultural counseling & intercultural communication by examining the cultural diversity in our classrooms and communities, defining similarities and differences in perceptual and communication style, and investigating cultural adaptation and intercultural communication skills. It examines parent and community involvement as resources that enhance the multicultural counseling and education processes.

**Masters Courses**

**EDCI 529** (3 credits) Transformative Teaching in Career and Technical Education
This course introduces career and technical teachers to the essential skills and competencies necessary to create student-centered, rigorous, relevant transformative learning environments that increase student achievement. This course provides candidates with information relative to current CTE curricular models, effective research-based CTE teaching & learning strategies and the integration of CTE in both school-based and work-based learning. Topics include the development and use of instructional objectives, constructing lesson plans, designing a work sample, lesson presentation skills, and the construction and use of higher order questions to promote student achievement, positive student attitudes and skill development. In addition, this course will provide students with the tools and resources to explore and develop a variety of opportunities to assess student learning within a CTE program. This course prepares students to organize and manage all elements of the CTE classroom and includes a review of major discipline models, the management of teacher stress, the development of effective parent communication skills, and the need to establish a healthy classroom rapport that promotes student learning.

**EDCI 538** (3 Credits) Strategies and Materials for Teaching English-Learners
This course helps students develop skills needed to teach English to speakers of other languages. These skills include the ability to implement various methods of language teaching, the ability to develop curriculum materials in ESOL, the assessment of student proficiency in second language use, and the ability to involve parents and the community in second language education programs.

- Required: MAT ECE/ELE and ML/HS / M.Ed. Curriculum and Instruction: ESOL Concentration / Masters of Educating in Teaching ESL / ESOL Continuing Teaching Licensing (CLT) Concentration / ESOL Endorsement

**EDCI 540** (3 credits) Language and Culture in the Classroom
This course introduces the student to the theories and practice of multicultural counseling and intercultural communication by examining the cultural diversity in our classrooms and communities, defining similarities and differences in perceptual and communication style, and investigating cultural adaptation and intercultural communication skills. It examines parent and community involvement as resources that enhance the multicultural counseling and education processes.

- Required: M.Ed. Curriculum and Instruction: ESOL Concentration / M.Ed. Curriculum and Instruction: Methods and Curriculum Concentration / Masters of Educating in Teaching ESL / ESOL CLT Concentration / ESOL Endorsement
EDCI 545 (3 credits) Principles of Collaboration and Partnership
The role of the general education inclusive classroom teacher in establishing and working effectively in building partnerships through collaboration with school personnel, parents and community agencies will be defined and explored. Specific partnering and collaboration responsibilities of the general education classroom teacher as part of providing services to students with disabilities will be addressed including the general education pre-referral process, implementing a response to intervention model, co-teaching and procedures essential to the successful inclusion of students with disabilities.
  • Required: M.Ed. Curriculum and Instruction: Inclusive Classrooms

EDGR 620 (3 credits) School and Community Partnerships
This course examines principles of planning and administering a program for building a mutually supportive relationship between the school and its environment. Focus is on the development of skills and strategies for linking the school with constituents in the community such as parents, citizens, and special interest groups.
  • Required: M.Ed. Curriculum and Instruction: Leadership Concentration / M.Ed. Curriculum and Instruction: Teacher Leadership Concentration / M.Ed. in Educational Leadership / Leadership CTL Concentration

EDSP 524 (3 credits) Classroom Administration
Within this course, students will gain skills and learn to feel competent with writing effective Individualized Education Plans (IEPs) and lead IEP meetings with a clear understanding of special education law. Emphasis will be placed on increasing classroom administration/management skills in the areas of completing required special education paperwork, creating a working schedule, supervising and educating Educational Assistants (EAs), working within a multidisciplinary team, and communicating clearly with parents and teachers.
  • Required: Masters of Education in Special Education / Special Education Endorsement (ECE/ELE) / Special Education Endorsement (ML/HS)

EDSP 599 (2 credits) Practicum (Moderate to Severe)
This Practicum is designed for those candidates who need to add another authorization level or an endorsement in Special Education. Practicum candidates will be at their sites for a minimum of 90 hours working with students with mild to moderate disabilities--this could include students with mental retardation, Autism Spectrum Disorder, Emotional Disturbed, Medically fragile, and other students who primarily participate in self-contained programs some may mainstream as appropriate to their needs. During this time, the candidate will prepare and teach from one work sample. Important emphases: demonstrate knowledge of the content and of teaching pedagogy, plan developmental instruction and modify both the content and the delivery of the lessons for the students in the setting, use appropriate interpersonal and communication skills, assesses students using the best formats, and likewise build a program of study or behavior modification based on assessment(s), communicate effectively with families and with colleagues.
  • Required: Masters of Education in Special Education / Special Education Endorsement (ECE/ELE) / Special Education Endorsement (ML/HS)

MAT 537 (2 Credits) Evaluation and Assessment of Learning - ML/HS
This course will provide students with the tools and resources to explore and develop a variety of opportunities to assess student learning. The class content is divided into three sections: Assessment FOR Learning, Understanding Methods and Communicating Results. The first section, Assessment FOR Learning, will cover the concepts of measurement, validity and reliability, the importance of clear achievement targets, including academic and performance standards, and assessment that informs instruction. The second part focuses on assessment methods, including selected response, essay and
This course prepares students to organize and manage all aspects of a classroom: discipline, scheduling, student assessment, record-keeping, grouping, classroom environment, and curriculum. Students will also develop skills needed to foster a positive image of schools and teachers to parents and the general public through parent conferences, parenting workshops, and the like.

- Required: MAT ECE/ELE

MAT 549 (2 Credits) Classroom Management / Parent-School Relations - ML/HS
This course prepares students to organize and manage all elements of the middle or high school classroom. The topics include a review of major discipline models, the management of teacher stress, the development of effective parent communication skills, and the need to establish a healthy classroom rapport that promotes student learning.

- Required: MAT ML/HS

Corban University – Private University

Undergraduate:
- AA – Paraprofessional Educator (20-22 education specific credits)
- Bachelors of Arts in Education (31-37 education specific credits)

Graduate: Master of Education (34 education specific credits)
Endorsement: ESOL (Bachelors – 11 credits/ Masters – 14 credits)

Courses:
Total Number of ED courses: 28 Undergraduate
Total number of credits to graduate: 128 Undergraduate
Total Number of ED courses: 51 Graduate

Undergraduate Courses:
ED 214 (2 credits): Intercultural Communication and OPE II
This course examines the issues of culture in its relation to language learning and acquisition as well as exposes students to the historic precedents, legal issues, and best practices of bilingual education. Students will explore issues related to communicating with culturally diverse families. The 30 hours of field experience allow students to see the practical side of the theory they learn in this class and to gain further insight into education from the teacher’s perspective.

- Required: ESOL (Bachelors)/ BS Elective: AA

ED 410 (2 credits): Philosophy of Education
This course presents major philosophies and discusses their effect upon education. Each student writes a culminating philosophy of education paper from the Christian perspective. This includes the theological basis for education, educational goals, the role of the teacher, the nature of students, classroom discipline, curriculum and the teaching/learning process, and the relationship between the home, the church, and the school.

- Required: BS Elective: AA

Graduate Courses:
ED 536 (3 credits) Classroom Teacher – Counselor
This course focuses on the classroom teacher’s obligations and opportunities for guiding and counseling students in academic and personal areas. It acquaints the teacher with the varied needs and characteristics
of children and adolescents, basic concepts and techniques of group and individual counseling and
guidance, and means of incorporating these factors in a practical, functional classroom program.
Particular emphasis is placed on the interrelationships of the classroom counselor with staff associates,
parents and other specialized resource personnel.
**ED 614** (3 credits) Intercultural Communication and Teaching
This course examines the issues of Culture in its relation to language learning and acquisition as well as
exposes candidates to the historic precedents, legal issues, and best practices of Bilingual education.
Candidates will survey the cultural background of Oregon’s ELL student population and explore issues
related to communicating with culturally diverse families. Candidates are also exposed to issues of
acculturation and discuss issues of equity and civil rights.
- Required for ESOL Specialist

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**Eastern Oregon University** - Public

**Undergraduate:**
- Associate of Arts in Education (20-32 education specific credits)
- Bachelors of Arts in Education (48 education specific credits)

**Graduate:**
- *Master of Arts in Teaching (58 education specific credits)*
- *Masters of Science in Education*

**Endorsements:**
- ESOL focus (15 credits)
- Special Education focus-endorsement (15-36)

**Courses:**
Total Number of ECE courses: 18
Total Number of ED courses: 213
Total Number of READ courses: 14
Total Number of SPED courses: 25
Total Number of MTHE courses: 14
Total Number of SCED courses: 8
Total Number of WRED courses: 1

**Undergraduate Courses:**
**ECED 320** (3 credits) Child/Family Literacy
An introduction to theory and research on language and literacy development in children, birth through
age eight. It develops an awareness of social and cultural differences in language and literacy learning.
The emphasis of this course is on early language development and its implications for literacy learning as
well as the role of family and environment in developing the foundations of literacy
- Required: BA/BS ECE

**ECED 325** (3 credits) Literature and Library for the Young child
An opportunity to become familiar with many books intended for the birth through age 8 audience, ways
that libraries can involve children of this age and ideas for involving families in literature and library
activities.

**ECED 340** (3 credits) Child and Family Health
Comprehensive overview of ways that ensure young children and their families’ health and physical well-
being. Basic and changing health, safety and nutritional needs of children are examined as well as
appropriate methods by which these needs can best be met in early childhood settings.
- Required: BA/BS ECE
ECED 420 (3 credits) Child and Family Literacy II
Analysis of theory and research on literacy development in children, birth through age eight and applies it to developmentally appropriate practices for young children’s literacy learning. It examines the effects of the home and classroom environment on literacy learning and the role of families, caregivers, teachers and communities in literacy learning. The emphasis of this course is on the role of early childhood educators in working with families and in classrooms to promote emergent literacy. Students will link their professional experiences in the early childhood field, developing, implementing and evaluating a range of language and literacy experience for young children.

- Required: BA/BS ECE

ECED 440 (3 credits) Child and Family Health II
Comprehensive overview of ways that ensure young children and their families’ mental and emotional development and well-being. Topics include socio-emotional learning, neighborhood and community influences and the role of teachers and families.

- Required: BA/BS ECE

ECED 460 (3 credits) Early Childhood Curriculum/Learning II
This course is a study of developmentally appropriate practices and the teacher’s role in supporting development of young children ages birth to six. An emphasis on curriculum planning including goals, environment, roles of teachers and parents, materials, and settings will be the main focus.

- Required: BA/BS ECE

ECED 470 (3 credits) Ling/Culturally Diverse Child II
Supporting the learning of linguistically and culturally diverse young children through appropriate practices. Develop cultural awareness and ability to work and communicate with families.

- Required: BA/BS ECE

ED 438 (3 credits) School Reading Programs
Organization of district level and school reading programs; roles of classroom teachers, resource personnel, aides, parents and volunteers; standards; current issues.

Graduate Courses:
ED 568 (3 credits) School Reading Programs
Characteristics of outstanding reading programs, problem solving in curriculum and instruction within a school and district context, role of all stakeholders in literacy including school personnel, parents, public, press, and politicians.

SPED 536 (1 credit) Planning Appl: EC/EL Except Learner
This field based course is designed to augment SPED 534 (Planning for the Exceptional Learner). Students will develop an Individualized Education Plan (IEP) for an elementary level learner in a public school setting. Strategies for working with families and agencies and using community based resources to develop the IEP are included.

- Required: Special Education Endorsement

SPEC 538 (1 credit) Planning Appl: Mid/HS Exceptional Learner.
This field based course is designed to augment SPED 534 (Planning for the Exceptional Learner). Students will develop an Individualized Education Plan (IEP) for an elementary level learner in a public school setting. Strategies for working with families and agencies and using community based resources to develop the IEP are included.

- Required: Special Education Endorsement

SPED 550 (2 credits) Collaboration and Consultation
The models, principles, and practices of effective consultation in school settings are presented in this course. Approaches, strategies, and methods for consulting and collaborating with general educators, paraprofessional educators, administrators, outside agency representatives, and parents of learners with
disabilities are emphasized. Procedures for implementing cooperative instructional arrangements and providing staff development and parent education and guidance are included.

- Required: Special Education Endorsement

**SPED 552** (1 credit) Collaboration Consultation Appl: ED/EL
This field based experience presents specific strategies and methods for consultation and collaboration in early childhood and elementary school settings. Approaches for implementing cooperative instructional arrangements to meet the needs of exceptional learners in integrated early childhood and elementary school settings are emphasized. Family issues, resources, and interagency arrangements unique to early childhood and elementary special education learners will be addressed. A field based project is required.

- Required: Special Education Endorsement

**SPED 554** (1 credit) Collaboration Consolation Appl: MS/HS
This field based experience presents specific strategies and methods for consultation and collaboration in middle and high school settings. Approaches for implementing cooperative instructional arrangements to meet the needs of exceptional learners in integrated middle and high school settings are emphasized. Family issues, resources, and interagency arrangements unique to middle and high school special education learners will be addressed. A field based project is required.

- Required: Special Education Endorsement

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**George Fox University - Private**

**Undergraduate:**
Bachelors of Arts in Education (62 education specific credits)

*Graduate: Masters of Arts in Teaching*

**Endorsements/Specializations:** Early Childhood

**Courses:**
- Total Number of ELED courses: 18
- Total Number of EDUC courses: 40
- Total Number of EDUG courses: 20

**Undergraduate Courses:**

**EDUC 321** (3 hours) Early Childhood Education
Early childhood distinctives regarding growth, development, and learning, with attention to implications for classroom management and organization, parent involvement, and program operation.

**EDUC 352** (3 hours) Middle-Level Methods
Developmentally appropriate methods and materials for facilitating instruction and integration of subject matter fields for middle-level students in both departmentalized and self-contained classroom organizational patterns. Issues of parent involvement and teacher collaboration.

- Required – Middle-Level Authorization (BS)

**EDUC 438** (3 hours) Organization of Reading Programs
The content of this course includes: the organization of reading programs within the context of state and federal regulation and within the structure of the school-wide program; the types of testing used to diagnose and monitor student progress; the methods that can be used to involve parents, paraprofessionals, and volunteers; and the methods available to assess program effectiveness. Observations in a variety of school settings will be organized.

*None in Graduate program*

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Lesley University – Mostly Online

**Graduate:** Master of Education (46 education specific credits)

**Endorsement/Advanced Professional Certificate:**
- Special Education (24 credits)
- Teaching English to Speakers of Other Language (TESOL) (18 credits)

**Courses:**
Total Number of EARED courses: 16
Total Number of EARTS courses: 6
Total Number of ECOMP courses: 13
Total Number of EAGSR courses: 3
Total Number of ESPED courses: 8
Total Number of EECLD courses: 6

**Graduate Courses:**

**EARED 5009** (3 credits) Drama and Critical Literacy
Drama and Critical Literacy uses theatre-based learning to bridge literacy skills with meaningful community interactions within the school and in the larger community. The course will explore diverse cultural perspectives and multiple paths to learning. It will also enable teachers to engage in critical questioning, explore language as social practice; create and employ spoken, written, visual, and spatial texts across the curriculum. This process supports integration of drama into subject areas such as language arts and social studies. The course also investigates issues of diversity and differences in schooling, applying dramatic learning strategies to the social dimensions of classroom, family and community dynamics.
- Required: Integrated Teaching Through the Arts (C&I), M.Ed.

**EARED 7106** (3 credits) Multiple Literacies: Family, Communities, and Schools
The course is designed to involve participants in the process of exploring the creative use of some of the arts- including, visual arts, poetry and telling stories. Participants will use the arts to redefine literacy, understand their students' literacies, and to enhance students' skills. The course will involve three major elements, research, artmaking, and curriculum development all of which draw on what participants discover about the lives, families and communities of their students and themselves. We will use a critical pedagogy approach in finding and using the voices and experiences of participants and their students in shaping curriculum, in understanding the broader contexts of schooling, and in creating knowledge together. The course will also focus on the use of the arts for basic literacy and numeracy in the classroom.
- Required: Educational Specialist in Integrated Teaching through the Arts

**EARTS 5351** (3 credits) Cultural History Through Storytelling
Students explore stories and story types from various oral and written traditions. Drawing on culture and family, students develop original stories while integrating other art forms. Finally, students explore curriculum uses for storytelling in order to bring subject matter to life and motivate student learning.
- Required: Integrated Teaching Through the Arts (C&I), M.Ed.

**ECOMP 7105** (3 credits) Using Assessment Data for School Improvement
This course focuses on data-driven decision making for effective school improvement. Participants will explore the use of data for continuous school improvement, including: identifying data sources in schools; gathering data from multiple sources; creating and administering questionnaires capturing dispositional data; interpretation of data; and reporting results. Participants will use technologies that support data
collection, analysis, and presentation to audiences including school faculty, parents, administration, and community stakeholders for the purpose of continuous school improvement.

- **Required: Educational Specialist/Certificate of Advanced Graduate Study in Technology in Education**

**EECLD 6001 (3 credits) Culturally Responsive Teaching**
This course sets the foundation for creating meaningful and relevant teaching and learning for culturally and linguistically diverse students. Legal issues and a historical perspective are used to examine the student's civil rights and the ways that prejudice, culture, language diversity, and socioeconomic factors influence the student's academic success or lack of it within the current system and under the current policies. The cultures of the student's state are studied and used in planning and cultivating culturally responsive learning/instruction and positive cultural identity in the family and community relations. Intercultural communication at the local, national, and international level is addressed. Participants engage in self-study, write their own cultural and linguistic autobiography, identify and utilize cultural resources in the community, and plan to actively involve linguistically diverse families in the school environment.

- **Required: Advanced Professional Certificate in Teaching English to Speakers of Other Languages (TESOL)**

**ESPED 6140 (3 credits) Assessment for Students with Disabilities**
Assessment and monitoring of student progress using a variety of instruments is the basis of this course. Teachers learn to select, construct, use, and interpret non-discriminatory and developmentally appropriate assessments relevant for diverse students with a range of disabilities. The dissemination of assessment data for to professionals and parents is addressed.

- **Required: Advanced Professional Certificate in Special Education Online Program**

**ESPED 6141 (3 credits) Development and Implementation of Individualized Education Programs**
This course will focus on the Individual Education Program (IEP) process from referral to eligibility determination and placement, including legal rights and responsibilities. Based upon interpretation of case study assessment results, students will develop legally and educationally appropriate IEPs to meet identified needs and recommend appropriate accommodations, modifications, and specialized instruction. The roles and responsibilities of various education professionals and family members with regard to implementation, collaboration, documentation and progress reporting will be explored.

- **Required: Advanced Professional Certificate in Special Education Online Program**

**ESPED 6142 (3 credits) Collaboration and Consultation in Special Education**
Special educators must collaborate with families, other educators, related service providers, and representatives of community agencies in culturally responsive ways. Emphasis in this course is placed on the development of effective interpersonal skills and strategies that promote effective collaboration. Consultation models will be examined.

- **Required: Advanced Professional Certificate in Special Education Online Program**

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**Lewis and Clark College – Private**

**Undergraduate:** No undergraduate degrees/courses

**Graduate:** Masters of Arts in Teaching / Master of Education (40 education specific credits)

**Endorsements:**
- ESOL/Bilingual Education (14 credits)
- Special Education Endorsement (18 basic/ 37 credits for Masters)**
Courses:
Total Number of ED courses: 65
Total Number of ESOL courses: 14
Total Number of SPED courses: 21

Graduate Courses:
ED 501 (2 credits) Constructive Assessment in the Classroom
Participants examine the range of assessment options and design an approach for teachers, diverse students, and parents, including portfolios, performance assessment, interviews, observations, questioning, checklists, self-assessment, and testing.
ED 560 (2 credits) Classroom Management: Co-Building a Learning Community
Examines culturally responsive and inclusive teaching methods that prevent discipline problems, promote flow, sustain collaborations with parents and other educators, and enhance agency and transparency while maintaining accountability.
ED 564 (1 credit) Classroom Management 2: Early Childhood/Elementary
Major emphasis on resolving behavior problems that occur in the classroom, working with students’ families, and developing individual behavior plans for students who demonstrate serious and ongoing behavior problems. Includes a focus on culturally sensitive classroom management.
  • Required: Early Childhood/Elementary Authorization
ED 619 (2 credits) Constructive Assessment in the Classroom
Participants examine the range of assessment options and design an approach for teachers, diverse students, and parents, including portfolios, performance assessment, interviews, observations, questioning, checklists, self-assessment, and testing.

ESOL 502 (3 credits) Focus on Culture and Community in Teaching ESOL/Bilingual Students
The latter part of the course examines the involvement of significant individuals in a child’s academic programs and explores barriers to family involvement. Participants develop strategies for establishing positive school, family, and community partnerships and explore tools for combating racism and bias in schools.
  • Required: ESOL Endorsement
ESOL 602 (3 credits) Focus on Culture and Community in Teaching ESOL/Bilingual Students
The latter part of the course examines the involvement of significant individuals in a child’s academic programs and explores barriers to family involvement. Participants develop strategies for establishing positive school, family, and community partnerships and explore tools for combating racism and bias in schools.
  • Required: ESOL Endorsement

No special education courses mentioning parents/families.

Linfield College – Private

Undergraduate:
Associate of Arts – Elementary Education
Bachelors of Arts in Education (education specific credits)
Graduate: None

Courses:
Total Number of EDUC courses: 25
Undergraduate Courses:
EDUC 250 (3 credits) Language Policy, Issues and Advocacy for ESOL – Analyze and evaluate the historical, political, socio-cultural, and linguistic issues related to local, state, and federal laws and policies regarding English Language Learners (ELL), their families, schools and community.

Marylhurst University – Private

No Undergraduate Degrees
Graduate: Masters of Education / Master of Arts in Teaching (54 credits)
ESOL Endorsement (24 credits)

Courses:
Total Number of EDU courses: 55

Graduate Courses:
EDU 501 (2 credits) Socio-Political and Social Justice Issues
This course is an introduction to the current social, political, and ethical issues surrounding public education. Licensure candidates will become familiar with the challenges facing students, families, and communities in helping all students meet performance expectations.
  - Required for MAT Elementary/ MAT Secondary/ M.Ed.
EDU 578 (1 credit) Seminar in Family, Community, and Society
This elective is designed to give ESOL endorsement candidates extended skills, knowledge, and practical opportunities to work with families to promote learning of ESOL students. Candidates will explore the best practices for encouraging parental involvement.

Multnomah Bible College – Private (Religious)

Undergraduate: Bachelor of Arts (46 education specific credits)
Graduate: Master of Arts in Teaching (36-45 credits)

Courses: Total Number of EDU courses: 44

Undergraduate Courses:
EDU 331 (3 credits) Exploring Language Development
This course focuses on the development of Early Childhood emergent literacy. Topics include developmental readiness, partnering with families in literacy instruction, identifying problems, and engaging students actively in literacy development. A 45-hour practicum is embedded in this course.
  - Required: Bachelors
EDU 441 (2 credits) Cultural Competency: Working with Families and Communities
This course prepares future educators to be effective, culturally-conscious instructors in multi-cultural classrooms. Topics covered include culture, prejudice, racism, ethnicity, pluralism, assimilation, gender, and socio-economics. The relationship between culture and education and designing curriculum that is culturally sensitive and inclusive is also explored. Course includes 45-hour practicum.
  - Required: Bachelors
Graduate Courses:

**EDU 506** (2 credits) Cultural Competency: Connecting with Families and Communities
This course is designed to prepare future educators to be effective, culturally conscious instructors in multi-cultural classrooms. Such topics will be covered as the meaning of culture, prejudice, racism, ethnicity, pluralism, and assimilation, as well as exploring the general history of multi-culturalism in the United States. Specific minorities such as African-Americans, Latinos, Asians, Native Americans and Arab Americans will also be examined, as well as looking at gender and socio-economics as factors influencing the classroom. We will look at the relationship between culture and education, and learn how to design curriculum that is culturally sensitive and inclusive.

- Required: MAT ECE/ MAT Elementary and Middle Level/ MAT Middle and HS

**EDU 531** (2 credits) Exploring Language Development
Focuses on the development of listening, speaking, reading, and writing at the Early Childhood level. It will explore such topics as the influence of family on early literacy, and when and how to assess young children in their listening, speaking, reading, and writing skills. It will explore different literacy strategies, and look at how to foster literacy.

- Required: MAT ECE

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**Northwest Christian University** – Private

**Undergraduate:** Teacher Education (BA/BS) -

**Graduate:** Master of Education (32 credits)

**Endorsement:** ESOL (14 credits) – No courses with parent/family components

Courses:
Total Number of EDUC courses: 21

**Graduate Courses:**

**EDUC 330** Child Development (3)
This course is designed to introduce students to developmental perspectives of elementary age and early adolescent children and the learning theories as they apply to different ages. Personal, social, moral, and cognitive development is explored. The study of learning theories includes behavioral, social, and cognitive approaches. The implications of developmental theories are explored including impacts on interests, motivation, and achievement with emphasis given to the role of the family, socialization, and the supportive influence of teachers and schools, including the needs of at-risk and exceptional learners. As students apply concepts from the class, they are encouraged to consider cultural and individual differences in development and learning styles.

- Required: EC and Elementary Concentration BA

**EDUC 331** Child Development & Diversity (3)
This course is designed to introduce students to developmental perspectives of elementary age and early adolescent children and the learning theories as they apply to different ages. Personal, social, moral, and cognitive aspects of development are explored. The study of learning theories includes behavioral, social, and cognitive approaches. The implications of developmental theories are explored including impacts on interests, motivation, and achievement with emphasis given to the role of the family, socialization, and the supportive influence of teachers and schools, including the needs of at-risk and exceptional learners. As students apply concepts from the class, they are encouraged to consider cultural and individual differences in development and learning styles.

**EDUC 370** Adolescent Learners (3)
This course is designed to introduce students to developmental perspectives of middle and high school age children and the learning theories as they apply to different ages. Personal, social, moral, and
cognitive developments are explored. The study of learning theories includes behavioral, social, and cognitive approaches. The implications of developmental theories are explored including impacts on interests, motivation, and achievement with emphasis given to the role of the family, socialization, and the supportive influence of teachers and schools, including the needs of at-risk and exceptional learners. As students apply concepts from the class, they are encouraged to consider cultural and individual differences in development and learning styles.

- Required: ML and HS Concentration BA

**EDUC 371 Adolescent Learners & Diversity (3)**

This course is designed to introduce students to developmental perspectives of middle and high school age children and the learning theories as they apply to different ages. Personal, social, moral, cultural, and cognitive aspects of development are explored. The implications of developmental theories are explored including impacts on interests, motivation, and achievement with emphasis given to the role of the family, socialization, and the supportive influence of teachers and schools, including the needs of at-risk and exceptional learners.

**EDUC 380 School Law (3)**

Students study the levels of influence on schools with attention to the factors that promote or create potential barriers to teaching and learning. Primary emphasis is on school law including student and teacher rights, teacher licensure requirements, and special education law. The implications of the First Amendment will be explored. The Oregon state definition of a competent and ethical educator will be examined in depth. Discussions will include professional standards to interact constructively with colleagues, administrators, support personnel, and parents. Pre-service teachers will become aware of, and act in accordance with, school policies and practices.

- Required: Bachelor’s program

**EDUC 495 Senior Field Experience (4)**

Starting the school year and continuing in a single classroom, second year students provide small group and whole class instruction and participate in building-level activities, staff development experiences, and parent-teacher conferences. Pre-service teachers work to emphasize instructional techniques that promote critical thinking and problem solving and that encourage divergent, as well as convergent, thinking.

- Required: Bachelor’s program

**Graduate Courses:** None required for M.Ed.

**EDUC 517 (1 credits) Building Positive Communication**

This course teaches strategies to use in difficult conversations with student, co-workers, parents, or anywhere communication occurs and understand why we behave as we do. Students will learn effective ways to interact and create effective communication.

**EDUC 530 Child Development & Diversity (3)**

This course is designed to introduce students to developmental perspectives of elementary age and early adolescent children and the learning theories as they apply to different ages. Personal, social, moral, and cognitive aspects of development are explored. The study of learning theories includes behavioral, social, and cognitive approaches. The implications of developmental theories are explored including impacts on interests, motivation, and achievement with emphasis given to the role of the family, socialization, and the supportive influence of teachers and schools, including the needs of at-risk and exceptional learners. As students apply concepts from the class, they are encouraged to consider cultural and individual differences in development and learning styles.

**EDUC 570 Adolescent Learners & Diversity (3)**

This course is designed to introduce students to developmental perspectives of middle and high school age children and the learning theories as they apply to different ages. Personal, social, moral, cultural, and cognitive aspects of development are explored. The implications of developmental theories are explored including impacts on interests, motivation, and achievement with emphasis given to the role of the family, socialization, and the supportive influence of teachers and schools, including the needs of at-risk and exceptional learners.
EDUC 581 School Law (3)
Students study the levels of influence on schools with attention to the factors that promote or create potential barriers to teaching and learning. Primary emphasis is on school law including student and teacher rights, teacher licensure requirements, and special education law. The implications of the First Amendment will be explored. The Oregon state definition of a competent and ethical educator will be examined in depth. Discussions will include professional standards to interact constructively with colleagues, administrators, support personnel, and parents. Pre-service teachers will become aware of, and act in accordance with, school policies and practices.

EDUC 695 Field Experience (4)
Starting the school year and continuing in a single classroom, pre-service teachers provide small group and whole class instruction and participate in building-level activities, staff development experiences, and parent-teacher conferences. Through a 3-5 week teaching unit, pre-service teachers work to emphasize instructional techniques that promote critical thinking and problem solving and that encourage divergent, as well as convergent, thinking.

Oregon State University – Public

Undergraduate: BA, BS, HBA, HBS (40 credit program)
Graduate: EdM, MS, PhD, EdD, MAT
Endorsements:
- ECE
- ESOL/Bilingual

Courses:
Total Number of TEC courses: 140

Undergraduate Courses: None Required
TCE 419 (2 credits) Multicultural Issues in Education
Overview of issues particular to an increasingly diverse student population in public schools. Implications concerning curriculum design, management, parent/teacher interactions, student/teacher interactions.

Graduate Course: None Required
TCE 519 (2 credits) Multicultural Issues in Education
Overview of issues particular to an increasingly diverse student population in public schools. Implications concerning curriculum design, management, parent/teacher interactions, student/teacher interactions.
TCE 522 (3 credits) Racial and Cultural Harmony in the K-12 Classroom
An overview of the many issues relevant to the increasingly diverse student population in public schools today. It explores how a culturally competent perspective can be incorporated into curriculum design, teaching strategies, and interactions with students and parents.
TCE 540 (3 credits) New Vision School Counseling: Academic Achievement
Participants will be able to implement research-based educational practices in: 2. Consulting with parents, teachers, and schools regarding academic achievement.
TCE 576 (3 credits) Language Policy and Issues in Bilingual/ELL Education
Presents issues related to local, state, and federal laws pertaining to educating English language learners. Involvement of parents will be included.
TCE 563 (2 credits) Students with Special Needs
Strategies and instructional practices for diverse learners in an inclusive classroom; working with specialist, and families having children with special needs.
Pacific University – Private

**Undergraduate**: Education and Learning Major (60-65 credits)
   - Early Childhood and Elementary School Authorization (add 21 credits)

**Graduate**: Masters of Arts in Teaching (46 credits) / Masters in Education

**Endorsements**: ESOL (15 credits) / Special Education (18 credits added to program)

**Courses:**
Total Number of EDUC courses: 129
Total Number of ESOL courses: 16
Total Number of RDNG courses: 8
Total Number of SPED courses: 16
Total Number of EDTL courses: 5

**Undergraduate Courses:**

**EDUC 483** (3 credits) Soc & Psych Found of Gifted Education
Assists classroom teachers and counselors who want to help students, parents and other educators see giftedness in a positive context. Course content includes affective issues of gifted children and adolescents, impact of Piirto's Pyramid of Talent Development and emotional intelligence on life-long success and the use of "The Gifted Identity Model."

**EDUC 484** (2 credits) Practicum: TAG
Provides students with the opportunity to utilize knowledge and skills gained in coursework in a school setting. Students will maintain a competency and reflection notebook documenting a wide range of experiences from assessment of rate and level of learning to direct services to identified talented and gifted students. In addition, students will participate in an individualized "TAG Plan" meeting with a parent and teacher (or other district representative).

**SPED 332** (2 credits) Curriculum and Methods Students w/Disabilities: Reading
Develops skills to teach in the area of reading / language arts for students with high incidence disabilities (i.e. mild). Emphasis placed on adaptations to the general education reading / language arts curriculum to include reading, writing, listening, and speaking. Participants will be prepared to develop and implement specially designed reading/language arts instruction for students with high incidence disabilities, as well as provide consultation and collaboration with general education teachers and families to support the development of literacy skills.

None in graduate course work.

Portland State University – Public

No Undergraduate degree programs

**Graduate**: Master of Education
   - M.Ed. through SDEP (93 credits)

**Endorsements/Specializations:**
   - Early Childhood Education
   - ESL/Bilingual Education (22 credits)
   - Special Education (57 credits)

**Courses:**
Total Number of CI courses: 81
Total Number of ED courses: 17
Total Number of LIB courses: 54
Total Number of READ courses: 10
Total Number of SPED courses: 79

NOTE: 16 Counseling courses (4 dedicated) and 9 Educational Leadership and Policy courses (4 dedicated) – not teaching courses.

**Undergraduate Courses:**

**CI 252** (3 credits) Instruction and Management in Preschool Education
Growth and development characteristics of preschool children (ages 3-5) for planning educational programs, curriculum, instruction, scheduling and environment, management, and parent communication.

**ELP 465** (3 credits) ELL School Community Relations
Learn how to work with families to overcome barriers to setting-up support systems in and out of school. Access appropriate community resources that can be critical for ensuring classroom success with ELL students. Gain understanding about other culture's orientation to education and school. Learn strategies to build bridges between home, school, and the community.
- Required for ESL/Bilingual Endorsement

**SPED 480** (3 credits) Introduction in Early Intervention/Early Childhood Special Education
Provides historical, social and legal foundations for early intervention and early childhood special education and other services to young children with special needs. Introduces concepts and processes for screening and assessment, family-centered planning, blending developmentally and individually appropriate practices, providing learning opportunities in natural environments and activities to include all children and transition planning. Specific attention is given to the various federal and state laws, rules, and regulations regarding the prohibition of discrimination about which Oregon teachers must be knowledgeable as required by Oregon Revised Statute 342.123.
- Required: Special Education Endorsement – ECE/Early Intervention

**SPED 481** (3 credits) Family Guided Early Intervention
Develops knowledge and skills necessary for providing early intervention services to infants and toddlers with developmental delays/disabilities and their families
- Required: Special Education Endorsement – ECE/Early Intervention

**Graduate Courses:**

**CI 592** (3 credits) Dynamic Models of Infant/Toddler Development
Context reflects recommended practices across disciplines when working with young children and their families.

**ELP 565** (3 credits) ELL School Community Relations
Learn how to work with families to overcome barriers to setting-up support systems in and out of school. Access appropriate community resources that can be critical for ensuring classroom success with ELL students. Gain understanding about other culture's orientation to education and school. Learn strategies to build bridges between home, school, and the community.
- Required for ESL/Bilingual Endorsement

**SPED 520** (3 credits) Collaboration I: Families and Community – EL and EL/SE
Family issues, rights, and responsibilities in early childhood special education; Individual Family Service Plans, Individual Education Plans, collaboration and family support, laws, interagency collaboration and community resources.

- Required: Special Education Endorsement – ECE/Early Intervention

**SPED 580** (3 credits) Introduction in Early Intervention/Early Childhood Special Education Provides historical, social and legal foundations for early intervention and early childhood special education and other services to young children with special needs. Introduces concepts and processes for screening and assessment, family-centered planning, blending developmentally and individually appropriate practices, providing learning opportunities in natural environments and activities to include all children and transition planning. Specific attention is given to the various federal and state laws, rules, and regulations regarding the prohibition of discrimination about which Oregon teachers must be knowledgeable as required by Oregon Revised Statute 342.123.

- Required: Special Education Endorsement – ECE/Early Intervention

**SPED 581** (3 credits) Family Guided Early Intervention
Develops knowledge and skills necessary for providing early intervention services to infants and toddlers with developmental delays/disabilities and their families

- Required: Special Education Endorsement – ECE/Early Intervention

**SPED 584** (3 credits) Assessment: EI/SE
Develops knowledge and skills needed for formative and summative assessment including skills to select assessment tools, use tools appropriately, analyze results and develop IFSP/IEP goals and objectives. Including parent reporting and family interviewing; and the family’s role in the assessment of the young child with developmental delays or disabilities.

- Required: Special Education Endorsement – ECE/Early Intervention

**SPED 594** (3 credits) Assessment Methods and Classification in Infant Mental Health
Develop knowledge and skills to complete the assessment process of infants, toddlers, and their caregivers through multiple sources of information within a culturally relevant context. Topics include selection of tools and methods for information collection, methods for screening and assessment, and use of classification systems within the mental health system.

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**Southern Oregon University** – Public

**Undergraduate:**
Bachelor of Arts/ Bachelor of Science ECE and Elementary Education (60 education specific credits)

**Graduate:** Master of Education / Master of Arts in Teaching / Master of Education in Special Education

**Endorsements:**

- ESOL/Bilingual Education
- Special Education (36 credits Dual Endorsement/ 45 Dual + Masters / 70 standalone program)

**Courses:**
Total Number of ED courses:
Total Number of SPED courses:

**Undergraduate Courses:**

**ED 309** (1-3 credits) Advanced Practicum and Seminar
Supervised teaching of children in a lab school or community setting applying what has been learned through coursework and previous lab experiences. Students take on the role of a lead teacher for a portion of the experience and work closely with parents and staff. In collaboration with the cooperating teacher, students plan, implement, and evaluate developmentally appropriate activity lesson plans, which are used
for portfolio development. Serves as an open forum to self-assess, discuss, and reflect on what has been learned from student-teaching experiences.

- Required: BA/BS ECE

**ED 346** (3 credits) - Special Studies: Child, Family, and Community
Develops skills for establishing effective and mutually respectful relationships between the early childhood professional and families of children with whom the professional works. Students apply information to early childhood settings by completing projects that relate to formal and informal communication with parents, parent education, and parent involvement strategies. Requires students to plan a special event for parents in an early childhood setting.

**ED 348** (3 credits) - Special Studies: Children with Disabilities and Their Families
Explores how teachers engage children with disabilities in the classroom. Includes adapting indoor and outdoor environments and activities and covers working with parents to enhance the development of children with a variety of special needs. Applies understanding of disabilities and research-based best practices into the classroom setting in collaboration with parents and other professionals to provide meaningful experiences for children with special needs.

- Required: BA/BS ECE

**ED 385** (3 credits) - Special Studies: The Early Childhood Professional
Explores issues related to professional conduct and the development of professional philosophy. Topics include professionalism, historical and current factors, early childhood education programs, parent interaction, job opportunities, ethical and legal issues, and community resources. Students research and apply information to a particular early childhood issue. Requires students to complete a project enabling them to directly participate in professional activities in the early childhood community.

- Required: BA/BS ECE

**ED 427** (3 credits) - Child Abuse and Neglect
Designed to give participants a foundation in the subjects of child abuse and neglect. Includes materials to create an awareness of child abuse and neglect and how to recognize the signs of abuse and neglect in students, as well as ways to respond, including awareness and requirements of the law. Examines society’s role in abuse and neglect, the types of abuse and neglect children encounter, preventive measures a teacher can utilize, incidence in diverse populations, the role of the school, mandated reporting, working with parents and social service agencies, and the role of court-appointed special advocates.

- Elective: BA/BS ECE

**ED 466** (1-3 credits) - Human Relations
Describes a broad range of interactions, including the interpersonal interactions and intrapersonal orientations of each individual. Examines human relationships, classroom organization, and management—which help teacher-education students understand how to establish classroom climates that support learning. Addresses issues related to exceptionality, including mainstreaming and inclusion. Explores materials related to the characteristics and needs of at-risk youths and considers how schools can respond to these needs. Examines relationships among schools, parents, and communities.

- Required: BA/BS Elementary – Pedagogy Strand

**ED 479** (1-3 credits) - Honors Human Relations
Describes a broad range of interactions, including the interpersonal interactions and intrapersonal orientations of each individual. Examines human relationships, classroom organization, and management—which help teacher-education students understand how to establish classroom climates that support learning. Addresses issues related to exceptionality, including mainstreaming and inclusion. Explores materials related to the characteristics and needs of at-risk youths and considers how schools can respond to these needs. Examines relationships among schools, parents, and communities. Restricted to students in the Elementary Education with Honors program.
**ED 487** (3 credits) - Family, School, and Community Relations in Early Childhood Education  
Examines the socializing environments in a child’s life and their interrelatedness. Focuses on understanding the importance of cooperation and collaboration between family and school, including special educators and other professionals. Examines conferencing techniques and explores ways to build positive relationships and strengthen communication between school and family.  
- Required: BA/BS ECE and BA/BS Elementary  

**ED 495** (3 credits) - Reflective Inquiry/Professional Portfolio  
Provides an opportunity to examine contemporary trends and research in professional development practices and to understand the personal reflective inquiry process. Analyzes personal values and beliefs affecting instructional approaches, as well as interactions with others, including students, parents, and teachers. Investigates decision-making and problem-solving skills in various situations using deliberate critical inquiry. Discusses the potential of multilevel learning and self-study to improve personal and professional practices in school settings. Guides the development of a professional portfolio that demonstrates the knowledge, skills, and competencies required of student teachers in the initial licensure program.  
- Required: BA/BS Elementary – Pedagogy Strand

**Graduate Courses:**  

**ED 527** (3 credits) - Child Abuse and Neglect  
Designed to give participants a foundation in the subjects of child abuse and neglect. Includes materials to create an awareness of child abuse and neglect and how to recognize the signs of abuse and neglect in students, as well as ways to respond, including awareness and requirements of the law. Examines society’s role in abuse and neglect, the types of abuse and neglect children encounter, preventive measures a teacher can utilize, incidence in diverse populations, the role of the school, mandated reporting, working with parents and social service agencies, and the role of court-appointed special advocates.  
- Required: ESOL Endorsement

**ED 548** (3 credits) Culture and Family/Community Involvement  
Focuses on parent and community involvement in schools. Presents strategies for building strong partnerships among parents, teachers, students, and community members. A study of the differences between school culture and the diverse cultures represented by children and families provides a foundation for learning methods and programs that promote cooperation and collaboration among the school, family, and community. Considers communication strategies among school personnel and families with limited English proficiency.  
- Required: ESOL Endorsement

**ED 566** (1 to 3 credits) Human Relations  
Describes a broad range of interactions, including the interpersonal interactions and intrapersonal orientations of each individual. Examines human relationships, classroom organization, and management—which help teacher-education students understand how to establish classroom climates that support learning. Addresses issues related to exceptionality, including mainstreaming and inclusion. Explores materials related to the characteristics and needs of at-risk youths and considers how schools can respond to these needs. Examines relationships among schools, parents, and communities.  
- Required: MAT Instructional Courses / Special Education Endorsement Standalone Program

**ED 587** (3 credits) Family, School, and Community Relations in Early Childhood Education  
Examines the socializing environments in a child’s life and their interrelatedness. Focuses on understanding the importance of cooperation and collaboration between family and school, including special educators and other professionals. Examines conferencing techniques and explores ways to build positive relationships and strengthen communication between school and family.
SPED 511 (6 to 14 credits) Internship
The culminating experience for interns in the Dual Endorsement Special Education Program. Successful candidates will be endorsed to teach in both special education and general education settings. A half-day, full-term internship experience designed to give the intern maximum opportunity to direct and manage a special education setting to which they are assigned. When appropriate, interns assume total responsibility for student instruction, scheduling, management, and mainstreaming, as well as working with classroom assistants, parents, volunteers, and regular education staff whenever possible.

• Required: Special Education Endorsement (Dual Endorsement an Dual + Masters)

SPED 515 (3 credits) Understanding the Needs of the Talented and Gifted
Introduces the regular classroom teacher, administrator, or parent to the education of gifted children. Includes historical perspectives, characteristics of gifted and talented students, definitions of giftedness, principles of acceleration and enrichment, parenting, and legal issues.

SPED 517 (3 credits) Curriculum for the Talented and Gifted
Emphasizes methods of adapting the regular classroom curriculum to mainstreamed gifted or talented students. Includes techniques for individualizing instruction, using resources, and educating parents. For regular or special classroom teachers.

SPED 521 (3 credits) Collaboration, Consultation, and Communication
Discusses collaboration with parents, colleagues in general and special education, and community agencies. Addresses diversity and cultural competence from a social justice perspective. Candidates are expected to have the knowledge and ability to communicate with agencies outside the school that impact individuals with disabilities. Intended for students in the Stand-Alone endorsement program.

SPED 521L (1 credit) Collaboration, Consultation, and Communication Lab
As part of September Experience, candidates utilize information from Family and Community Services (SPED 521) to detail the roles and responsibilities of the special educator and support staff within the special education setting; begin working in collaboration with either a MAT pre-service teacher or a general educator in the general education setting; and describe the learning environment within the special education and general education settings. Intended for students in the Stand-Alone endorsement program.

SPED 522 (3 credits) Administration and Interpretation of Assessment Instruments
As a sequence to SPED 527, prepares teachers to interpret results from standardized norm referenced assessments, as well as teacher-made, curriculum-based assessment instruments commonly used in public schools. Covers writing assessment reports, as well as interpreting the reports of others and explaining the results to parents and other teachers. Intended for students in the Stand-Alone endorsement program.

SPED 531 (3 credits) Collaboration, Consultation, and Communication
Discusses collaboration and consultation with parents, colleagues in general and special education, and community agencies. Addresses diversity and cultural competence from a social justice perspective. Students are expected to have the knowledge and ability to communicate with agencies outside the school that impact individuals with disabilities. Intended for students in the Dual endorsement program.

• Required: Special Education Endorsement (Dual Endorsement an Dual + Masters)

SPED 561 (3 credits) Foundations of Autism
Emphasizes the etiology, history, definition, and scope of the many manifestations and symptoms of autism spectrum disorder. Included are current models and best practices in working with individuals and families; diagnosis of ASD; characteristics of students across the spectrum; continuum of services and placement options; community resources; and developing self-determination and advocacy for individuals with ASD.

SPED 562 (3 credits) Assessment of Autism Spectrum Disorder
Introduces a variety of methods to assess and diagnose students who may exhibit, and be eligible for services, on the autism spectrum. Included will be the impact that ethnic, cultural, and linguistic diversity issues have on the assessment; administration and/or assistance in the completion of the required components of the assessment for the identification (initial and reevaluation); and interpreting assessment
data, summarizing and reporting results to teams, including families, in a systematic manner that leads directly to programmatic recommendations for instruction for individuals with ASD.

University of Oregon – Public

Undergraduate:
- BA/BS Educational Foundations
- BA/BS/B.Ed Family and Human Services

Graduate: Master of Education / Master of Arts in Teaching / Master of Education in Special Education Endorsements:
- ESOL/Bilingual Education (19 credits)
- Special Education (54 credits)

Courses:
Total Number of EDST courses: 99 (none)
Total Number of SPED courses: 61
Total Number of CDS courses: 45
Total Number of SPSY courses: 30
Total Number of ASL courses: 5

The University of Oregon offers 49 courses in Educational Leadership and Development (no courses including parent/family components). In their Counseling Psychology and Human Services department, they offer 34 Counseling Psychology courses (1), 26 Couples and Family Therapy courses (8), 22 Family and Human Services courses (7), and 7 Substance Abuse Prevention Program courses (0). Not included in the count of parent/family involvement components. Not directly related to teaching, nor required for teaching degrees.

Graduate Courses:
SPED 622 (3 credits) History of Special Education and Disability
This course provides an historical context for approaching contemporary issues in our understanding and support of individuals with disabilities and their families.

SPED 681 (3 credits) Family-Guided Early Intervention
Historical and current perspectives of family involvement; family systems and social system theories; intervention strategies and service delivery methods; communication skills; functional IFSP process; parents’ perceptions; knowledge of special populations; group process techniques; self-evaluation strategies.

SPED 688 (1-3 credits) Early Intervention Methods II
Provides opportunity to develop effective intervention skills to use with young children who are at risk and disabled and with their families.

SPED 690 (1-2 credits) Early Intervention Methods IV
Develops advanced intervention skills to use with young children who are at risk and disabled and with their families.

CDS 665 (4 credits) Language Disorders in Young Children
Child language disorders and related topics, including principles of assessment and intervention, cultural awareness and sensitivity, clinical application, and working with families.
- Required: Special Education Masters’ Degree
CDS 668 (1 credit) Issues in Diversity
Increases students’ cross-cultural competence, enabling them to deal effectively and sensitively with families and children from various cultures in the United States.

University of Phoenix – Online?

Undergraduate: None
Graduate: Master of Arts in Education (46 credits)
Endorsements: None

Courses:
Total Number of COM courses: 1
Total Number of CMP courses: 1
Total Number of ECH courses: 2
Total Number of MAT courses: 2
Total Number of MTE courses: 21
Total Number of RDG courses: 2
Total Number of SPE courses: 1

Graduate Courses:
CMP 521 (3 credits) Using Computers in Education
This course examines how emerging technology can affect the classroom teacher, school administrator, school board members, students, and parents. It explores how technology influences curriculum, instructional design, and educational standards. Equity issues and the consequences to students who lack technology skills and knowledge are also the focal point of this course. This course uses a variety of media and technologies to prepare teaching materials, develop curriculum, and deliver instruction.
  • Required: M.Ed. Secondary Teacher Education

MTE 506 (2 credits) Child and Adolescent Development
This course explores the range of issues related to human development from birth through age 18. The focus of the course is on defining the various stages as they impact instructional practice and decisions in a K-12 environment. Emotional, intellectual, physiological, social, and cultural factors are discussed. Peer and family influences, along with issues related to media themes and gender bias, are examined.
  • Required: M.Ed. ECE, Elementary/Middle Level, and Secondary (ML/HS)

MTE 520 (3 credits) Maintaining an Effective Learning Climate
This course examines the strategies used in managing a positive classroom environment within the framework of today's diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.
  • Required: M.Ed. ECE, Elementary/Middle Level, and Secondary (ML/HS)

University of Portland – Private

Undergraduate:
Bachelor of Arts in Elementary Education (69 credits)
Bachelor of Science in Secondary Education (69 credits)

Graduate: Master of Arts in Teaching/ Master of Education
Endorsements:
  - Special Education (18 credits)
  - ESOL (18 credits)

Courses:
Total Number of ED courses: 133

Undergraduate Courses:
**ED 404** (3 credits) School, Parent and Community Relations
Emphasizes developing knowledge, understanding, and communications skills to develop and apply the resources of communities and families to meet the students’ educational needs. Special attention is given to understanding the context of family as a social structure and to appreciate the historical, cultural and social forces, which shape the families, school and community.
  - Required: Special Education and ESOL Endorsements – Bachelor Level

**ED 504** (3 credits) School, Parent and Community Relations
Emphasizes developing knowledge, understanding, and communications skills to develop and apply the resources of communities and families to meet the students’ educational needs. Special attention is given to understanding the context of family as a social structure and to appreciate the historical, cultural and social forces, which shape the families, school and community.
  - Required: Special Education and ESOL Endorsements – Master Level

**ED 556** (3 credits) Leadership in the Socio-Political Context
Examines strategies for collaborating with the boards of education, legislature, community, business, religious, and service organization leaders to create broad-based support for education and students within a diverse community. Learn how to effectively interact with parents, teachers, and other administrators to support an educational vision and address student and family conditions that impact learning. Explores effective strategies for media relations.

Warner Pacific College – Private

Undergraduate:
  - BS in early childhood/elementary education (63 credits)
  - BS in Education (45 credits)

Graduate: Master of Arts in Teaching (35 credits)

Endorsements:

Courses:
Total Number of ED undergraduate courses: 13
14 Misc Ed courses (ED AMU – 1, ED HHK – 1, EDIM – 1, ED LIT – 2, ED MA -1, ED MUS – 1, ED SCI – 1, ED SS -1, ED TEC – 1, ED PSY – 4)
Total Number of ED grad courses: 15

**ED 334** Teacher as Manager with Practicum (30 hours) (2 credits)
This course guides students in understanding the need for and developing the skills of management of various classroom, building, community, and parental issues and activities. Areas covered include classroom management, communication skills with community and parents, public policy and school law, classroom diversity issues, and community influences and resources.
  - Required: BS in ECE/Elementary Education, BS in Education
ED 430 Development and Administration of Early Childhood Programs (3 credits)
This course emphasizes the functions of programs for young children. Content focuses on philosophy, policy and ethics, parent involvement, fiscal management, staffing issues, health and safety and program evaluation. An anti-bias approach as well as advocacy issues are included. Requires off campus visitations and/or field experiences.
- Required: ECE Minor

Graduate Courses
ED 515A (3 credits) Classroom Management
This course will address the skills needed to manage various classroom settings, handle student behaviors, and communicate with families. It will promote the development of a theoretical framework for educational practices that encourage all classroom students’ intellectual, personal and moral development, develop processes for research-based effective classroom procedures and routines, and organize and manage all aspects of a classroom.
- Required: MAT

ED 596A (3 credits) Assessment and Evaluations
This course presents the current methods of assessment and evaluating. During this course the learner will develop attitudes and skills necessary to provide sound classroom assessment experiences that yield accurate, usable information for students, parents, and school personnel. Topics will include: summative and formative evaluation, validity, reliability, legal issues, techniques of data gathering, and the Oregon Common Core Curriculum. Students will learn how to evaluate data results. There will be ten hours of observation relating to the content of this class.
- Required: MAT

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Western Oregon University – Public

Undergraduate: BA/BS (38-41 credits)
Graduate: Master of Science in Education
Endorsements:
- Special Education (45 credits)
- ESOL/Bilingual (21 credits)

Courses:
Total Number of ED courses: 137
Total Number of SPED courses: 69

Undergraduate Courses:
ED 457 The Parent-Educator Partnership (3)
Explores the role of the parent in the educational process, the special needs which may affect the family and models of parenting and parent involvement. Simulation techniques will be used to develop interaction skills.

SPED 447 Partnerships in Special Education (3)
Examines family systems and the unique challenges and concerns faced by parents of children having disabilities. Family rights and effective advocacy are presented. Strategies for communicating and collaborating with parents, family members and other professionals are presented.
- Required: MS/HS Authorization
- Elective: Special Education/Rehabilitation Counseling
Graduate Courses:

**ED 557** The Parent-Educator Partnership (3)
Explores the role of the parent in the educational process, the special needs which may affect the family and models of parenting and parent involvement. Simulation techniques will be used to develop interaction skills.

**ED 683** Fostering Cultural and Community Connections in the ESOL/Bilingual Classroom (3)
Explores the concept of culture and its manifestation in society, the community and the classroom. Strategies to maximize learning using cultural and community resources, as well as to build partnerships with families, are addressed.
- Required: ESOL/Bilingual Endorsement

**SPED 547** Partnerships in Special Education (3)
Examines family systems and the unique challenges and concerns faced by parents of children having disabilities. Family rights and effective advocacy are presented. Strategies for communicating and collaborating with parents, family members and other professionals are presented.
- Required: MS/HS Authorization / Elective: Special Education/Rehabilitation Counseling

**SPED 671** Introduction to Early Intervention/ Early Childhood Special Education (3)
Introduction to services for infants, toddlers and preschool children with disabilities or at risk, and their families. Historical, philosophical and legal basis of services in early childhood.
- Required: Early Intervention Core, ECE/Elementary Authorization

Willamette University – Private?

**Undergraduate:** None

**Graduate:** Master of Arts in Teaching / Master of Arts in Education / Master of Education

**Endorsements:**
- Special Education (28 credits)
- ESOL (26 credits)

**Courses:**
Total Number of EDUC courses: 54
Total Number of EDM courses: 10
Total Number of SPED courses: 17

**ED 517** (2 credits) Culturally Responsive Instruction and Literacy Learning
This course introduces the use and implications of English-language proficiency standards across the curriculum within sheltered or multi-lingual classrooms. It provides an understanding of language development (PK-12) within classroom contexts to maximize language-learning potential for all children and ensure respect for communities whose languages differ from standard school English. Practical techniques for working with parents and varieties of cultures will be explored as well as direction for preparing and managing instructional assistants within a range of classroom contexts.
- Required: ESOL Endorsement

**EDUC 512** (3 credits) Human Development and Learner Differences: PK-12 Students
Covers cognitive, linguistic, motor, and other characteristics that impact PK-12 learners, including students with exceptionalities. Applies key learning and psychological concepts to educational practice. Explores equity practices and inclusion of diverse populations via modifications and accommodations. Highlights laws, and legal rights of students, parents and schools. (ECE/EL and Extended Programs)
- Required: MAT
EDUC 513 (3 credits) Schools, Classrooms, Teachers
Examines social, cultural, and other variables that affect public school education. Emphasizes school laws relative to civil rights, advocacy and anti-discrimination. Expands cultural competency through analysis of human diversity; develops skills to create a just and equitable classroom. Examines motivation and learning strategies that promote productive student behavior and involve parents in the learning process. (ECE/EL and Extended Programs)
  - Required: MAT

*EDUC 556 (2 credits) Classroom Management
A study of strategies for creating an optimal learning environment and classroom community. Candidates will examine ways to promote productive student behavior, integrate motivation and learning strategies to maximize on-task behavior and involve parents in the learning process.

*EDUC 572 (1 credit) Trends and Issues in School Law
Emphasis on school law relative to civil rights, advocacy, anti discrimination and on the legal rights of students, parents, guardians, and schools.

EDUC 575 (2 credits) Classroom Management
Strategies for creating an optimal learning environment and classroom community, increasing productive student behavior, maximizing engagement in learning, and involving parents in the learning process.
  - Required: MAT

EDUC 577 (2 credits) Educating Diverse Learners
Analyzes the social, cultural and other factors that affect public school education. Explores cognitive, linguistic, motor, behavioral, and learning characteristics of exceptional learners (gifted, disabled and other diversities). Focuses on inclusion of special populations into the PK-12 classroom. Addresses issues, laws and rights of students, parents and schools pertaining to educational equity, modifications and accommodations for grades PK-12.
  - Required: MAT

EDUC 579 (2 credits) Teaching and Learning II
Building on Teaching and Learning I, students analyze and use student learning gains and other data to refine instructional material and teaching strategies, critically review teaching effectiveness, and refine theoretical beliefs. Addresses strategies for creating an optimal learning environment, motivating productive student behavior, maximizing on-task behavior and involving parents in the learning process. (Middle/High Program)
  - Required: MAT

ENDR 559 (2 credits) Professionalism and Support for all English Learners
Examination of techniques and tools for assessing students’ oral proficiency, comprehension, and knowledge of academic content in their first and second languages. Investigation of the history of trends and attitudes toward English learners. English for Speakers of Other Languages (ESOL) and bilingual teaching is considered in light of laws, research findings, and second-language acquisition theory. Focus on professional growth as an educator, including advocating for English learners in all school settings. Practical techniques for working with parents and varieties of cultures will be explored as well as direction for preparing and managing instructional assistants within a range of classroom contexts.
  - Required: ESOL Endorsement

SPED 551 (1 credit) Education of Exceptional Students: Learning Disabled
This overview class is designed to present an in-depth look at students with specific learning disabilities covered by special education law. Emphasis will be placed on understanding the role of the special educator when working with students with learning disabilities, their classroom teachers, their parents and other interdisciplinary team members. Included will be discussions of multi-cultural and diversity issues.
SPED 552 (1 credit) Education of Exceptional Students: SED/ADHD/Autism and Severe/Low Incidence
This overview class is designed to present a focused examination of students with attention deficit, hyperactivity, and serious emotional disturbances. Emphasis will be placed on understanding the role of the special educator when working with students with these disabilities, their classroom teachers, their parents and other interdisciplinary team members. Included will be discussions of multi-cultural and diversity issues. There will also be a focused examination of students with developmental disabilities and low incidence populations. Emphasis will be placed on understanding the role of the special educator when working with students with these disabilities, their classroom teachers, their parents and other interdisciplinary team members. Included will be discussions of multi-cultural and diversity issues.

SPED 557 (2 credits) Parents, Community and School Connection
Navigating the maze of helping the student with special needs develop the skills needed to perform effectively in society requires the understanding of the connection between home, school and community. This course is designed to acquaint the special educator with current practices in opening the communication between all players in the education of the child with special needs. The issues of multi-cultural, diverse populations and ethical decision-making will be studied.

  • Required: Special Education Endorsement

SPED 562 (2 credits) Diagnosis & Curriculum - Functional
Examination of functional evaluation tools and assessment techniques for the moderate, severely and multiply handicapped child will be included in this course. An understanding of how to determine which test instrument is valid for each child and how to legally proceed with assessment plans will be stressed. A study of various functional training theories and foundations for the moderate, severe and multiple handicapped student will be studied. Understanding of the role of technology in instruction and alignment with IEP goals will be integrated throughout this course. Techniques for developing successful collaboration with parents, students, and professionals will be studied as a means for successful implementation of functional learning programs.

  • Required: Special Education Endorsement
Community Colleges

Blue Mountain Community College – Public

Degrees/Certificates:
AAS – ECE (91 credits)
Certificate – ECE (45 credits)
AAS – Paraeducator (90 credits)
Certificate – Paraeducator (45 credits)
Certificate – Paraeducator Autism (25 credits)
Certificate – Paraeducator Elementary Pathway (17 credits)
Certificate – Paraeducator ELD (15 credits)

Courses:

**ECE 101** (3 credits) Family and Community Relationships
This course provides the knowledge and skills necessary to work effectively with families and community professionals in early childhood education. Topics to be covered include family involvement, communicating with families and professionalism in early childhood education.
- Required: AAS – ECE / Certificate ECE

**ECE 175A** (1 credit) Infant/Toddler Caregiving: Social Emotional Growth
This course presents healthy social emotional development in infancy as the underpinning for all other learning and that social emotional development is dependent on the child’s close relationship with respectful, caring adults. Also discussed is the importance of understanding temperament, emotions, environmental impact and care giving responsiveness to the child's needs. Students are presented information to promote awareness of their own feelings, expectations and attitudes brought with them from past experiences to the field of early childhood education. Students will examine the relationship between social emotional care giving and services provided to families.
- Required: AAS - ECE

**ECE 175D** (1 credit) Infant/Toddler Caregiving: Culture, Family and Provider
This course challenges students to articulate their philosophy of infant/toddler care and the caregiver-parent relationship so that they can develop stronger partnerships and facilitate communication with parents. Considerations for how participants can encourage families to participate in their child’s care will be discussed and strategies for working with difficult situations explored. The course will also examine common challenges in conducting a child care business to include defining business relationships and arrangements. Family issues around separation, accepting diversity, culture and routine care and culture and child development will be analyzed and practical solutions explored.
- Required: AAS - ECE

**ECE 248** (3 credits) Overview of Special Services
This course introduces students to services for early intervention to young children with special needs. The course also presents current legislation, educational needs of special children and ideas and strategies for working with families to integrate special children into preschool programs.
- Required: AAS - ECE

**ECE 296** (3 credits) Issues and Trends
This course explores the status of early childhood education. The purpose is to assist students in becoming knowledgeable professionals. Topics may include: inclusion, professionalism, teaching methods, brain research, teenage parents and working parents.
- Required: AAS - ECE
Central Oregon Community College – Public

Degrees/Certificates:
AAS – ECE (93-98 credits)
AAOT Degree – ECE (90 credits)
AAOT Degree – Education (90 credits)

Courses:
ED 152 (3 credits) Family, School, and Community Relationships in ECE
Introduces communication skills needed to enhance partnerships between families, schools and communities in early childhood education. Three hours of supervised weekly field placement required.
ED 172 (3 credits) Language and Literacy in Early Childhood Education
Covers language and literacy development as it relates to early childhood education. Also covers the history of literacy development, the family’s role, how young children learn to read and write, using books with children, concepts of print, comprehension, differing abilities in literacy development, and the role of observation and assessment. Three hours of supervised weekly field placement required.
  • Required: AAS – ECE

Chemeketa Community College – Public

Degrees/Certificates:
AAS – ECE (98 credits)
Certificate – ECE (56 credits)
Certificate – Infant/Toddler (15 credits)
Certificate – Preschool (14 credits)
AAOT – Teacher Transfer Degree (90 credits)

Courses:
ECE 070D (1 credit) Infant-Toddler Training
Covers four infant/toddler training modules. A: Social-emotional growth and socialization; B: Group care; C: Cognitive learning and developing; D: Culture and families.

HDF 222 (3 credits) Family Relations
Examines communication patterns and relationships between adults, children and adults, and within intimate personal relations (marriage, families, and couple relations). Emphasizes understanding the role of the family and its consequent role in the development of the individual.

HDF 257 (3 credits) Home, School, & Community
Emphasizes helping future teachers and child care workers recognize and understand their unique position as resource coordinators and facilitators for parents. Focuses on developing effective and appropriate communication skills. Analyzes issues involving children with disabilities, ethics and values, and parent/school/community opportunities.

HDF 258 (3 credits) Teach in Anti-Bias Classroom
Examines the development of practices for teaching young children in culturally relevant and inclusive ways. Covers identity development in relation to gender, race, and other biases that influence and affect children and families. Focuses on uncovering and naming biases. Examines the social context that contributes to biases that affect teaching attitudes and practices
  • Required: AAS - ECE
Clackamas Community College – Public

Degrees/Certificates:
AAS – ECE (98 credits)
Certificate – ECE (53 credits)
Career Pathways – After School Care and Education (18 credits)
Career Pathways – Child Development Associate (12 credits)
AAOT – Teacher Transfer Degree (90 credits)

Courses:
ECE 121 (4 credits) Observation and Guidance I in ECE Settings
This course is designed to help students explore in depth observation of and to learn various child
guidance techniques for children PK-4th grade. Students will be provided with techniques to assist them
in the ongoing guidance challenges that arise every day in their classrooms. Included are the issues of
family values and how they impact one’s beliefs as it relates to discipline and guidance resolutions (with
emphasis on a strengths-based system).
  • Required: AAS – ECE / Certificate - ECE
ECE 133 (1 credit) Infant-Toddler Development
This course is designed to help students understand the early stages of growth, including early brain
development. Topics covered are the development of a warm, welcoming environment, daily routines and
activities, responding to challenging behaviors and building the important relationship with families.
  • Required: Career Pathway- Child Development Associate
ECE 137 (1 credit) Developing the Classroom Environment
This course assists participants in organizing both the indoor and outdoor environments to encourage play
and exploration. Topics include: arrangement equipment; planning and implementing a schedule that
responds to the changing needs of children. This will include selecting materials that demonstrate respect
for individual children’s sex, family, language and cultural group.
  • Required: Career Pathway- Child Development Associate
ECE 138 (1 credit) Family-School Relationships
This course helps participants establish positive associations with families, including building trusting and
supportive relationships. Children thrive when family members and program staff collaborate in the
process of educating and caring for young children. Course work includes strategies for communicating
with parents and creating an environment that welcome families.
  • Required: Career Pathway- Child Development Associate
ECE 139 (1 credit) Program Management in ECE
This course assists participants in planning and evaluating their program’s specific goals (short and long
term) for working with children and their families. Participants will share resources and have the
opportunity to discuss weekly planning forms, how to individualize/adapt forms for children with special
needs, etc.
  • Required: Career Pathway- Child Development Associate
ECE 150 (3 credits) Introduction and Observation in Early Childhood Education
Focuses on the history of early childhood education, the value and use of objective observations as a
teaching tool, how to plan and adapt your program’s goals/objectives for each individual child/family.
Includes systematic, weekly observations of children.
  • Required: AAS – ECE / Certificate – ECE
ECE 173 (1 credit) Preschoolers and Loss: Divorce and Death
This course is designed to help participants explore the profound effects that loss from divorce or death
can have on young children. The effects of such loss are examined, including common developmental
outcomes: social, emotional, cognitive, and physical. Strategies for supporting children and their \textit{families} through such difficult times of separation are researched.

- **Required:** AAS – ECE / Certificate – ECE

**ECE 235** (3 credits) Nutrition, Music, and Movement
This course provides the knowledge and skills to work effectively with children and \textit{their families} to help combat the prevalence of childhood obesity, which plays a major role in how they grow, develop and learn. Participants will explore various ways of integrating nutritional health-related activities into the daily routine. Special emphasis will be placed on the inclusion of music and movement, which will connect to the total curriculum in developmentally appropriate ways. The development needs of individual children will be taken into consideration, along with the cultural context.

- **Required:** AAS – ECE / Certificate – ECE

**ECE 239** (3 credits) Helping Children and Families Cope with Stress
Explore stressors in society that can affect children and \textit{families}; the effects of stress on children and families and ways to help them cope.

- **Required:** AAS – ECE / Certificate – ECE

**ED 137** (4 credits) Adolescent Development
This course explores the principles and theories of normal child growth and development from birth through adolescence, focusing on ages 5-12. The course will cover the physical, social, emotional and cognitive domains (including language and literacy) of development and their application to after school programs. Included will be the internal and external influences of culture, \textit{family} and community on child and youth development, and the developmental assets of children and youth. In addition, the role of observation and documentation will be examined in relationship to development.

- **Required:** Career Pathways – Afterschool Care and Education

**ED 246** (4 credits) School, Family, and Community Relations
This course provides the knowledge and skills to work effectively with families and community professionals in early childhood education (Pre-K - 4th grade). Emphasis is on building and maintaining positive relationships to foster cooperation and mutual respect between early childhood professionals and the families of the children with whom they are working.

- **Required:** AAS – ECE

**HDF 140** (3 credits) Contemporary American Family
Focuses on the diversity of the American \textit{family} today, and a historical overview of changes in the \textit{family} environment and structure. Become familiar with internal/external factors that influence \textit{families} such as parenting, violence, gender, divorce, remarriage, economics, and culture.

- **Required:** AAS – ECE / Certificate - ECE

**HDF 141** (3 credits) Parent-Child Relations: Context and History
Course covers history of child rearing in the U.S., child rearing patterns, parent/child relations at each developmental stage, special challenges faced by parents and children and child socialization strategies to help children become increasingly more competent.

**HDF 142** (4 credits) Parent-Child Relations II: Practical Parenting
This course is designed to assist students in the study of parent-child relations. This program is especially helpful for those who are in the child welfare or criminal justice system focusing on areas such as normative child development and parent/partner relationships. The participants will become familiar with the systemic \textit{family} development model, which explains \textit{family} functioning at different stages of child rearing as well as knowledge of brain development, raising an emotionally intelligent child, and temperament traits. This course uses a learner-centered design in which the instructor works with the learner to develop and attain goals throughout the course. It uses an outcomes-based model of instruction focusing on real-life adult roles of the pro-social parent and life-long learner.
HDF 260 (3 credits) Understanding Child Abuse and Neglect
Overview of child abuse problems for students interested in child care education and/or human services. A look at causes of abuse, abused child, abusive parents, role of teachers, areas of treatment, education, resources that can assist children and **parents**.

- Required: AAS – ECE / Certificate - ECE

HDF 280 (2-6 credits) Child and Family Studies (CWE)
Cooperative work experience. Provides students with on-the-job experience in the field of early childhood care and education and/or family studies. Gain practical knowledge of various roles and responsibilities, including those of early childhood care and education practitioners or as child and family support personnel in a variety of agencies.

**Clatsop Community College** – Public

**Degrees/Certificates:**
AAS – ECE
Certificate – ECE

**Courses:**

**ECE 140** (3 credits) Infant/Toddler Development
Students develop knowledge of the fundamentals of infant and toddler development, both in theory and practical application, with an emphasis on meeting physical, social, emotional, and cognitive needs of young children. Students will learn scheduling and preparation of age-appropriate activities and how to **form strong partnerships between child care providers and parents**. Course will require some observation of young children in a child care setting.

- Required: AAS – ECE / Certificate - ECE

**ECE 150** (3 credits) Legal Issues in Early Childhood Education
Students are prepared to develop a facility and program complying with state and federal laws and regulations. Students demonstrate knowledge of the types of child abuse identified by state and federal law, and the procedures that must be followed when abuse is suspected. Students demonstrate an understanding of a variety of disabilities in young children, current special education law, and resources available for teachers and **parents**.

- Required: AAS – ECE / Certificate - ECE

**ECE 160** (3 credits) ECE Community Partnerships
Students will explore ways to encourage family and community collaboration to promote the success and development of young children (birth – eight years old). Awareness of various types of family stress, understanding of the dynamics of family systems, and community relationships will all be discussed.

- Required: AAS – ECE / Certificate - ECE

**Columbia Gorge Community College** – Public

**Degrees/Certificates:**
AAS – Early Education and Family Studies (92 credits)
Certificate – Early Education and Family Studies (34 credits)

**Courses:**

**ECE 120** (3 credits) Introduction to Early Education and Family Studies
Introductory level child development class integrating the normal growth and developmental patterns of children from conception through age 10 with developmentally appropriate practices. Linkages between
development and practice in a variety of settings are covered with particular emphasis on **parent (family)**-teacher (caregiver) partnerships.


**ECE 124** (3 credits) Multicultural Practices: Exploring our Views
Develops awareness of how personal experiences, belief systems, and values impact work with children and **families**. Examines the impact of cultural, linguistic, and class identities and histories on inter-relationships in diverse populations. Applies techniques for incorporating other people’s histories, values and belief systems into child-and-family-centered practices.


**ECE 175B** (1 credit) Infant/Toddler Caregiving: Group Care
Covers group care including: routines, quality, staff relations, environments and welcoming children and **families** into care.

**ECE 175D** (1 credit) Infant/Toddler Caregiving: Family/Provider Relationships
Covers family/provider relationships including: establishing partnerships with parents, listening and responding to families’ needs, supporting culturally diverse families, culturally sensitive care, conducting business and handling difficult issues.

**ECE 179** (1 credit) The Power of Portfolios in Early Education
Portfolios for children in early care and education programs are a powerful way to demonstrate children's skills, learning, development, and culture. Creating meaningful portfolios with children and **families** includes an observation plan, an organization system, and accessible technology (digital photography, scanners, etc.).

**ECE 200** (3 credits) The Professional in Early Education and Family Studies
History, current programs and practices, and future issues of early childhood education. Includes professionalism, historic and current issues, types of programs for young children, parent interaction, job opportunities, ethical/legal issues and community resources. Develops a professional philosophy.

- Required: AAS – Early Education and Family Studies

**ECE 234** (3 credits) Children with Special Needs in Early Childhood Education
Become acquainted with areas of special needs in children from birth through six years of age. Emphasis is on inclusion of children in early childhood settings. Explore services available to children and their **families**. Child development helpful.

- Required: AAS – Early Education and Family Studies

**ECE 238** (3 credits) Administration of Early Childhood Programs
Studies various tasks and responsibilities of program administration. Topics include licensing, program planning, organization, financial management, parent and community relationships, and personnel management.

**HEC 201** (3 credits) Family Partnerships in Education
The study of influences on children and their families which impact child and family behaviors, values, attitudes, beliefs, and morals. Topics include: parenting patterns; cultural, religious, and socioeconomic influences; peer, school, media impacts; family development, community ecology, special needs children, prejudice, and public policy.

Klamath Community College – Public

**Degrees/Certificates:**
- AAS – ECE (90 credits)
- Certificate - ECE (45 credits)
- Career Pathways – ECE (17 credits)
- AAS – Educational Assistant (90 credits)
- Certificate – Educational Assistant (45 credits)

**Courses:**
- **ECE 101** (3 credits) Child, Family, Community
  The study of influences on children and families which impact child and family behaviors, values, attitudes, beliefs, and morals. Topics include parenting patterns, cultural, religious and socioeconomic influences, peer, school, media impacts, community ecology, and public policy.
- **ECE 200** (3 credits) The Professional in Early Childhood Education
  History, current programs and practices, and future issues of early childhood education. Includes professionalism, historic and current issues, types of programs for young children, parent interaction, job opportunities, ethical/legal issues and community resources.
- **ECE 201** (3 credits) Nutrition in Early Childhood Education
  Foods and nutrients, and their relationship to health, growth, and development. Covers planning and serving food to young children, and nutrition education for young children and their parents.

- **PSY 235** (3 credits) Human Growth and Development
  A biosocial study of human development from conception to adolescence. Discusses the biological and social processes (i.e., cognition, personality, emotion, and social) affecting the developing child. Applications to health care, family, and education are discussed.

Lane Community College – Public

**Degrees/Certificates:**
- AAS – ECE (93 credits)
- Certificate - ECE (46 credits)
- Career Pathways – ECE (17 credits)
- Career Pathways – Infant/Toddler (16 credits)
- AAOT – Teacher Transfer Degree

**Courses:**
- **ECE 230** (3 credits) Parent-School-Community Relations
  Designed to help the student understand and develop methods and procedures for fostering effective parent, school and community relations: development of methods and techniques in preparation for and delivery of a parent conference, understanding how community agencies can best serve parents and children in relation to school programs, and practical experience in communication skills with parents. Medical aspects of child care, including understanding and preventing the spread of infectious disease and management and prevention of accidents and injuries are also covered.
  - Required: AAS - ECE
**ECE 253** (3 credits) Diversity Issues in Early Childhood Education
This course explores the concept of human diversity in early childhood settings. It will specifically include an awareness and appreciation of issues of ability, belief, class, culture, gender, language, race, and **family experiences** as they affect the development of the young child and his or her family. An exploration of how children develop awareness and attitudes regarding diversity will be included. Students will also evaluate and develop appropriate materials and methods to increase children’s awareness and appreciation of diversity.
- Required: AAS - ECE

**HDFS 226** (3 credits) Child Development
Study of the physical, social-emotional, and intellectual development of the child from birth through adolescence. Some emphasis on **prenatal influences**. A survey of various child-study approaches. Instruction and experience in observing and recording the behavior of young children. Study of adult-child differences, value of play, and discipline.
- Suggested: AAOT – Teacher Transfer Degree

**HDFS 227** (3 credits) Children Under Stress
Designed to acquaint the student with the social, economic, and cultural factors which contribute to a child’s developmental experiences in such a way as to inhibit or enhance his/her best growth. Emphasis will be placed on the **family**, the educational system, and socio-cultural environments.
- Required: AAS – ECE
- Suggested: AAOT – Teacher Transfer Degree

**HDFS 229** (3 credits) Middle Childhood (Ages 6-12)
This course is a study of the physical, psychosocial, and cognitive development of the child in the middle years of childhood, ages six through twelve. Attention is given to the subculture of the society of children with the impact of peers and **family**. The development of moral and religious judgment is studied, as well as the accompanying attitudes toward specific problems such as death, politics, and prejudice. School programs are examined with implications of matching skills to be taught with a child’s learning style. Curriculum methods and learning activities in appropriate content areas are explored.
- Suggested: AAOT – Teacher Transfer Degree

**HD 233** (3 credits) Parenting
Provides an introduction to the many aspects of parenting including advantages and disadvantages, parenting roles, stages of parenthood, and special situations (single and step-parenting, extended families, and parenting exceptional children). The course format includes reading assignments from the textbook, forum discussions of reading, group project.

**Linn-Benton Community College** – Public

**Degrees/Certificates:**
AAS – Child and Family Studies (90 credits)
Certificate – Child and Family Studies (45 credits)
Certificate – Childhood Care and Education (15 credits)
Certificate – Early Literacy (12 credits)
Certificate – Working with Families (12 credits)
Certificate – Child Care Directors (12 credits)
AAOT – Elementary Education Transfer Degree (90 credits)
AAOT – Human Development and Family Science Transfer Degree (90 credits)
AAOT – Liberal Studies Transfer Degree (90 credits)
AAOT – General Science Transfer Degree (90 credits)

Courses:
ED 282 (3 credits) Working with Children with Special Needs
Overview of special education legislation and the role of family, school and community in educating and supporting individuals with disabilities. Class is tailored to meet the needs of students who enroll, with a focus on in-school special needs issues or community agency issues. Implementation of current legislation and its impact in the classroom are addressed.
  • Required: AAS – Child and Family Studies / Certificate – Child and Family Studies / Certificate – Child Care Director
ED 7.733 (3 credits) Early Literacy: Speaking and Listening
Builds on the foundation of ED 7.753 and focuses in the area of oral language. Students will become familiar with stages of development and strategies to enhance vocabulary, phonological awareness, storytelling, shared reading and working with families.
  • Required: Certificate: Early Literacy

HDFS 201 (3 credits) Contemporary Families in the U.S.
An introduction to families with application to personal life. Focuses on diversity in family structure, social class, race, gender, work and other social institutions.
  • Required: AAS – ECE / Certificate – Working with Families / Certificate – Child Care Director / AAOT – Elementary Education Transfer Degree

HDFS 222 (3 credits) Parent and Family Relations
Students become familiar with different family structures and key processes such as communication, power, roles, affection and commitment. They understand how these processes emerge and change over the family life cycle. Students also examine the interface of family processes and social and work relationships.
  • Required: AAS – ECE / Certificate – Working with Families / AAOT – Elementary Education Transfer Degree

HDFS 225 (3 credits) Child Development
Describes basic issues, theories, and current research on child development and development within a family context. Studies the stages of development from conception through early childhood (age 8).
  • Required: AAS – ECE / Certificate – ECE / Certificate – Childhood Care and Education / Certificate – Child Care Director / AAOT – Elementary Education Transfer Degree

HDFS 233 (3 credits) Professional Foundations in Early Childhood
Focuses on current issues in working with children and families, e.g. developmentally appropriate practice, ethical issues, service delivery models and assessment practices. Includes the role of professional organizations and resources, family support and philosophical approaches in early childhood programs.
  • Required: AAS – ECE / Certificate – ECE / Certificate – Child Care Director

HDFS 249 (3 credits) Infant/Toddler Care
Teaches the elements of quality care for infants and toddlers, including physical, social, emotional, cognitive, and language development, group care techniques and family/provider relationships.

HDFS 261 (3 credits) Working with Individuals and Families
Develops professional skills and strategies to use when working with individuals and families in a variety of settings. The course focuses on skill building in several areas (written and verbal communication with clients and coworkers, workplace professionalism, identifying and accessing community resources) and explores issues relevant to student success in career goal achievement.
HDFS 280 (2-14 credits) CWE Child Development
Provides practical experience in a child and/or family education and/or support program. Students identify job performance objectives, work a specified number of hours during the term, and attend a related CWE seminar.

Mt. Hood Community College – Public

Degrees/Certificates:
AAS – ECE (90 credits)
Certificate – ECE (45 credits)
AAOT – Teacher Transfer Degree

Courses:
ECE 123 (3 credits) Early Childhood Speech and Language
This course will focus on speech and language development in young children from birth to age 5. Emphasis will be placed on the course of normal development, signs of developmental problems and techniques to support children and families.
  • Required: AAS – ECE / Certificate - ECE
ECE 171 (3 credits) Families and Diversity
This course is intended to prepare students to interact professionally with families of young children. Course content includes discussion of families as a social system, cultural and structural diversity, values differences and parenting styles.
  • Required: AAS – ECE / Certificate - ECE
ECE 246 (2 credits) Home/School Relations
This course focuses on building and maintaining positive relationships with family and community members. Students learn how routine interactions and parent education can be effectively combined to foster cooperation and parent involvement in home/school partnerships.
  • Required: AAS – ECE

Portland Community College – Public

Degrees/Certificates:
AAS – ECE and Family Studies (92 credits)
Certificate – ECE and Family Studies (34 credits)
AAS – Paraeducator (90 credits)
Certificate – Paraeducator (51 credits)

Courses:
ECE 120 (3 credits) Introduction to Early Education and Family Studies
Introductory level child development class integrating the normal growth and developmental patterns of children from conception through age 10 with developmentally appropriate practices. Linkages between development and practice in a variety of settings are covered with particular emphasis on parent (family) - teacher (caregiver) partnerships.
  • Required: AAS – ECE and Family Studies / Certificate – ECE and Family Studies
ECE 124 (3 credits) Multicultural Practices: Exploring Our Views
Develops awareness of how personal experiences, belief systems, and values impact work with children and families. Examines the impact of cultural, linguistic, and class identities and histories on inter-
relationships in diverse populations. Applies techniques for incorporating other peoples histories, values and belief systems into child-and-family-centered practices.

- Required: AAS – ECE and Family Studies

**ECE 173** (1 credit) Children and Loss: The Effects of Death and Divorce
Divorce and death in families can have a profound effect on young children. Development can be impacted across domains. This course examines the effects of loss on children and common developmental outcomes. Strategies and resources for supporting children and families through difficult periods involving separation or the death of a loved one are explored.

**ECE 175B** (1 credit) Infant/Toddler Caregiving: Group Care
Covers group care including: routines, quality, staff relations, environments and welcoming children and families into care.

**ECE 175D** (1 credit) Infant/Toddler Caregiving: Family/Provider Relationships
Covers family/provider relationships including: establishing partnerships with parents, listening and responding to families needs, supporting culturally diverse families, culturally sensitive care, conducting business and handling difficult issues.

**ECE 179** (1 credit) The Power of Portfolios in Early Education
Portfolios for children in early care and education programs are a powerful way to demonstrate children’s skills, learning, development, and culture. Creating meaningful portfolios with children and families includes an observation plan, an organization system, and accessible technology (digital photography, scanners, etc.).

**ECE 189** (1 credit) Building Relationships with Infants, Toddlers, and Families
Strong relationships are vital to healthy development for infants and toddlers. The role of infant and toddler caregivers is to facilitate, support, and sustain individualized relationships with the families and children in their programs. This course will explore ways in which caregivers can facilitate and sustain these extremely important relationships.

**ECE 200** (3 credits) The Professional in Early Education and Family Studies
History, current programs and practices, and future issues of early childhood education. Includes professionalism, historic and current issues, types of programs for young children, parent interaction, job opportunities, ethical/legal issues and community resources. Develops a professional philosophy.

- Required: AAS – ECE and Family Studies

**ECE 234** (3 credits) Children with Special Needs in Early Childhood Education
Become acquainted with areas of special needs in children from birth through six years of age. Emphasis is on inclusion of children in early childhood settings. Explore services available to children and their families. Child development helpful.

- Required: AAS – ECE and Family Studies

**ECE 238** (3 credits) Administration of Early Childhood Programs
Studies various tasks and responsibilities of program administration. Topics include licensing, program planning, organization, financial management, parent and community relationships, and personnel management. Prior ECE course work and experience working with children in groups is highly recommended.

**HEC 201** (3 credits) Family Partnerships in Education
The study of influences on children and their families which impact child and family behaviors, values, attitudes, beliefs, and morals. Topics include: parenting patterns: cultural, religious and socioeconomic influences: peer, school, media, impacts; family development, community ecology, special needs children, prejudice, and public policy.

**Rogue Community College** – Public

**Degrees/Certificates:**
- Associate of Science – ECE (103-110 credits)
- AAS – ECE (106 credits)
- AAS – ECE (articulated) (108-112 credits)
- Certificate – ECE (54 credits)
- Career Pathways – ECE (35 credits)

**Courses:**

**ECE 136** (3 credits) Early Childhood Education: A Professional Overview
Examines the **importance of promoting family involvement**, developing an effective early childhood classroom program based on the needs and interests of the children, and continuing professional growth. Covers the process of Child Development Associate (CDA) credentialing. Includes the CDA subject areas of families, program management, and professionalism. Community observations in early childhood settings are required. Course may include an online component. Equivalent to ECE136A, ECE136B, ECE136C.


**ECE 246** (3 credits) Child, Family, and Community
Focuses on developing skills for establishing effective relationships, based on mutual respect, between early childhood professionals and families of the children with whom they are working. Course may include an online component.

- Required: Associate of Science – ECE / AAS – ECE / AAS – ECE (articulated) / Certificate – ECE

**ECE 248** (3 credits) Children with Disabilities and their Families
Explores ways teachers can make changes to include children with disabilities in the classroom. Covers adapting the indoor and outdoor environment, adapting activities, and **working with parents** to enhance the development of children with a variety of special needs. Course may include an online component.

- Required: Associate of Science – ECE / AAS – ECE / AAS – ECE (articulated)

**ECE 285** (3 credits) The Early Childhood Professional
Explores issues related to professional conduct and the development of a professional philosophy. Topics include professionalism, historical and current factors, early childhood education programs, **parent interaction**, job opportunities, ethical and legal issues, and community resources. Provides work-related experience in an early childhood education environment. Criminal history check required as students will be in early childhood or elementary school settings.

- Required: AAS – ECE / AAS – ECE (articulated)

**ECE 295** (3 credits) Management of Early Childhood Programs
Studies principles and practices in supervision and management of preschool and child care centers, including organization, budgeting, personnel records, relationships with community resources, regulatory agencies, and **working with parents**. Course may include an online component.

**Southwestern Oregon Community College** – Public

**Degrees/Certificates:**
- Associate of Science – ECE and Family Studies (94 credits)
- AAS – ECE and Family Studies (101 credits)
- Certificate – ECE and Family Studies (50 credits)
- Career Pathway – ECE and Family Studies (30 credits)
- Career Pathway – ECE and Family Studies (18 credits)
Career Pathway – Infant/Toddler Development (18 credits)
Certificate – Paraeducator /Educational Assistant (47 credits)

Courses:

**ECE 162** (3 credits) Infant/Toddler Practicum II
This theoretical and “hands-on” Practicum II experience reinforces the student’s understanding of the developmental needs of the very young and the importance of providing appropriate stimulating environments. Coursework focuses on developing foundational knowledge of high quality developmentally appropriate practice, observation/assessment, and working in positive partnerships with parents.

- Required: Career Pathways – Infant/Toddler Development

**ECE 262** (6 credits) Student Teaching II: Early Childhood Education
A continuation of supervised teaching experience for students working with young children in an appropriate setting. Continued development of knowledge and skills in curriculum planning, observation/assessment, implementation of curriculum, and working with children and families are included, along with a strong focus on higher level guidance techniques.

- Required: AAS – ECE and Family Studies

**ED 252** (3 credits) Multicultural Education
This course introduces anti-bias/ multicultural approaches to teaching with a focus on how to creatively develop relationships and learning environments that value diversity and help children respect each other as individuals. Strategies and skills to creatively use activism to enhance their work with parents, students, and their community are also included.


**HDFS 140** (3 credits) Contemporary American Families
An introductory course in family studies that focuses on the diversity of the American family today, as well as giving an overview of changes in the family environment and structure over time. Topics that influence families are included such as parenting, violence, gender, divorce, remarriage, economics, and culture.


**HDFS 222** (3 credits) Family Relations
A practical and theoretical course examining communication patterns and relationships between adults, and between adults and children. Emphasis is placed on understanding how the family affects the development of the child, along with the development of skills to use this knowledge to conduct individualized home visits with families with young children.

- Required: Associate of Science – ECE and Family Studies / AAS – ECE and Family Studies / Career Pathway – Infant-Toddler Development

Tillamook Bay Community College – Public

Degrees/Certificates:
- AAS – Early Education and Family Studies (92 credits)
- Certificate – Early Education and Family Studies (34 credits)
- AAS – Paraeducator Degree (90 credits)
- Certificate – Paraeducator (51 credits)
AAOT – Elementary Education Transfer Degree

Courses:

**ECE 120** (3 credits) Introduction to Early Education and Family Studies
Introductory level child development class integrating the normal growth and developmental patterns of children from conception through age 10 with developmentally appropriate practices. Linkages between development and practice in a variety of settings are covered with particular emphasis on parent (family) - teacher (caregiver) partnerships.

**ECE 124** (3 credits) Multicultural Practices: Exploring Our Views
Develops awareness of how personal experiences, belief systems, and values impact work with children and families. Examines the impact of cultural, linguistic, and class identities and histories on inter-relationships in diverse populations. Applies techniques for incorporating other peoples histories, values and belief systems into child-and-family centered practices.

**ECE 173** (1 credit) Children and Loss: The Effects of Death and Divorce
Divorce and death in families can have a profound effect on young children. Development can be impacted across domains. This course examines the effects of loss on children and common developmental outcomes. Strategies and resources for supporting children and families through difficult periods involving separation or the death of a loved one are explored.

**ECE 175B** (1 credit) Infant/Toddler Caregiving – Group Care
Covers group care including: routines, quality, staff relations, environments and welcoming children and families into care.

**ECE 175D** (1 credit) Infant/Toddler Caregiving – Family/Provider Relationships
Covers family/provider relationships including: establishing partnerships with parents, listening and responding to family’s needs, supporting culturally diverse families, culturally sensitive care, conducting business and handling difficult issues.

**ECE 189** (1 credit) Building Relationships with Infants, Toddlers, and Families
Strong relationships are vital to healthy development for infants and toddlers. The role of infant and toddler caregivers is to facilitate, support, and sustain individualized relationships with the families and children in their programs. This course will explore ways in which caregivers can facilitate and sustain these extremely important relationships.

**ECE 200** (3 credits) The Professional in Early Education and Family Studies
History, current programs and practices, and future issues of early childhood education. Includes professionalism, historic and current issues, types of programs for young children, parent interaction, job opportunities, ethical/legal issues and community resources. Develops a professional philosophy.
- Required: AAS – Early Education and Family Studies

**ECE 234** (3 credits) Children with Special Needs in Early Childhood Education
Become acquainted with areas of special needs in children from birth through six years of age. Emphasis is on inclusion of children in early childhood settings. Explore services available to children and their families. Child development helpful.
- Required: AAS – Early Education and Family Studies

**HEC 201** (3 credits) Family Partnerships in Education
The study of influences on children and their families which impact child and family behaviors, values, attitudes, beliefs, and morals. Topics include: parenting patterns: cultural, religious and socioeconomic influences: peer, school, media, impacts; family development, community ecology, special needs children, prejudice, and public policy.

Treasure Valley Community College – Public

Degrees/Certificates:
AAS – ECE (98 credits)
Certificate - ECE (40 credits)
AAOT – Elementary Education Transfer Degree
AAS – Bilingual Classroom Assistant (100 credits)

Courses:
EDUC 103 (3 credits) Instructional Support
Studies the paraeducator’s role in the regular and special education classes K-12, focusing on responsibilities of the paraeducator, working collaboratively with the classroom teacher, planning and implementing tutorial strategies, locating resources for tutoring, and knowing the tenets of NCLB in regards to students, curriculum, assessments, and family involvement. Features working with LEP student.
  • Required: AAS – Bilingual Classroom Assistant
EDUC 149 (3 credits) Infant/Toddler Caregiving
Presents care-giving techniques for infants and toddlers with special emphasis on group care practices for this age. Studies routines, such as nutrition, feeding, diapering, sleep, and nurturing. Reviews roles of parents, nannies, family daycare provider, and center caregiver provider.
  • Required: AAS – ECE / Certificate - ECE
EDUC 154 (3 credits) Literature and Literacy for ECE
Studies how emergent literacy and literature develop in young children, including strategies for working with families of diverse learning styles, in order to promote and support literacy in the home.
  • Required: AAS – ECE
EDUC 176 (1 credits) Cooperative Plan – Seminar III
Focuses on strategies for developmentally appropriate competencies in early childhood, working with LEP children and families, special needs practices, and self-evaluation in the workplace.
  • Required: AAS – ECE / AAS – Bilingual Classroom Assistant
EDUC 213 (3 credits) School Law
Studies laws relevant to classroom processes, rights and responsibilities of teachers, schools, students, and families.
  • Required: AAS – Bilingual Classroom Assistant
EDUC 233 (3 credits) Critical Factors in Parent Neglect
Focuses upon the study of child neglect, neglectful parents, the forces that have damaged parents, and strategies for teachers working with neglectful parents.
EDUC 246 (3 credits) Family/Community Relations - ECE
Emphasizes building and maintaining positive relationships among school, family, and community, including the use of conferences, meetings, and other resources as effective methods for fostering cooperation and parent involvement.
  • Required: AAS – ECE / Certificate - ECE / AAOT – Elementary Education Transfer Degree / AAS – Bilingual Classroom Assistant
Umpqua Community College – Public

Degrees/Certificates:
Associate of Science – ECE (103 credits)
AAS – ECE (92 credits)
Certificate – ECE (47 credits)
Certificate – Paraeducator (50 credits)

Courses:
ED 105 (4 credits) Early Childhood Education Seminar and Practicum V
Discuss one’s own teaching style and the relationship of a teacher to children and parents. Practical experiences working with children. Explore interpersonal skills in order to function as a team member in planning and carrying out a comprehensive program for children.
  • Required: Associate of Science – ECE / AAS – ECE
ED 240 (3 credits) Lesson and Curriculum Planning
Development of fundamental goals for facilitating growth and development of children in early childhood learning and care programs; planning daily and weekly program activities; emphasis on stimulating learning through a variety of materials and methods; building relations between home and early childhood learning and care programs.
  • Required: Associate of Science – ECE / AAS – ECE

HDFS 240 (3 credits) Contemporary American Family
Study of the American family from a sociological perspective, emphasizing the family as an influence in socialization and development; theories for analyzing the family, alternative family forms, cross-cultural and historical comparisons.
  • Required: Associate of Science – ECE / AAS – ECE / Certificate – ECE