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School of Education

2020

### Diversity Informed Practices for Effective Family and School Communication

Shanda Jones

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## **About This Professional Learning Module**

**Team Members:** Shanda Jones, Joyce Patton, Tiffani Richardson

**PLM Title:** Diversity Informed Practices for Effective Family and School Communication

**Estimated PLM Completion Hours:** 2 hours

**PLM Link:** <https://sites.google.com/wsfcs.k12.nc.us/diversity-informed-practices-f/home>

**Description of PLM:** This module is designed to encourage teachers to examine their own perceptions of poverty and how these perceptions can influence and impact the degree and quality of parent communication. The module is self-paced and presents teachers with a variety of perspectives and resources to appeal to multiple learning modalities. As teachers increase their knowledge base about perceptions of poverty and family communication they will begin to bridge the home/school communication gap and improve student outcomes.

**Subject Section:** diversity informed practices, communication between home and school, perceptions of poverty, asset and deficit mindset

**About the Authors:**



**Shanda Jones:**

Shanda Jones is an English Language Arts teacher in Spartanburg, South Carolina and a doctoral candidate at Gardner-Webb University. Shanda currently holds a Bachelor of Arts degree in elementary education from North Greenville University and a Master of Education degree in classroom leadership from Southern Wesleyan University. She is certified in elementary education and is endorsed in the areas of gifted and talented education and Read-to-Succeed literacy instruction. She is actively working toward integrating trauma-informed strategies and literacy instruction.



**Joyce Patton:**

Joyce Patton is a doctoral candidate in Curriculum and Instruction at Gardner-Webb University in North Carolina. Her research interest include the effects of implicit bias on pedagogy and the role of teacher preparatory programs in mitigating those effects. Joyce holds a B.S. in Engineering Technology and an M.A. in Teaching, both from the UNC Charlotte. She currently teaches project-based, technology electives at her middle school site in the Charlotte Mecklenburg School District.



**Tiffani Richardson:**

Tiffani Richardson is currently an Instructional Facilitator at her school site located in the Winston Salem Forsyth County School System. She holds a B.S. in Elementary Education and M.Ed in Curriculum and Instruction from UNC-Greensboro. Her research interests include parental involvement and teacher efficacy. Tiffani is Nationally Board Certified and has taught in Title I schools for 23 years. She is a doctoral candidate in Curriculum and Instruction at Gardner-Webb University in North Carolina.

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### **Resources:**

#### **Text Citations**

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## **Video Citations**

Flamboyant Foundation. (2013, September 27). *A parent reflects on building relationships with teachers* [Video]. YouTube. <https://youtu.be/vbyhao0FtaQ>

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### **Image Citations**

[free-images.com](https://www.free-images.com/)

<https://unsplash.com/>

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