

ECE 363 – WORKING WITH FAMILIES IN DIVERSE COMMUNITIES
Summer 2008
College of Education
Department of Language, Literacy and Special Populations
ECE 363 is required for EC - 4 Certification

Instructor:

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Office Hours:

M-F 10:00 - 11:00, 2:00 – 3:00
Other days and times by appointment

Text/Readings:

Required

Olsen, Glenn and Fuller, Mary Lou. (2008) *Home-School Relations: Working Successfully with Parents and Families*. 3e Pearson Education, Inc. Allyn and 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 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. Experiences with community services for families will be required.

Standards Matrix:

Objectives/Learning outcomes	Activities	Performance Assessment	PPR Standards <u>ECE – 4Gen</u>	NAEYC Standards <u>ACEI</u> <i>Conceptual Framework</i>
Define parting styles, family dynamics, and philosophies of 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 <u>1.0, 5.2</u> <i>CF1, CF3, CF5</i>
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> <i>CF1, CF3, CF5</i>
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> <i>CF1, CF3, CF5</i>
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> <i>CF1, CF3, CF5</i>
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, 34a, 4b, 4c, 4d, 5 <u>5.2</u> <i>C F1, CF3, CF5</i>
Describe family characteristics	Family representation	Representation and descriptors	SS 9.2ks, 9.3ks, 9.9k, 9.4s	2 <u>5.1, 3.2</u> <i>CF1, CF3, CF5</i>
Develop a list of service agencies for families	Create a bank of family resources	Collection listing	4.2k <u>health 1.7k, 1.6s, 1.11k 1.13k</u>	2, 5 <u>5.1, 5.2</u> <i>CF1, CF3, CF5</i>

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.

Assignments and Readings:

Textbook and other assigned readings are important to your understanding of the material. Readings are expected to be done prior to the class in which they are discussed. Having read and understood the material will allow for a rich discussion. Assignments are expected to be turned in at the **beginning** of the class session unless otherwise designated. Late assignments will result in point deductions. All written work is expected to be typed and professional in content and appearance. All grading criteria will be given when the assignment is introduced. Items may be digitally dropped. Electronically dropped items follow the same “turn in times”.

Course Content:

Students will be able to:

1. Define the major theories that support partnerships with parents;
2. Identify models for parent, school and community partnerships;
3. Describe major influences on children’s and families lives;
4. Describe parenting styles;
5. Describe factors relating to family dynamics;
6. Demonstrate parent education strategies;
7. Develop communication techniques to use with families;
8. Present a parent education seminar; and
9. Explain the rights and responsibilities of parents, teachers and children.

Attendance Policy:

Students may not miss more than three hours of absence during the semester. 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 any class, it is your responsibility to obtain the needed handouts, information, and materials. 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.**

Blackboard.com Information:

All assignments, grading rubrics, announcements, quizzes, discussion material, and group participation information will be posted on Blackboard. It is your responsibility to access the class Blackboard site frequently. Email and group postings can be accessed through the Blackboard site.

Field Experience – Community Based:

Each student will be required to spend 5 hours learning about the connection between the teacher, parent and the community. This will be completed through service to families through community organizations, parent meetings, trainings, and community associations with the schools. During the field experience all students are to be professional in their behavior, attire, and communication. (Read the Classroom Expectations Document on the Language, Literacy, and Special Populations homepage.) A time log, documentation of participation, and a paper will be completed as documentation of the community field experience.

Class Assignments:

- Design a representation of your family (25 points)
- Interview two families to discuss their views/beliefs about rearing and educating their child/children. Write a page paper discussing their beliefs. Attach the questionnaire. (25 points)
- Gather a list of 20 organizations/agencies that assist families (25 points)
- Develop, write, and conduct (role-play) a parent/teacher conference with a classmate. (25 points)
- Develop, write, and present a parent education training seminar. (80 points)
- Create a one-page Parent Newsletter. (25 points)
- There will be 2 assessments worth (60 points each).
- Classroom participation and dispositions (25 points)
- Community Service required 5 hours - Parent meetings, and/or working with community service agencies. A summary and reflection paper with documentation will be submitted. (25 points)
- Discussions and Reflections (25 points)

Evaluation/ Grading:

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

A=93% and above B=80-92% C=70-80% D=60-70% F= below 60%

372 - 400 = A

280 - 319 = C

Below 240 = F

320 - 371 = B

240 - 279 = D

TOTAL POINTS - 400 points

Student Information on: Academic Dishonesty, Classroom Rules of Conduct, Student Absences on Religious Holy Days, Students with Disabilities Policies and Visitors in the Classroom. (<http://www.shsu.edu/syllabus/>) Students are expected to read, understand and adhere to the above information.