

Spring, 2008
ECE 363, Families in Diverse Communities
ECE 363 is a required course for EC – 4 Certification.
College of Education
Department of Language, Literacy and Special Populations

Through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment. Employing a variety of technologies, these candidates learn to plan, implement, assess, and modify instruction to meet the needs of our communities' diverse learners.

Instructor:

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Office Hours:

Monday, Research
Tuesday, 11:00 to 12:00 noon, 2:00 to 5:00 p.m.
Wednesday, Preparation and Grading office hours by appt.
Thursday, 11:00 to 12 noon and 2:00 to 6:00 p.m.
Friday, Writing, office hours by appt.

Text/Readings:

Olsen, Glenn and Fuller, Mary Lou. (2008) *Home-School Relations: Working Successfully with Parents and Families*. 3rd edition, Pearson Education, Inc. Allyn and Bacon. **(Required)**

Payne, Ruby, K. (1996) *A Framework for Understanding Poverty*. 4 revised edition. Aha Process. **(Required)**

Course Description:

This course is an in-depth study of the relationship between families and schools in diverse communities. Topics addressed in this course include discussions of the major theories that support partnerships with parents; models for parent, school and community partnerships; home, school and community influences on children's lives; parenting styles; family dynamics; parent education strategies, communicating with parents; and the rights and responsibilities of parents, children and teachers. Field experience with families of young children and community services will be required. Prerequisites: ECE 273 and SPD 231. Credit 3.

Course Format:

The format will include lecture or narrative presentations, small group discussions, whole class discussions, self-selected inquiries and individual/team presentations. In addition, course concepts are learned through self-study and collaborative study in small groups with presentations. Evaluation consists of self-evaluations and professor assessments of class participation in skill developing activities. Rubrics will be used for products, discussions, and presentations.

In this course our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

Essential:

- 1) Developing specific skills, competencies, and points of view needed by professionals (teachers EC-8) in the field most closely related to this course (teaching of children from diverse populations)
- 2) Learning fundamental principles, generalizations, or theories.

Important

- 1) Gaining factual knowledge (terminology, trends, methods)

Standards Matrix:

Objectives/Learning outcomes	Activities	Performance Assessment	Pedagogy and Professional Responsibilities Standards (EC-4) Generalist Standards	NAEYC Standards
Define parenting styles, family dynamics, and philosophies of two families	Interview two sets of parents to determine their parenting style and philosophy of education	Written paper with teacher reflection	4.2k <u>SS 9.2ks, 9.3ks, 9.9k, 9.4s</u>	1, 2, 3, 4a, 4d, 5
Demonstrate communication techniques to use with families	Role-play parent/teacher conference with partner	Critique by partner and observation evaluation by instructor	4.2s, 1.5k, 2.4k, 2.23k, 4.1k, 4.2k <u>Eng/LA and reading 1.8s, 2.4s, 3.4s, 4.10s, 5.8s, 6.4s, 7.13s, 8.8s, 9.7s, 10.4s</u>	1, 2, 3, 4a, 4b, 4c, 4d 5
Demonstrate parent education strategies	Develop and present a parent education seminar	PowerPoint presentation, lesson plan, and written paper	1.5k, 4.2k, 4.1s, 4.13s 2.4k <u>health 2.1s, 3.13s</u>	1, 2, 3
Develop communication tool to use with parents	Create a parent newsletter	Published newsletter	4.2k, 4.3s <u>health 3.13s</u> <u>Eng/LA 1.8s, 2.4s, 9.7s</u>	2, 3, 4b, 4c 5,
Describe families, Family situations, Family characteristics	Class discussions and exams	observation and feedback from instructor	1.5k, 2.4k, 4.1-3s, <u>health 1.7k, 1.6s,</u>	1, 2, 3, 4a, 4b, 4c, 4d, 5
Describe family Characteristics	Family representation	Representation and descriptors	<u>SS 9.2ks, 9.3ks, 9.9k, 9.4s</u>	2
Develop a list Of service agencies For families	Create a bank of family resources	Collection list	4.2k <u>health 1.7k, 1.6s, 1.11k</u> <u>1.13k</u>	2, 5

Web address for state standards: <http://www.tea.state.tx.us>

Web address for NAEYC standards: <http://www.naeyc.org/faculty/pdf/2001.pdf> (page 11)

Web link to Conceptual Framework:

All teacher candidates are expected to demonstrate professional behavior in the classroom as well as during field experience observations, as described on the LLSP website. See http://www.shsu.edu/~edu_lls/classexpectations.htm for specific guidelines.

Course Content:

- Major theories that support partnerships with parents;
- Models for parent, school and community partnerships;
- Major influences on children's and families lives;
- Parenting styles;
- Family dynamics;
- Parent education strategies
- Communication techniques to use with families and students
- Techniques for Parent Education Seminars
- Legal issues and the rights and responsibilities of parents, teachers and children.
- Professionalism: how a professional educator thinks, acts, and speaks

Course Requirements:

1. Professionalism/Participation. It is expected that students be active, enthusiastic, and collegial participants during the semester. In addition, it is expected that course work is completed in a timely and professional manner on the schedule posted. Points are lost if these expectations are not fulfilled.
2. Assignments:
 - ✓ Readings – will be given in advance according to schedule
 - ✓ Design a visual representation of your family according to one of the family theorists with a written explanation for understanding
 - ✓ Interview two families to discuss their views/beliefs about rearing and educating their child/children. Write a page paper discussing their beliefs. Attach the questions that you will ask the parents.
 - ✓ Select a school. Describe the demographics of the school according to the AEIS report and research a list of 10 organizations/agencies/businesses that would be available to the families that attend this school.
 - ✓ Prepare and participate in (role play) a parent/teacher conference with a classmate in both the parent and a teacher role.
 - ✓ Develop, write, and present a parent education training seminar with a small group. Use of BlackBoard Wiki will be required in this assignment.
 - ✓ Create a Parent Newsletter.
 - ✓ Assessments over the material will be given according to schedule
 - ✓ Classroom participation and dispositions

Community Service Field Experience:

Each student will be required to spend 4 hours learning about the connection between the teacher, parent and the community by participating as a volunteer in a community service. During the field experience all students are to be professional in their behavior and communication. Attire should be appropriate to the activity selected and approved by the professor. A time log, documentation of participation, a photograph and a description of the experience will be completed by the student for full credit.

Evaluation/Grading

There will be a possible of 400 points accumulated in the completion of this course. Total points = 400

A = 372 – 400

B = 340 – 371

C = 300 – 339

D = 260 – 299

F = Below 260

A=93% and above, B= 85 to 92%, C = 75 to 84%, D=65 to 75%, and F= 65% and below

EXPECTATIONS

Attendance Policy:

There are no excused absences in college. Students may miss 3 hours of class without any point deductions. After this 3 hours, 10 points will be deducted for **each hour** of absence beyond the 3 hours.

Class sessions are important to your understanding of the material. If you miss a class, you miss participation and this may not be made up.

Two tardies to class is the equivalent of one hour of absence. It is your responsibility to sign the roll sheet during each class period. **Failure to sign roll sheet will count as an absence.** NOTE: at times, students must leave early from class, again, this is not excused, but points will not be deducted until the 3 hours of absence is counted. Please sign out when you leave early and document the exact time. If you do not write in the exact time, the professor will count it as a one hour leave early.

Assignments:

Assignments are expected to be turned in the day of the class session. Late assignments with rubrics lose a percentage of the points for that assignment: After one day – one-third of the points; Two days – one half of the points, No assignments earn points after the second day, but must be completed if the student is to earn an A in the class.

No assignments will be accepted over the internet.

All assignments are to be neat, professional, and typed. Students are advised to use Times New Roman and double space.

All grading criteria will be given when the assignment is introduced.

Student Absences on Religious Holy Days Policy

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

Students with Disabilities Policy

It is the policy of Sam Houston State University that no otherwise qualified individual with disabilities shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Students with disabilities may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.

Americans with Disabilities Act

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. Students with disabilities that may affect adversely their work in this class should register with the SHSU Counseling Center and talk with their University supervisor and classroom mentor teachers about how they can help. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until registration with the Counseling Center is complete.

Academic Dishonesty, Classroom Rules of Conduct, and Visitors in the Classroom

Information on academic dishonesty, classroom rules of conduct, and visitors in the classroom is found on the following website: <http://www.shsu.edu/syllabus/>. Students are expected to read, understand and adhere to this information.

Letter to Student:

Welcome to our Learning Community

In this classroom and in all of my classes we will work together as a learning community. You are not in competition with your peers; instead they are your colleagues in our learning adventure of *Families from Diverse Communities*.

This means that we will share ideas, information and skills so that we all become better learners. Why will we do this?

Let me quote Dr. Sue Wortham:

*It is clear that many challenges face tomorrow's teachers of young children in the early childhood years. Gone are the days when young children could be perceived as coming from similar homes and family backgrounds. Gone are the days when curriculum and instruction for young children could be designed from a commercial program prepared by a specialist in some distant city. No longer can the teacher be concerned with a classroom of young children. The teachers of tomorrow will develop educational programs for diverse populations of students. **They will acknowledge and appreciate student differences and involve their families in the program...**Development of high-quality programs for young children will include design of a curriculum that is dynamic, child centered, and responsive to the diverse populations that are represented in each classroom.*

"The multicultural curriculum celebrates the contributions of the cultures of children who are learning together at a particular time in their lives (Au and Kawakami, 1991)."

We therefore, must celebrate the contributions of the cultures of the individuals in **our university** classroom if we are to do the same for our young children as we become teachers. This is a relatively new concept and is just now making it into our public schools.

You, as future teachers, will therefore be part of a new generation of educators embracing the many cultures of our young children. You will understand that this diversity is not a weakness, instead from it comes a greater strength where ALL students will succeed, not just those in the mainstream of our society. There is no mystery surrounding success for each child – we must understand, celebrate and plan for diversity with our students AND their families to ensure academic success for the children of today.

My Pledge to You:

The Four "R's"

I promise to try to follow the four "R's" in teaching this class:

Relevant – Course work and instructional strategies should be relevant to the needs of students.

Respect – Respect should be shown from all participants in the learning community (classroom) including teachers and students.

Relationships – Relationships should be nurtured within the learning community (class).

Reflection – Reflection time should be honored so that the student is able to true understanding of the material in relation to his/her self.

Bottom line: This class should prepare students to become quality/educators in the area of working successfully with parents and families from diverse populations.