

Family and Community Collaboration I (3 credit hours)
ECME 111.550
CRN 56160
UNM-Valencia/BHS Dual Credit
Spring 2019
February 4 through May 7

Instructor: Teresa Goodhue, MA Education
Class Time: Arranged
Room: Belen High School Day Dare Center
Phone: 925-8904
Email: tgoodhue@unm.edu
Office: LRC 107
Office Hours: Tuesdays and Thursdays 2:15-4:15 and by appointment

Textbook Not Required

All readings will be posted on Blackboard Learn (learn.unm.edu)

Course Description

This beginning course examines the involvement of families and communities from diverse cultural and linguistic backgrounds in early childhood programs. Ways to establish collaborative relationships with families in early childhood settings is discussed. Families' goals and desires for their children will be supported through culturally responsive strategies.

Course Competencies

This course is part of the articulated universal Catalogue of Courses for Early Childhood education in the State of New Mexico. The following objectives are taken from the New Mexico State Department of Education's common Core competencies for early childhood professionals (see Common core Content manual). Upon completions of this course, students will be able to demonstrate the following competencies at the established level of proficiency:

- Demonstrate knowledge and skill in building positive, reciprocal relationships with families. C.1
- Articulate an understanding of a safe and welcoming environment for families and community members. C.2
- Develop and maintain ongoing contact with families through a variety of communication strategies. C.3
- Demonstrate knowledge of and respect for variations across cultures, in terms of family strengths, expectations, values, and child-rearing practices. C.4
- Articulate understanding of the complexity and dynamics of family systems. C.5
- Demonstrate understanding of the importance of families as the primary educator of their child. C.6
- Involve families and community members in contributing to the learning environment. C.9

- Demonstrate ability to communicate to families the program's policies, procedures, and those procedural safeguards that are mandated by state and federal regulations. C.11
- Apply knowledge of family theory and research to understand family and community characteristics including socioeconomic conditions; family structures, relationships, stressors, and supports (including the impact of having a child with diverse abilities); home language and ethnicity. C.12
- Demonstrate knowledge of and skill to access community resources that assist families and contribute directly or indirectly to children's positive development such as mental health services, health care, adult education, English language instruction, and economic assistance. C.13
- Demonstrate effective written and oral communication skills, when working with children, families, and early care, education, and family support professionals. E.14
- Demonstrate a commitment to leadership and advocacy for excellence in programs and services for young children and their families. G.6

Attendance

I will be meeting students periodically throughout the semester. If you are absent on that day, you will lose 5 percentage points on attendance. You can, however, arrange to meet me at my office on the UNM-VC campus to make up the points.

Due Dates and Late Assignments

Students are expected to turn in work on the date that it is due. Late assignments will be accepted; however, 5 points will be deducted for every day that it is late.

Students with Disabilities and Special Learning Needs

Student Services provides a number of services for students with documented special needs. The Equal Access Office number is 925-8910. If you have a documented disability, please provide me with a copy of your letter from Equal Access Services as soon as possible to ensure that your accommodations are provided in a timely manner.

Academic Support

Student tutors are available for tutoring appointments at The Learning Resource Center. For more information phone 925-8907.

Grading

Attendance/Participation	20%
Presentation	20%
Brochure	30%
Reflection Journal 1	15%
Reflection Journal 2	15%

Percentages and Grade Equivalent

100-97 A+	89-87 B+	79-77	C+	69-66	D+	
96-93 A	86-83 B	76-73	C	65-62	D	
92-90 A-	82-80 B-	72-70	C-	61-59	D-	58-0 F

Dishonesty in Academic Matters

As stated in 2014-2016 UNM-Valencia Catalog:

Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, including dismissal, against any student who is found responsible for academic dishonesty. Any student who has been judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course.

Academic dishonesty includes , but is not limited to, dishonesty in quizzes, tests or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; and misrepresenting academic or professional qualifications within or outside the University (11)

**ECME 111
Course Outline**

Week One

2/4-2/8

B Group Attendance Day 2/8

Reading Assignment: Funds of Knowledge Article (BBL). Reflection Journal: Describe Funds of Knowledge. What is it? How does it work? Why should educators employ (use) it? **Due 2/22 (B) and 2/27 (A)**

Week Two

2/11-2/15

A Group Attendance Day 2/13

Reading Assignment: Working With Families of Different Cultures (BBL). Reflection Journal: What are some of the ideas and activities in the article that you might employ in your classroom? **Due 2/27(A) and 2/22 (B)**

Week Three

2/18-2/22

B Group Attendance Day 2/22

Reading Assignment: Talking with Parents About Child Development (BBL). Reflection Journal: What are some of the ideas and activities in the article that you might employ in your classroom? **Due 3/7 (B) and 2/27 (A)**

Begin designing your Powerpoint Presentation informing parents about child development. I will be at BHS next week to pick up your Reflection Journals and I will be available to answer any questions about the PowerPoint.

Week Four

2/25-3/1

A Group Attendance Day 2/27

Reading Assignment: Keeping in Touch with parents (BBL). What are the reasons for staying in touch? What are the different methods of staying in touch? **Due 3/20 (A) and 3/7 (B)**

Week Five

3/4-3/8

B Group Attendance Day 3/7

Reading Assignment: Inviting Parents into the Classroom (BBL). Reflection Journal: What are the different roles of Parents' in the classroom? Briefly describe those roles. What are the guidelines for successful visits? Briefly describe them. **Due 3/28 (B) and 3/20 (A)**

Begin designing a brochure inviting parents into the classroom. Explain the different roles they might play: observer, participant, helper, etc. I will be at BHS Week 7 to answer any questions and pick up Powerpoint presentations.

3/11 through 3/15: Spring Break

Week Six:

3/18-3/22

A Group Attendance Day 3/20

Reading Assignment: Sharing Information About Classroom Practices (BBL).
Reflection Journal: What are the goals in explaining classroom practices? Briefly describe them. What are the different ways that a teacher can communicate with parents about classroom discipline? Briefly describe them. **Due 4/3 (A) and 3/28 (B)**

Week Seven: B Group Attendance Day 3/28

3/25-3/29

Powerpoint Presentations Due

Reading Assignment: Sharing Children's Work with Parents (BBL). Reflection Journal: What are the guidelines for sharing student's work? Briefly describe them. What are the elements of student-led conferences? Briefly describe them. **Due 4/11 (B) and 4/3 (A)**

Week Eight

4/1-4/5

A Group Attendance Day 4/3**Powerpoint Presentations Due**

Reading Assignment: Problem-Solving with Parents (BBL). Reflection Journal: What are the tips for successful problem-solving? Briefly describe them. **Due 4/17 (A) and 4/11 (B)**

Week Nine

4/8-4/12

B Group Attendance Day 4/11

Reading Assignment: Paying Attention to the Last Six Weeks of School (BBL). Reflection Journal: What are the goals in working with parents in the last 6 weeks? Briefly describe them **Due 4/25 (B) and 4/17 (A)**

Week Ten

4/15-4/19

A Group Attendance Day 4/17

Reading Assignment: Morning Meeting Begins at 7:15 PM! (BBL). What are the goals of the morning meeting? Briefly describe them. What are the guidelines for leading a Morning Meeting with parents? Briefly describe the guidelines. **Due 5/1 (A) and 4/25 (B)**

Week Eleven B Group Attendance Day 4/25

4/22-4/26

Reading Assignment: Wonderful Wednesdays (BBL). Explain how the teacher came up with the idea and why. **Due 5/3 (B) and 5/1 (A)**

Week Twelve A Group Attendance Day 5/1 B Group Attendance 5/3

4/29-5/3

Reading Assignment: Teacher-Child Problem-solving Conferences (BBL). What are the steps? Briefly describe them.

Week Thirteen: Brochures are Due: Group A 5/6 and Group B 5/7