

Family and Community Collaboration
ECED 1130.501
CRN 65226
UNM-Valencia
Online
Fall 2019
August 19 – December 7

Instructor: Teresa Goodhue, MA Education
Class Time: Online
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Office Hours: Monday through Thursday 2:15-4:15

Textbook Required

Davis, C., & Yang, A. (2014). *Parents & Teachers Working Together*. Turners Falls, MA: Northeast Foundation for Children.

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 completion of this course, students will be able to demonstrate the following competencies at the established level of proficiency:

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

7. Involve families and community members in contributing to the learning environment. C.9
8. 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
9. 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
10. 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
11. Demonstrate effective written and oral communication skills when working with children, families, and early care, education, and family support professionals. E.14
12. Demonstrate a commitment to leadership and advocacy for excellence in programs and services for young children and their families. G.6

Online Participation

The Discussion Board is very much like a classroom discussion. There will be 2 discussion boards per week: one discussion board will be related to our weekly readings and one discussion board will be for student generated topics. Students are expected to log onto Blackboard Learn at least four times per week to participate on the Discussion Boards. At minimum, students are expected to post their own comment and reply to at least one other student's post per discussion. Please see the rubric online for the best grade. For the best grade students need to post 2 threads and reply to 3 other students' threads by the following Tuesday at 11:59 pm. **Note:** *You cannot work at your own pace in this class. The discussion boards are timed to open and close according to this schedule. Also, it is helpful to compose and save your comments in a Word document that you can copy and paste to the Discussion Board.*

Student/Instructor Communication

Please check your UNM email regularly. While I read your comments on the Discussion Board, I do not comment. Instead I write a weekly email with my comments and highlight the comments that are particularly insightful. Email is the best way to communicate with me; I reply promptly and within 24 hours. You can email 2 ways: Directly from Blackboard Learn or from Lobomail. **If you email me, you must use Lobomail. All other emails go to my junk email.** I check my email at least once a day except for Sundays. I encourage you to email me with any questions you might have. If you need to speak with me please call my office 925-8904 during my office hours.

Assignments and Due Dates

Discussion Boards: There will be 2 discussion boards per week. The first discussion of the week will appear on Sunday at 12:00 midnight and close a week from Tuesday; the topic of the discussion is based upon the reading assignment and can be found at the end of the syllabus in the course outline. The second discussion will be student generated; each student will write their own topic of discussion based upon the topic of the week. Students need to create 1 thread and post at least 1 time on another person's thread per discussion. Post early so you don't miss out on the discussion. For the best grade, see the rubric on the Welcome page.

Presentation: Your presentation (Power Point or Prezy) will cover developmental milestones for an age/stage. Choose a developmental stage between birth and age 8. You will include the information from Chapter 3 of our textbook. You will also research other charts to create your presentation. Your audience is parents. **Due on 10/26 by midnight.**

Brochure: You will create an event for parents. It could be a field trip, family night, etc. You will use the information from chapter 5 to design your brochure. **Due on 11/16 by midnight.**

Reflection Discussion Board: On the last discussion board of the semester, you will reflect back on the semester. You will write about what you have learned over the semester and discuss the strategies you intend to employ in your own classroom. It will be a longer more indepth discussion than the other discussions we have over the course of the semester.

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

Discussion Boards	30%
Presentation	25%
Brochure	25%
Reflection Discussion Board	20%

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

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.

Course Outline

Chapter assignments are from the textbook. BBL assignments can be found on Blackboard Learn under "Reading Supplements." Respond to DB (Discussion Boards) on Blackboard Learn. There will be 2 DBs per week; the second DB of the week will be student generated topics.

Week One

8/19-8/24

Multicultural Education

*Read "Moving Beyond Tolerance in Multicultural Education" (BBL). (DB) Briefly describe the 4 levels of multicultural education and support. **Due 8/27***

Week Two

8/25-8/31

Funds of Knowledge

*Read Funds of Knowledge Article (BBL). (DB) Describe Funds of Knowledge. What is it? How does it work? Why should educators employ (use) it? **Due 9/3***

Week Three

9/1-9/7

Multicultural Education in Early Childhood: Issues and Challenges

*Read "Multicultural Education in Early Childhood: Issues and Challenges. (DB) Why do we need Multicultural Education in Early Childhood Education settings? What are the challenges and issues? **Due 9/10***

Week Four

9/8-9/14

Working with Families of Different Cultures

*Read chapter 1. (DB) Briefly describe the authors' suggestions about goals and beliefs when working with families from different cultures. What practical strategies are suggested? **Due 9/17***

Week Five

9/15-9/21

Investing in the First Six Weeks of School

*Read chapter 2.(DB) What are the goals of investing in the first six weeks? Why is investing in the first six weeks important? What strategy does the author suggest for "back to school night?" **9/24***

Week Six

9/22-9/28

Talking with Parents About Child Development

Read chapter 3. Use the information from this chapter to design your presentation. Focus on p.70-72. Choose an age from birth through age 6. (DB) Post your ideas and ask for suggestions from other students. **Due 10/1**

Presentations due on 10/26.

Week Seven

9/29-10/5

Keeping in Touch All Year

Read chapter 4. (DB) What are the reasons for staying in touch? What are the different methods of staying in touch? **Due 10/8**

Week Eight

10/6-10/12

Inviting Parents into the Classroom

Read chapter 5. Use information from this chapter to design a brochure inviting parents into the classroom. The brochure can be for informal visits or inviting parents to a special event. **Due 10/15**

Brochures due on 11/16.

Week Nine

10/13-10/19

Teacher/Parent Communication

Read chapter 6. (DB) 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 10/22**

Week Ten

10/20-10/26

Sharing Children's Work with Parents

Read chapter 7. (DB) What are the guidelines for sharing students' work? Briefly describe them. What are the ways to share children's work? Briefly describe them. **Due 10/29**

Presentations due at midnight 10/26

Week Eleven

10/27-11/2

Problem-Solving with Parents

Read Chapter 8. (DB) What are the tips for successful problem solving? Briefly describe them. **Due 11/5**

Week Twelve

11/3-11/9

Paying Attention to the Last Six Weeks of School

Read chapter 9. (DB) What are the goals in working with parents in the last 6 weeks? Briefly describe them. **Due 11/12**

Week Thirteen

11/10-11/16

Diversity in Early Childhood Programs

Read "Diversity in Early Childhood Programs. (DB) How can we challenge children's stereotypical thinking? **Due 11/19**

Brochures due at midnight 11/16

Week Fourteen

11/17-11/23

Creating a Multicultural Classroom Environment

Read "Creating a Multicultural Classroom Environment." (DB) What are the goals of a multicultural program? What are the "ingredients" that the program and instructors need? **Due 11/26**

Week Fifteen

11/24-11/30 Diversity and Inclusion in Early Care and Education

*Read "Diversity and Inclusion in Early Care and Education." (DB) What is anti-bias education and what are the 4 goals of anti-bias education? **Due 12/3***

Week Sixteen

12/1-12/7 Course Reflection

*(DB) What have you learned over the semester? What did you find most useful? What strategies will you employ in your classroom? **Due 12/7***