

ECE 363 WORKING WITH FAMILIES IN DIVERSE COMMUNITIES

SUMMER II 2008

Course Number is a required course for EC -4 Certification.

College of Education

Department of Language, Literacy & Special Populations

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Text/Readings:

Olsen, G. & Fuller, M. (2008). *Home-school relations: Working successfully with parents and families*, 3rded. Boston: Pearson Allyn & Bacon.

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 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.

Standards Matrix:

Objectives/Learning Outcomes The student:	Activities (* indicates field-based activity)	Performance Assessment	Professional development Standards	NAEYC Professional Development Standards	ACEI Elementary Education Standards	COE Conceptual Framework
Define parenting styles, family dynamics and philosophies of two families	Interview two sets of parents to determine the parenting style and view of education	Written paper with reflection	4.2k <u>SS 9.2ks, 9.3ks, 9.9k, 9.4s</u>	1,2,3,4a,4d,5	1.0, 5.2	CF1, CF3, CF5
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	<u>1.0, 2.1, 5.1, 5.2</u>	CF1, CF3, CF5
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	<u>5.1, 5.2, 2.1</u>	CF1, CF3, CF5
Develop communication tool to use with parents	Create a parent newsletter	Published newsletter	4.2k, 4.3s <u>health 3.13s, Eng/LA 1.8s, 2.4s, 9.7s</u>	2, 3, 4b, 4c 5,	<u>1.0, 4.0, 5.1, 5.2</u>	CF1, CF3, CF5
Describe families, family situations, family characteristics	Class discussion and exam	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	<u>5.2</u>	CF1, CF3, CF5
Describe family characteristics	Family representation	Representation and descriptors	<u>SS 9.2ks, 9.3ks, 9.9k, 9.4s</u>	2	<u>5.1, 3.2</u>	CF1, CF3, CF5
Develop a list of service agencies for families	Create a bank of family resources	Collection listing		2, 5	<u>5.1, 5.2</u>	CF1, CF3, CF5

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:

Course Format:

The format will include lecture or narrative presentations, small group discussions, whole class discussions, self-selected inquiries and individual presentations. Evaluation consists of professor assessments of class discussions, products, presentations and exams.

Course Content:

Students will be able to:

- Define the major theories that support partnerships with parents;
- Identify models for parents, school and community partnerships;
- Describe major influences on children's and families lives;
- Describe parenting styles;
- Define family dynamics;
- Demonstrate parent education strategies;
- Develop communication techniques to use with families;
- Present a parent education seminar; and
- Explain the rights and responsibilities of parents, teachers, and children.

Course Requirements:

My Family Project

Each person is a unique combination of many experiences as related to their family. Please prepare a 5 minute presentation that introduces us to you and your family. Creative thinking is highly encouraged and appreciated.

Rubric is attached.

Parent Newsletter

Communicating regularly with parents is important. Please prepare a one page (can be front and back) newsletter that includes six out of the bulleted items found on page 113 of the text. This is not a group project. You may use a newsletter format from the web; however, all information included in the newsletter must be original to you.

Rubric is attached.

Family Interview

This is a two part assignment.

For part one: please develop five or more questions that you feel would be appropriate to ask parent about their goals for children, parenting styles, etc. Please look through the text for suggestions. This must be turned in prior to your interview for approval.

Part two: Each student will interview two families that represent diverse backgrounds/cultures from each other. From their answers to your questions, please write a paper comparing and contrasting their answers. Include in your paper a reflection of what you learned from these interviews. This is not a group project.

Rubric is attached.

Community Resource File

Please prepare a file with a list of twenty organizations or agencies that are available in the area in which you would be interested in teaching to assist families. Include in the list all contact information, a short explanation of the services that are available and the populations served. This is not a group project.

Rubric is attached

Parent Education Seminar

In groups, please research, develop and present a **parent education training seminar**. This seminar must be on a topic of interest to parents that could be done as a PTO type program or small group workshop. All topics must be approved by Dr. McGuire prior to the presentation. The format is your choice, however, a one page handout of the key points of the presentation must be developed and distributed to the class. The handout must contain 5 sources for the information contained. Two may be from the internet, the other three must be from journals or appropriate hardcopy sources. Please use APA format. The presentation should be no longer than 15 minutes. Included in the seminar must be some type of interactive activity for the "parents" to participate in that is supportive of the topic being presented.

This is a group project and everyone is expected to contribute fairly and equally to the group. I will assign 90% of the grade and everyone will share that percentage. Each group member will evaluate his/her group member(s) individually and that score will be averaged for the additional 10%. These student evaluations are confidential and comments will not be shared with the student. Any student who does not contribute to the group effort can be dismissed from the group and will be required to write a 10 page paper to satisfy this project. Most of this project will need to be completed outside of class.

Rubric is attached

Exams:

Exams

TWO SCHEDULED EXAMS will be given during the semester. These exams can be multiple choice on a scantron with possible essays or short answers. Exams may not be made up without extraordinary extenuating circumstances and only at the discretion of Dr. McGuire.

THIRD TEST: It is possible that there may be pop quizzes. (I usually feel the need to quiz my classes where I feel that I am the only one who has done the reading.) If this occurs, all quizzes will be included in the third test bank. Any daily grades that are taken for activities done in class will also be included. Third test grades can only be made up at the discretion of Dr. McGuire.

Please note: I rarely give review sheets. If it was discussed in class, in the book, from a presentation/power point or on a transparency.....study it.

Evaluation:

Exams	30%
Parent Education Seminar	20%
Community Resource File	20%
Family Interview	15%
Parent Newsletter	10%
My Family Project	5%

Grading Scale:

A=	93% -100%
B=	82% - 92%
C=	70% - 81%
D=	60% - 69%

Expectations:

- It is expected that you will be on time for class and prepared to join into the discussion of the readings.
- **All assignments and tests must be completed before the final exam or a grade of F will result.** Depending on when they are submitted, they may or may not be graded. The only exception to this will be assignments and quizzes that will be considered part of Test 3.
- All assignments are expected to be typed, double-spaced, spell checked, and scholarly in nature. Points will be deducted for misspellings, poor grammar and lack of proof reading (-2 points each).
- If you are the first to bring a spelling error to my attention (in a professional manner) from a power point or something I give you, you will be justly rewarded.
- Please include a title page with your name, course title and section number and assignment information.
- **All assignments are due at the beginning of class. Late work will only be accepted within 24 hours for half credit. Any exceptions will be at the discretion of Dr. McGuire.**
- No grade less than an 82 is final. If you have a concern about a grade, please come and talk with me about it. This must be done within one week of the assignment being returned. There will be no redo credit given for correcting spelling, grammar or missing rubrics.
- Please refer to the LLSP Guidelines for a more extensive outline of expectations.
- The appropriate rubric must be attached to each assignment or a 5 point deduction will be taken.

To become a teacher is, in my opinion (and therefore gospel) an honor that should be reserved for those with the drive and dedication to be the best. My goal is for you to become a teacher that I would want my children to have. All children deserve no less. My expectations for you are very high and may seem unattainable to you. My belief is that you are more than capable of being the best. Please remember that my door is always open. Should you have concerns or questions, please come and see me. You also have my home phone number.

Attendance:

Students may not miss more than three hours of class during the semester without penalty in accordance with Academic Policy 800401. Class sessions are important to your understanding of the material. Attendance also demonstrates a level of responsibility and commitment that future employers like to see. For these reasons it is important that you be here and be on time. If you miss any class, it is your responsibility to obtain the needed handouts, information and materials. Two tardies to class or leaving early is the equivalent of one absence. It is your responsibility to sign the roll sheet at the beginning of every class. After 3 hours of absences, your grade will be lowered one letter grade, 5 hours of absences-2 letter grades, 6 hours of absences- three letter grades. Exceptions to this could be, but are not limited to, a family death, birth of a child, or medical emergency. Exceptions to the lowering of grades will be at the discretion of Dr. McGuire. **Missing my class to attend another class, do field observations for another class or meet with advisors or other professors could result in your being referred to the Professional Concerns Committee.**

There will be times when daily grades will be taken or quizzes will occur during the class period. If you are absent, and the absence meets the criterion set forth by SHSU for an excused absence and appropriate documentation has been provided, the daily grade or quiz may be made up with a two-page paper on a topic of the Professors choice. **This paper is due the next class period.** Unexcused absences may not be made up and any daily grade or quiz grade that is missed will be recorded as a zero. It is your responsibility to keep up with this. Daily grades, homework or quiz grades will be averaged together as a third exam.

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.

ECE 363 My Family Project

Name _____

	0	4	7	10
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.
Content Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with content, but fails to elaborate.	Student demonstrates full knowledge (more than required) with explanations and elaboration.
Visuals	Student used no visuals.	Student occasionally used visuals that rarely support text and presentation.	Visuals related to text and presentation.	Student used visuals to reinforce screen text and presentation.
Creativity	Presentation shows little evidence of preparation time being spent on it.	Little or no variations: material presented with little originality or excitement	Some originality apparent; good variety and blending of materials/media	Very original presentation of materials: uses the unexpected to full advantage; captures audience attention.
Delivery	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student used a clear voice and correct, precise pronunciation of terms.
Eye Contact	. No eye contact with audience, as entire report is read from notes.	Displayed minimal eye contact with audience, while reading mostly from the notes.	Consistent use of direct eye contact with audience, but still returns to notes..	Holds attention of entire audience with the use of direct eye contact, seldom looking at notes.
Poise	Tension and nervousness is obvious; has trouble recovering from mistakes.	Displays mild tension; has trouble recovering from mistakes.	Makes minor mistakes, but quickly recovers from them; displays little or no tension.	Student displays relaxed, self-confident nature about self, with no mistakes.
Enthusiasm	Shows absolutely no interest in topic presented.	Shows some negativity toward topic presented.	Occasionally shows positive feelings about topic.	Demonstrates a strong, positive feeling about topic during entire presentation.
Time factor		Presentation is over 5 minutes.	Presentation is under 5 minutes long.	Presentation is exactly 5 minutes long.
Professional Dress	Student is dressed in inappropriate attire			Student is dressed in professional or appropriate to the presentation attire.

Citation: <http://www.teach-nology.com/cgi-bin/presentation.cgi>

http://www.readwritethink.org/lesson_images/lesson416/OralRubric.pdf

http://www.sites4teachers.com/links/redirect.php?url=http://www.phschool.com/professional_development/rubrics/oral_presentation.pdf

ECE 363 Parent Newsletter

Name _____

	20	15	10	0
Newsletter Format	Computer generated with clear headings and columns.	Organized with some headings article titles, columns. pictures and credits		Poorly organized or missing components
Layout & Design	Layout is balanced and shows evidence of planning	Borders clearly define articles and do not detract from the overall layout.	Borders are not used but information is identifiable.	Layout lacks organization and information is difficult to define.
Graphics	Graphics are in focus, are well cropped and are clearly related to the articles they accompany. Headlines are clearly evident.	Most articles have headlines that accurately describe the content. Most graphics have captions.	Few graphics and titles are used.	Graphics and or titles were not used.
Content	More than 6 of the targeted points from page 113 are used.	Newsletter has minimum requirements for all articles	Newsletter is missing one article requirement	Newsletter is missing more than one article requirement
Professionally Prepared	No grammar or spelling errors. Easily read. Citation for format is included.	Less than 2 spelling or grammatical errors. Unclear message. Citation is not included.	More than 2 spelling or grammatical errors. Newsletter does not flow when read. Citation is not included.	More than 3 spelling or grammatical errors. Citation is not included.

<http://lcms.dadeschools.net/html/rubric.htm>,

http://www.nisd.net/ward/LearningLinks/WebBasedLessons/TIPPA/1st_grade/Rubric-Historical%20Figures%20Newsletter%20.ht

<http://projects.edtech.sandi.net/kroc/dinokillers/evaluation.htm>

ECE 363 Family Interview

Name _____

This is a two part assignment.

For part one: please develop five or more questions that you feel would be appropriate to ask parent about their goals for children, parenting styles, etc. Please look through the text for suggestions. This must be turned in prior to your interview for approval.

Part two: Each student will interview two families that represent diverse backgrounds/cultures from each other. From their answers to your questions, please write a paper comparing and contrasting their answers. Include in your paper a reflection of what you learned from these interviews. This is not a group project.

Part One

	20	10	0
Questions	Questions demonstrate that the student has clearly considered issues relating to parenting.	Questions are vague, superficial or disjointed.	Questions lack depth and thoughtfulness.
Quantity	Student has prepared more than five questions	Student has prepared less than five questions	Student has prepared no questions or they were not accepted because they were poorly prepared.

Part Two

	20	10	0
Compare and Contrast	Student has clearly compared and contrasted each answer from their interview.	Student has only compared and contrasted a few of the answers from their interviews.	Paper is unclear as to what were the questions and answers.
Reflection	Student provides a detailed reflection on what was learned from the interview.	Student provides a vague, unclear or superficial reflection of what was learned from the interview.	Reflection is limited in scope and clarity.
Professionally Prepared	No grammar or spelling errors. Easily read.	Less than 2 spelling or grammatical errors. Unclear message.	More than 2 spelling or grammatical errors.

ECE 363 Community Resource File Rubric

Name: _____

Assignment:

Please prepare a file with a list of twenty organizations or agencies that are available in your area to assist families. Include in the list all contact information, a short explanation of the services that are available and the population(s) served.

Completeness of file up to 60 points _____

	1	2	3	4	5	6	7	8	9	10
Contact information										
Short explanation of services										
Population(s) served										

	11	12	13	14	15	16	17	18	19	20
Contact information										
Short explanation of services										
Population(s) served										

Depth of content up to 20 points _____

Spelling, grammar and mechanical errors up to 10 points _____

- -2 points each

Professional Organization up to 10 points _____

- Clearly organized
- Rubric included

Total _____
ECE 363
Parent Education Seminar Rubric

Names:

Assignment:

In groups, please research, develop and present a parent education training seminar. This seminar must be on a topic of interest to parents that could be done as a PTO type program or small group workshop. All topics must be approved by Dr. McGuire prior to the presentation. The format is your choice, however, a one page handout of the key points of the presentation must be developed and distributed to the class. The presentation should be no longer than 15 minutes and include some type of interactive activity for the "parents" to participate in that is supportive of the topic being presented.

Presentation:

Creativity of presentation up to 25 points _____
 • Material is not read to audience (-5 for each person)

Content of presentation up to 40 points _____
 • Content is of interest to parents

Interactive Activity up to 25 points _____

Total _____

Peer evaluation average _____

Total _____

ECE 363 Parent Education Seminar Rubric (page 2)

Handout:

Key concepts of program up to 35 points _____

Bibliography up to 25 points _____
• 5 sources (2 internet
3 journal or hard copy
• APA format

Professionalism of handout up to 20 points _____

Spelling, grammar
and mechanical errors up to 20 points _____
• -2 points each

Total _____

Presentation _____

Handout _____

Total grade _____

ECE 363
Group Evaluation

Group Member's Name _____

Evaluator's Name _____

A '3' is the best rating while a '0' means this person did not accomplish the statement. You need to evaluate each group member honestly and fairly on the following. *These points will be added to the possible 90 points that will come from Dr. McGuire's evaluation of your project.*

1. This person met with the group when planning this project and was a reliable group member:

3 2 1 0

2. This person had their portion of the project ready in a timely fashion and contributed pertinent ideas to the project.

3 2 1 0

3. This person did their fair share of the work on this project.

3 2 1 0

4. I would work with this person on another group project.

1 0

Comments:

Each person's score will be totaled and an average will be calculated for the final points.

This information is confidential.

Please make a copy of this evaluation for each member of your group (except yourself).

These are due the day of your presentation. If you do not have your evaluations, you will receive a zero.