

Family and Community Collaboration I (3 credit hours)
ECED 1130.550
CRN 50567
UNM-Valencia/BHS Dual Credit
Spring 2020
February 17 – May 15

Instructor: Teresa Goodhue, MA Education
Class Time: See the course outline for attendance dates
Room: Belen High School Day Dare Center
Phone: 925-8904
Email: tgoodhue@unm.edu
Office: A 142D
Office Hours: Tuesdays and Thursdays 2:15-4:15 and by appointment

Textbook Not Required

Powers, Julie. *Parent Engagement in Early Learning: Strategies for Working with Families*. 2nd ed., St. Paul, Redleaf Press, 2016.

Other 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%
Brochure	20%
Flyer	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 [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.

**ECED 1130
Course Outline**

Week One Attendance Week

2/17-2/21 Reading Assignment: Chapter 1, Developing Relationships with Families.

Reflection Journal, Choose 1 of the 3 below to write about:

1. Of the 6 strategies for developing relationships, which would you be most comfortable with and which would be least comfortable for you? Why?
2. Choose 1 of the complicated relationships to reflect on. Ideas for reflection: Did it surprise you? Did it sound familiar? Have you known someone dealing with that type of situation?
3. Choose one of the scenarios from pp. 20-31. Ideas for reflection: Did it surprise you? Did it sound familiar? Have you known someone dealing with that type of situation?

Week Two

2/24-2/28 Reading Assignment: Chapter 2, Communicating with Families.

Reflection Journal, Choose 1 of the 2 below to write about:

1. Of the 6 strategies for developing relationships, which would you be most comfortable with and which would be least comfortable for you? Why?
2. Choose one of the scenarios from pp. 46-54. Ideas for reflection: Did it surprise you? Did it sound familiar? Have you known someone dealing with that type of situation?

Week Three

3/2-3/6 Reading Assignment: Chapter 3, Policies That Work for Families and Staff.

Reading Reflection Journal: , Choose 1 of the 2 below to write about:

1. Which of the 3 steps about how to set and carry out policies do you find the most important? Why?
2. Choose one of the scenarios from pp. 66-99. Ideas for reflection: Did it surprise you? Did it sound familiar? Have you known someone dealing with that type of situation?

Week Four Attendance Week. Due

3/9-3/13 Reading Assignment: Chapter 4, Finding Common Values between Home and School.

Reading Reflection Journal:

1. Choose one of the scenarios from pp. 106-122. Ideas for reflection: Did it surprise you? Did it sound familiar? Have you known someone dealing with that type of situation?

Spring Break March 16 through March 20

Week Five

3/23-3/27

Reading Assignment: Chapter 5, Child Development Issues.

Reading Reflection Journal:

1. Choose one of the scenarios from pp. 130-147. Ideas for reflection: Did it surprise you? Did it sound familiar? Have you known someone dealing with that type of situation?

Week Six:

3/29-4/3

Reading Assignment: Moving Beyond Tolerance in Multicultural Education (BBL)

Reading Reflection Journal:

1. Describe the 4 levels of multicultural education. Do not include Monocultural Education because this is the opposite of multicultural education.

Week Seven

4/6-4/10

Reading Assignment: 6 Ways to Implement a Real Multicultural Education in the Classroom (BBL)

Reading Reflection Journal:

1. Describe and explain the 6 ways to implement a real multicultural education in the classroom.

Week Eight

4/13-4/17

Attendance Week. Powerpoint Presentations Due

Reading Assignment: Diversity and Inclusion in Early Care and Education (BBL)

Reading Reflection Journal: Choose 1 of the following to write about:

1. What are the tolls that promote diversity and inclusion?
2. How do you create an anti-bias setting and curriculum? (hint: there are 4 components.)

Week Nine

4/20-4/24

Reading Assignment: Tips for Fostering Multiculturalism in Early Childhood Classrooms (BBL)

Reading Reflection Journal:

1. What are the 3 Opportunities to Better Represent Culture in Your Classroom?

Week Ten

4/27-5/1

Reading Assignment: What is Anti-bias Education?

Reading Reflection Journal:

Because of societal inequities, too many children still do not have access to the "basic human rights" due them. Imagine a world of justice and equal opportunity for all.

1. What would that world look like for each of the children you work with?

Week Eleven

5/1-5/8

Reading Assignment: Teaching Young Children to Understand and Accept Differences.

Reading Reflections Journal:

1. What are the Five Teaching Strategies to Create an Anti-Bias Classroom?

Week Twelve Attendance Week

5/11-5/15 Reading Assignment: Teacher-Child Problem-solving Conferences (BBL). What are the steps? Briefly describe them.