



## Communication Toolkit for EL Family Engagement

EDUO 9333

3 Semester Credits/Units

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*This is an abbreviated syllabus. For a full syllabus, please email the instructor.*

### Course Overview

Explore the connection between family engagement and student success. The cornerstone for engagement, successful two-way communication, can be challenging with families of EL students. Discover strategies and tools with translation features designed to meet a variety of communication needs, including messages, phone calls, informal interactions and formal meetings. Examine barriers to communication, allowing you to tailor your choice of tools and methods to overcome specific obstacles and to set your students up for success.

### Course Learning Objectives

In this course participants will have the opportunity to:

- Gain an understanding of the scope and impact of family engagement on student outcomes.
- Examine barriers to communication with EL families including linguistic, cultural and socioeconomic factors.
- Investigate communication tools with translation features for messaging families, document translation and live communication.
- Develop a plan for communicating with families.

### Course Relation to CCS or other Professional Standards

#### NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS

ENGLISH AS A NEW LANGUAGE STANDARDS - *Accomplished teachers of English language learners:*

#### **Standard I: Knowledge of Students**

Apply their knowledge of students' language development, cultures, abilities, values, interests, and aspirations to facilitate their students' linguistic, academic, and social growth.

#### **Standard III: Home, School, and Community Connections**

Establish and maintain partnerships with their students' families and communities to enhance educational experiences for their students.

#### **Standard VIII: Teacher as Learner**

Are passionate about their field and consistently engage in the process of professional growth. Teachers thoughtfully evaluate their learning and apply it in their practice to maximize student success.

#### **Standard IX: Professional Leadership and Advocacy**

Contribute to the professional learning of their colleagues and the advancement of knowledge in their field in order to advocate for their students

## ISTE STANDARDS FOR EDUCATORS:

### **Standard 2.4d: Collaborator**

Educators demonstrate cultural competency when communicating with students, parents and colleagues and interact with them as co-collaborators in student learning.

### **How to Submit Coursework**

Each completed assignment in this course is submitted to the instructor for review. Follow directions at the end of each assignment on how to prepare and submit your assignments. Name each file submitted with your last name and assignment number (i.e. BrownAssignment3. Make sure you place your full name, course number and assignment number at the top of each document page. You will receive feedback from your instructor within 5 days indicating successful completion of the assignment or the need for revision. Assignment grades will be averaged for the final course grade.

### **Course Modules / Assignments**

Submit completed module assignments to the corresponding LMS submission area.

| <b>Module #1 - The Importance of Family Engagement</b> |   |
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| <b>Objective</b>                                       | Gain an understanding of the scope and impact of family engagement on student outcomes.   |
| <b>Assignment</b>                                      | Investigate the importance of family engagement on student achievement. Read the following resources to understand the research: <ul style="list-style-type: none"><li>● <a href="#">Impact of Family Engagement</a></li></ul> <i>Write a 2-3 page paper in response to the research.</i> <ul style="list-style-type: none"><li>● What does the research say about the importance of family engagement?</li><li>● What impact does it have on student outcomes?</li></ul> |
| <b>Assessment</b>                                      | Completed assignments will be assessed using the course <a href="#">Assessment Rubric</a> .   |

| <b>Module #2 - Barriers to Family Engagement and Communication</b> |  |
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| <b>Objective</b>   | Discover barriers to engagement. Recognize obstacles to communication that include linguistic, cultural and socioeconomic differences.   |
| <b>Assignment</b>  | Examine barriers to engagement which may exist for families of any background, but are likely more extensive and impactful with caregivers of our EL students. Read the following articles to deepen your knowledge of these obstacles. <ul style="list-style-type: none"><li>● <a href="#">Contours of the Field: Engaging Parents of English Learners</a></li></ul> <i>Respond.</i> Synthesize the barriers to engagement, identifying those specific to EL families. <ul style="list-style-type: none"><li>● Did any of these obstacles surprise you?</li><li>● Have you encountered these barriers or others in your experience?</li><li>● If so, what strategies have you used to overcome them, and how effective were they?</li></ul> |
| <b>Assessment</b>  | Completed assignments will be assessed using the course <a href="#">Assessment Rubric</a> .  |

| <b>Module #3 - TalkingPoints: A Communication Tool to Reach All Families</b> |   |
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| <b>Objective</b>   | Investigate the TalkingPoints communication platform. Understand the research behind the design of the program. Experience using TalkingPoints from a teacher and caregiver perspective.  |
| <b>Assignment</b>  | <p>Review the research that impacted the development of the features of TalkingPoints.</p> <ul style="list-style-type: none"> <li>● View this TED Talk.</li> <li>● Listen to the podcast to hear a teacher’s experience with the platform.</li> </ul> <p>Investigate the wide variety of features available within <a href="#">TalkingPoints</a>.</p> <ul style="list-style-type: none"> <li>● Set up a free TalkingPoints teacher’s account through their website.</li> <li>● Set yourself up as a student in order to test the features.</li> <li>● Complete and submit a checklist</li> </ul> <p>Resources:</p> <ul style="list-style-type: none"> <li>● <a href="#">TalkingPoints</a></li> <li>● <a href="#">Writing for Translation</a></li> </ul> |
| <b>Assessment</b>  | Completed assignments will be assessed using the course <a href="#">Assessment Rubric</a> .   |

| <b>Module #4 - Class Dojo, Remind, SeeSaw and Other Classroom Communication Tools</b> |  |
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| <b>Objective</b>  | Explore an additional communication tool and its translation features to understand its benefits and limitations as they apply to your student population. |

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| <b>Assignment</b> | <p>Investigate an additional class communication tool. Examples include <a href="#">Remind</a>, <a href="#">Class Dojo</a>, <a href="#">Seesaw</a>, or other. Learn about the translation features offered and how they are used.</p> <p><i>Create a comparison of your selected tool with TalkingPoints.</i> The organization of your comparison may include charts, or be in narrative form.</p> <p>Consider the following:</p> <ul style="list-style-type: none"> <li>● What is required of parents to be able to use the tool?</li> <li>● Who sets the translation features on the communication - the teacher or the parent?</li> </ul> <p>Resources:</p> <ul style="list-style-type: none"> <li>● <a href="#">Remind Translate for English Learners and Their Families</a></li> <li>● <a href="#">Remind Help</a></li> <li>● <a href="#">ClassDojo Helpdesk</a></li> <li>● <a href="#">Seesaw Help Center</a></li> </ul> |
| <b>Assessment</b> | Completed assignments will be assessed using the course <a href="#">Assessment Rubric</a> .  |

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| <b>Module #5 - Document Translation</b> |  |
| <b>Objective</b>                        | Learn about parents’ rights regarding communication from their child’s school in their native language. Explore options for translating documents with Google. |

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| <b>Assignment</b> | <p><i>There are 3 assignments in this module.</i></p> <p><u>Assignment A:</u><br/> Read the <a href="#">LEP Parent Fact Sheet</a> from the US Department of Justice regarding the rights of parents and guardians.<br/> <i>Write a reflection on parental rights to information from schools in their native language.</i></p> <ul style="list-style-type: none"> <li>● Were you previously aware of this concept?</li> <li>● How will this information affect your practice going forward?</li> <li>● Include your thoughts on the use of document translation tools to address this need. While they are constantly improving, translation tools are not 100% accurate all of the time. How can you address any inaccuracies or confusion that arise as these tools are used?</li> </ul> <p><u>Assignment B:</u><br/> Research how to use the translation tool embedded within Google Docs.</p> <ul style="list-style-type: none"> <li>● Use the “Translate Document” tool in Google Docs to translate a document that you use regularly with your students and their families into the language of your choice.</li> </ul> <p><i>Submit both the original and the translated document.</i></p> <p><u>Assignment C:</u><br/> Research how to use <a href="#">Google Translate</a> to translate documents in a variety of formats and experiment with documents you already use.</p> <ul style="list-style-type: none"> <li>● Select a PDF file that you use regularly to communicate with your students and their families. Some examples include a lunch menu, a field trip permission form, a newsletter, or a selection of the student handbook.</li> <li>● Use the Document feature of Google Translate to translate that document.</li> </ul> <p><i>Submit both the original and the translated document.</i></p> <p>Resources:</p> <ul style="list-style-type: none"> <li>● <a href="#">Google Translate Help Center</a></li> <li>● <a href="#">Google Doc Help Center</a></li> </ul> |
| <b>Assessment</b> | <p>Completed assignments will be assessed using the course <a href="#">Assessment Rubric</a>.</p>   |

| Module #6 - Live Communication |  |
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| <b>Objective</b>               | Discover translation tools for live communication. Learn appropriate etiquette for working with an interpreter.  |
| <b>Assignment</b>              | <p><i>There are 2 assignments in this module.</i></p> <p><u>Assignment A</u></p> <p>Most districts have contracted with a live interpretation service such as <a href="#">The Language Line</a> for use in person and over the phone in a wide variety of languages. Research what service your district uses.</p> <p><i>Create and submit a presentation using Google Slides or Prezi to inform your colleagues on how to use The Language Line, or other interpretation service offered in your district. Consult with the EL specialist in your building as needed for more information. Include the following information in your presentation:</i></p> <ul style="list-style-type: none"> <li>● What are your district’s guidelines for use of this service?</li> <li>● Can anyone use it at any time, or does it need prior approval?</li> </ul> <p>Resources:</p> <ul style="list-style-type: none"> <li>● <a href="#">Etiquette When Using an Interpreter</a></li> <li>● <a href="#">How to Work With an Interpreter: An Insider’s Guide</a></li> </ul> <p><u>Assignment B:</u></p> <p>Informal and casual live interactions may benefit from the use of apps which allow conversation participants to speak into a microphone in order to see and hear a translation. Research apps that have conversation capabilities. Select one to use and to recommend to your colleagues.</p> <p><i>Create your recommendation in a new Google Slide or Prezi presentation to submit in which you describe the following 4 features:</i></p> <ul style="list-style-type: none"> <li>● Information about the languages available for translation</li> <li>● Ease of use</li> </ul> <p>Resources:</p> <ul style="list-style-type: none"> <li>● <a href="#">The 11 Best Translation Apps</a></li> <li>● <a href="#">The 7 Best Translation Apps</a></li> </ul> |
| <b>Assessment</b>              | Completed assignments will be assessed using the course <a href="#">Assessment Rubric</a> .  |

| <b>Module #7 - Communication Beyond Literacy: A Case Study of Mixtec</b> |  |
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| <b>Objective</b>   | Learn about literacy limitations and investigate how to communicate using other tools.   |
| <b>Assignment</b>  | <p>Some family members of our EL students may have limited literacy skills due to a number of factors. This is a unique obstacle to common messaging practices, which can be addressed with the right tools and strategies. Read the following resources about the case study of the Mixtec dialect and how some districts have worked around this obstacle.</p> <ul style="list-style-type: none"> <li>• <a href="#">A Hidden Language: Supporting Students Who Speak Mixtec</a><br/><a href="#">Communicating without words: reaching ELL parents</a></li> </ul> <p>Develop your own approach to engaging in communication with families with limited literacy. Learn about <a href="#">speech-to-text</a> and <a href="#">text-to-speech</a> capabilities of TalkingPoints.</p> <p><i>Write a paper</i> describing your approach to communication with families with literacy limitations, and what tools you will use to facilitate this engagement.</p> <p>Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">How to Use Technology to Engage Multilingual Families</a></li> </ul> |
| <b>Assessment</b>  | Completed assignments will be assessed using the course <a href="#">Assessment Rubric</a> .  |

| <b>Module #8 - Tips for Communication and Practical Application</b> |   |
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| <b>Objective</b>  | Create a plan of action for communicating with your students families |

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| <b>Assignment</b> | <p>While communication systems can be implemented at any time, it is ideal to start at the beginning of the year.</p> <p>Using information about the tools in this course, <i>develop a 2-3 page action plan for preparing your communication systems for the following school year.</i></p> <p>Include the following 8 items in your plan:</p> <ul style="list-style-type: none"> <li>● Identify your selected communication tools and why you chose them.</li> <li>● Describe how you will capture caregivers’ preferred phone number, language and hours of communication.</li> <li>● Decide which method of inputting student and family data you will use.</li> </ul> <p>Resources:</p> <ul style="list-style-type: none"> <li>● <a href="#">6 Tips for Communicating with Families of ELs</a></li> <li>● <a href="#">Starting the School Year Right for Our English Learners: Part 1</a></li> </ul> |
| <b>Assessment</b> | Completed assignments will be assessed using the course <a href="#">Assessment Rubric</a> .   |

### Course Assessment Rubric:

| <b>EXCELLENT</b>  | <b>ACCEPTABLE</b>   | <b>NOT ACCEPTABLE</b>  |
|---|---|--|
| Meets or Exceeds Course Objectives:<br><b>A to A-</b>   | Majority of Work Meets Course Objectives;<br><b>B+ to B-</b>  | Needs Considerable Improvement:<br>Resubmit Work Suggested:<br><b>C or below</b>   |
| All work submitted reflects in-depth understanding of course objectives.  | Most work submitted reflects in-depth understanding of course objectives.   | Work shows little or no in-depth understanding of course objectives.   |
| Assignment responses show evidence of new knowledge evidenced by thoughtful, detailed and accurate assignment responses.  | Most assignment responses show evidence of new knowledge evidenced by thoughtful, detailed and accurate assignment responses.   | Responses show little to no evidence of new knowledge as evidenced by lack of thoughtful, detailed and accurate assignment responses.              |
| Work submitted was organized and clearly articulated. The student carefully followed all assignment instructions. The instructor did not have to provide continual assignment clarification or request revisions. | Most work submitted was organized and clearly articulated. The student carefully followed all assignment instructions. The instructor had to provide continual assignment clarification or ask for revisions. | Work submitted was not organized or not clearly articulated. The instructor had to provide constant clarification and ask for continued revisions. |
| Assignment content and required projects were original.   | Assignment content and required projects were original.   | Evidence that not all assignment content and required projects were original.  |

Work is free of spelling and/or grammatical errors.

Work has few spelling and/or grammatical errors.

Work has numerous spelling and/or grammatical errors.