

**Family and Community Collaboration I (3 credit hours)**

**ECED 1130.550**

**CRN 50567**

**UNM-Valencia/BHS Dual Credit**

**Spring 2021**

**January 19 – May 14**

Instructor: Teresa Goodhue, MA Education  
Class Time: Concurrent with your usual class period  
Room: Online  
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Office: A 142D  
Office Hours: Tuesdays and Thursdays 2:00-4:00 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 Schoology

**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**

Attendance can affect your final grade. If you cannot attend class, I expect you to still turn work in by email.

### **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. Your IEP coordinator will provide me with a copy of your IEP 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 30%

Weekly Assignments 30%

(See the Course Outline for due dates)

Brochure 20%

(See the Course Outline for due date)

Flyer 20%

(See the Course Outline for due date)

**Percentages and Grade Equivalent**

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

**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**  
**Family and Community Collaboration**  
**Course Outline**

**Week One**

1/19-1/22      Adult Authority: Choosing the correct strategies (Chapter 8)  
Assignment: What strategy worked for your situation?  
**Due 1/29**

**Week Two**

1/25-1/29      Authority: Teacher or Parent—Who has it When? (Chapter 9)  
Assignment: Scenario 1

- Describe the situation
- How does the teacher deal with the problem (or not deal with the problem?)
- How does the parent deal with the problem (or not deal with the problem?)
- What would you do differently as the teacher?

**Due 2/5**

**Week Three**

2/1-2/5                      Communication: Nonverbal Across Cultures (Chapter 13)  
**Discussion:** What are some patterns of your nonverbal behavior?  
**Assignment:** Scenario 13

- Describe the situation
- What is the teacher thinking? How does she see the situation?
- What is the parent thinking? How does she see the situation?
- What would you do differently as the teacher?

**Due 2/12**

**Week Four**

2/8-2/12      Communication through Writing (Chapter 14)  
**Discussion:** How many different ways to you communicate through writing? How do they differ?  
**Assignment:** Scenario 5

- Describe the situation
- What is the teacher thinking? How does she see the situation?
- What is the parent thinking? How does she see the situation?
- What would you do differently as the teacher?

**Due 2/19**

**Week Five**

2/15-2/19      Community Resources: Referrals (Chapter 16)  
**Discussion:** What are some resources that families might need?  
**Assignment:** Start creating a brochure with services for families in your community.

At a minimum you should have one resource for each of the following:

- Mental health services

- Health Care
- Adult Education
- English Language Instruction
- Economic Assistance

**Due Friday 5/14**

### **Week Six**

2/22-2/26

Conferences (Chapter 18)

**Discussion:** As a student, how do you feel about parent-teacher conferences?

**Assignment:** After watching the video describe the tips offered.

**Due 3/5**

### **Week Seven**

3/1-3/5

Conversations: Ongoing with families (Chapter 21)

**Discussion:** How do your conversations differ with different people? For example: parents, teachers, friends, employers)

**Assignment:** Scenario 3

- Describe the situation
- What is the teacher thinking? How does she see the situation?
- What is the parent thinking? How does she see the situation?
- What would you do differently as the teacher?

### **Week Eight**

3/8-3/12

Culturally Responsive Care and Education (Chapter 22)

**Discussion:** How did you gain a sense of self and learn what culture you belonged to?

**Assignment:** Scenario 11

- Describe the situation
- What is the teacher thinking? How does she see the situation?
- **What is the parent thinking? How does she see the situation?**
- **What would you do differently as the teacher?**

**Due 3/26**

### **Spring Break: March 15 through March 21**

### **Week Nine**

3/22-3/26

Decision-Making Boards and Councils: Parents' Roles (Chapter 23)

**Discussion:** How do you recognize leadership in people you know? What qualities do they possess?

**Assignment:** Scenario 4

- Describe the situation
- What is the teacher thinking? How does she see the situation?
- What is the parent thinking? How does she see the situation?
- What would you do differently as the teacher?

**Due 4/2**

## **Week Ten**

3/29-4/2

Empowerment (Chapter 24)

**Discussion:** Describe a situation you found yourself involving 2 other people involving a power differential; for example, you, your sibling, and a parent, or you, another student and a teacher or principal. How did it feel? Was it resolved? How was it resolved? What would you do differently now?

**Assignment:** Scenario 22

- Describe the situation
- What was the teacher thinking?
- What was the parent thinking?
- What was the director thinking?
- Was the problem resolved? How?
- How would you handle the situation as the teacher?

**Due 4/9**

## **Week Eleven**

4/5-4/9

Family Participation (Chapter 26)

**Discussion:** What favorite school events do you remember from your early childhood? Did your parents participate? Do you remember other families participating?

**Assignment:** Create a brochure (and an event) inviting families to your classroom or school. Pretend you are the teacher.

**Due Friday 5/14**

## **Week Twelve**

4/12-4/16

Fathers (Chapter 28)

**Discussion:** How involved are your fathers in your education now? How involved were they when you were very young? When is the first time you had a male teacher?

**Assignment:** Scenario 2

- What was the situation?
- Knowing what you know from Chapter 8, how would you respond in this situation?

**Due 4/23**

### **Week Thirteen**

4/19-4/23 Diversity in Early Childhood Programs (article)

**Discussion:** What does diversity mean to you?

**Assignment:** According to the author of the article:

- What is diversity?
- How can you challenge stereotypical thinking?
- How can you include diversity in Early in Early Childhood Programs

**Due 4/30**

### **Week Fourteen**

4/26-4/30 6 Ways to Implement a Real Multicultural Education (article)

**Discussion:** After reading last week's article, how would you now describe diversity?

**Assignment:** According to the author of this week's article, what are the 6 ways to implement a real multicultural education?

**Due 5/7**

### **Week Fifteen**

5/3-5/7 Valuing Diversity: Developing a Deeper Understanding of All Young Children's Behavior

**Discussion:** How would you describe the importance of diversity to a person who does not understand its importance?

**Assignment:** After reading this week's article, describe the author's main points.

**Due 5/14**

### **Week Sixteen**

5/10-5/14 No New Assignments

**Due 5/14**

- Valuing Diversity Assignment (Last week's assignment)
- Community Resource Brochure/Flyer ( See Week 5)
- School Event Invitation Brochure/Flyer (See Week 11)

