

## **Ed 329 Family and Community Relations**

**Fort Lewis College**

**Teacher Education Department**

**Fall 2014**

**Semester Credit Hours 2**

**Instructor** Dr. Kristine Greer 247-7633 (office)

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**Class Time: Tuesday/Thursday 2:30-3:25**

**Office Hours: Tuesday, Wednesday, Thursday 11:00-2:00**

**Textbook:** Redding, S., Murphy, M., & Sheley, P. (2011). *Handbook on Family and Community Engagement*. Lincoln, IL: Center on Innovation & Improvement.

### **Readings:**

Auerbach, S. (2011). *Learning from Latino Families*. *Educational Leadership*, 68(8), 16-21.

Epstein, Joyce, 2010. *School/Family/Community Partnerships: Caring for the Children We Share*. Phi Delta Kappan November 2010 .92 (3): 81-96.

Ferlazzo, L. (2011). *Involvement or Engagement?* *Educational Leadership*, 68(8), 10-14.

Gestwicki, Carol (2013). *Parenting*. In Home, school and community relations. Wadsworth Cengage Learning, Belmont, California.

Gonzalez-Mena, Janet (2009). *The child in context of family and community*. In Child, family, and community: family-centered early care and education. Pearson Education, New Jersey.

Henderson, A. T., Carson, J., Avallone, P., & Whipple, M. (2011). *Making the Most of School-Family Compacts*. *Educational Leadership*, 68(8), 48-53.

Kugler, E. (2011). *Is Anyone Listening to Families' Dreams?* *Educational Leadership*, 68(8), 32-36.

U.S. Department of Education, & SEDL (2014). *Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships*. Retrieved from <http://www2.ed.gov/documents/family-community/partners-education.pdf>.

### **Other readings as assigned.**

### **Course Description**

The purpose of this course is to recognize that teachers and families are partners in the educational enterprise, and to establish the means for connections between home and school. Impact of the socio-cultural environment beyond school will be examined through a focus on community. Effective communication techniques, relationship-building strategies, and resources supporting children and families will be addressed. (2-0)

### **Academic Integrity**

Candidates of the Teacher Education Program are required to adhere to professional standards and ethics in their academic work and field study experience. Professional behaviors and actions include but are not limited to the following examples:

- ❖ Candidate's academic work must reflect integrity and honesty.
- ❖ Candidates are expected to use appropriate language and professional discourse with students, supervising teachers, and professors.
- ❖ The candidate's field study logs must be an accurate, valid, and concise representation of the time spent participating in field study experiences.

- ❖ Candidates are expected to dress appropriately for the contemporary traditional classroom. Dress codes should be modeled after supervising teachers and /or TED professors.

Candidates, who display unprofessional or unethical behavior, will be subject to disciplinary actions, which could result in the candidate’s removal from the TED Program. Finally, any illegal conduct, amoral actions, or violations deemed seriously negligent on the part of a student teacher candidate, will result in the immediate removal from the TED Program and possible notification of legal infraction to local/state authorities.

**Students with disabilities have equal access and equal opportunity in this course. If you require reasonable accommodations to fully participate in course activities or meet course requirements, you must register with Disability Services, 280 Noble Hall, 247-7459. If you qualify for services, bring your letter of accommodation to me as soon as possible.**

**Policies:**

**Homework:** You should expect 2 hours of homework for every hour in class.

**Attendance:** When you miss class, you miss important information. If you are absent, you are responsible for learning material covered in class. If you are absent when an assignment is due, you must have submitted the assignment prior to the due date to receive credit. If you miss more than 10% of the classes, whether excused or unexcused, your grade will be dropped one letter grade.

**Late Assignments:** assignments more than 1 week late will be lowered 10 percent of the assignment grade, and assignments more than two weeks late will be lowered 20 percent of the assignment grade.

**Grading:** Students will receive grades based on their total of the following rounded off percentages:

93%-100%=A	73%-76% = C
90%-92% = A-	70%-72% = C-
87%-89% = B+	67%-69% = D+
83%-86% = B	63%-66% = D
80%-82% = B-	60%-62% = D-
77%-79% = C+	0%-59% = F

**Colorado Teacher Quality Standards**

**Quality Standard II: Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.**

**Element e:** Teachers provide proactive, clear and constructive feedback to families about student progress and work collaboratively with the families and significant adults in the lives of their students.

**Quality Standard V: Teachers demonstrate leadership.**

**Element c:** Teachers advocate for schools and students, partnering with students, families and communities as appropriate.

**Colorado’s Early Childhood Performance Standards**

8.01(1) The early childhood educator is knowledgeable about early childhood education; its multiple historical, philosophical and social foundations; how these influence current thought

and practice; and be able to demonstrate the ability to utilize such knowledge in the instruction of students. In planning for and implementing instructional delivery, the early childhood educator is able to incorporate:

8.01(1)(a)(ii) the effects of biological and environmental factors, culture, society, family, and family economics, on learning.

8.01 (1) (b) (iv) applicable aspects of socialization.

8.01 (2) (b) promote, develop, and maintain effective interaction among staff, and between staff and students.

8.01 (2) (c) seek out expertise and assistance of other professionals who can serve as resources, when and if appropriate, in addressing student needs.

8.01 (2) (f) establish and maintain positive relations with students' families and community.

The early childhood educator is able to:

8.01(2) (f) (i) effectively articulate the importance of education for the student, and to identify ways in which the family can support the student's education and well-being, within the home.

8.01(2)(f)(ii) establish a respectful partnership between school and home, which recognizes and minimizes obstacles to student learning, by building on family strengths, as related to defined roles, rights and responsibilities.

8.01 (2) (f) (iii) develop collaborative relationships, between families of students and community agencies, relevant professionals, including support services, and other education personnel, and encourage the use of such resources, when necessary, to help meet the identified needs of students and/or their families, which, if not adequately and appropriately addressed, can negatively affect the learning of the student.

8.01 (2) (f) (iv) provide information, if necessary, about resources, systems, and programs available to families of young children encountering stress, change and/or transition, when these appear to be hindering learning.

8.01 (3) (a) (ii) ongoing awareness of current issues and trends, legal issues including procedural safeguards, legislation, and other public policies affecting children, families, programs for young students and the early childhood profession.

8.01 (3) (c) (ii) complies with state and national early childhood program standards.

8.01 (3) (c) (iii) advocates for young children and their families, to improve the quality of programs and services for young children.

### Assignments

Assignment Name	Assignment Descriptions	Points and Due Date
<b>Class Participation</b>	Active participation involves completing reading assignments and coming to class prepared to contribute to the discussion; participating in all in-class group activities; completing all in-class assignments.	<b>50</b>
<b>Reading</b>	Gonzalez-Mena, J. (2009). The child in context of family and community. In <i>Child, family, and community: family-centered early care and education</i> , page 5-8. Pearson Education, New Jersey.	<b>9/11</b>
<b>Ecological Model</b>	Thinking about your own life using Bronfenbrenner's ecological model. Draw a picture using the model on page 7 in Gonzalez-Mena's work of the various levels of context in which you grew up.	<b>25 points 9/11</b>
Readings	Gestwicki, Carol (2013). <i>Parenting. In Home, school and community relations.</i> Wadsworth Cengage Learning, Belmont,	<b>9/16</b>

	<p>California.</p> <p>Kugler, E. (2011). Is Anyone Listening to Families' Dreams? <i>Educational Leadership</i>, 68(8), 32-36.</p> <p>Be prepared to discuss in class.</p>	
<b>Generational Interview</b>	<p>Write a paper based on interviewing three generations of your family or a family you are close to. This could be your grandparents, your parents and yourself or your siblings or spouse. You will need to come up with the questions, but they should give you insight, regarding their views and concerns about family structure and changes, number of times they have moved, issues of balancing work and family time, who was in charge, and the joys and challenges of family life. You will be presenting these in class. Further directions on CANVAS.</p>	<b>100 points</b> <b>9/18</b>
Readings	<p>Read first chapter in the Handbook on Family and Community Engagement New Directions for Title I Family Engagement: Lessons from the Past by <i>Oliver C. Moles, Jr. and Arnold F. Fege</i></p> <p>Involvement or Engagement by Larry Ferlazzo.</p> <p><b>U.S. Department of Education, &amp; SEDL (2014).</b> <i>Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships</i>. Retrieved from <a href="http://www2.ed.gov/documents/family-community/partners-education.pdf">http://www2.ed.gov/documents/family-community/partners-education.pdf</a>. Be</p> <p>Be prepared to discuss in class.</p>	<b>9/23</b>
<b>Parent Interview</b>	<p><b>Read article:</b> School/Family/Community Partnerships: Caring for the Children We Share by Joyce Epstein.</p> <p><b>Then interview a parent that has a child that is in preschool or elementary school. Ask them the following questions taken from Karen Mapp's <a href="http://www.surveymonkey.com/s/school-climate-template">http://www.surveymonkey.com/s/school-climate-template</a> School Climate Survey and then write a 2-3 page paper reflecting on your discussion. Connect to readings. Please see further directions and rubric on CANVAS.</b></p>	<b>60 points</b> <b>9/25</b>
Readings	<p>Bridging Language and Culture by Patricia Ga`ndora in Handbook on Family and Community Engagement-Topic 12, Part 3</p> <p>Auerbach, S. (2011). Learning from Latino Families. <i>Educational Leadership</i>, 68(8), 16-21.</p>	<b>10/7</b>
<b>Language Opinion Interview</b>	<p><b>You will develop 5 questions that address the issues of Diverse Language Learners.</b> You will individually interview 3-5 people for this assignment. Please do NOT interview strangers or fellow classmates. Please do not discuss any of your participants using identifiable information -- it is important that their identities be protected, as this is a controversial topic. Your write-up should</p>	<b>60</b> <b>10/9</b>

	include a brief description of who was interviewed, when, where and how, excluding any clearly identifiable information. The total page length should be between 2-4 pages double-spaced. Please see further directions and rubric on CANVAS.	
<b>Reading</b>	Henderson, A. T., Carson, J., Avallone, P., & Whipple, M. (2011). Making the Most of School-Family Compacts. <i>Educational Leadership</i> , 68(8), 48-53 <b>Social, Emotional, and Academic Learning: Complementary Goals for School-Family Partnerships by Amy Mort, Linda Dusenbury, and Roger P, Weissberg in Handbook for Family and Community Engagement, Chapter 5</b>	<b>10/14</b>
<b>Teacher Interview</b>	<b>Find a teacher in preschool through elementary school. Ask them the following questions taken from Karen Mapp’s <a href="http://www.surveymonkey.com/s/school-climate-template">http://www.surveymonkey.com/s/school-climate-template</a></b> Write a two-three page reflection on the interview. Connect to readings. Please see further directions and rubric on CANVAS.	<b>60 10/14</b>
<b>Midterm</b>	<b>You will have a midterm on the subjects discussed and read up to this point in the term. I will be reserving a computer lab.</b>	<b>10/16</b>
<b>Reading</b>	<b>Part II, Topic 5:Engaging Families in Reading by Holly Kreider in Handbook for Family and Community Engagement</b>	<b>10/21</b>
<b>Family Engagement Night</b>	<b>As a class and in collaboration with the Campbell Center we will create a project for a family night.</b>	<b>TBA 50 points</b>
<b>Reading</b>	<b>Families of Children with Disabilities: Building School Family Partnerships by Eva Patrikakou in Handbook for Family and Community Engagement, Part III, Topic 15</b>	<b>11/4</b>
<b>Reaction Paper</b>	<b>We will watch “Autism: The Musical”: New Video Group. Write a reaction paper using the rubric and assignment description on CANVAS.</b>	<b>40 pts. 11/13</b>
<b>Community resources</b>	You will give a 10-15 minute presentation on community resources that are important to families in an elementary classroom. Explain basics about the unifying theme and its relevance for the course. Discuss how you learned about the resources. Introduce each resource, its mission and goals, the population they serve, programs/events they offer, the outcomes they wish to achieve, how to refer families to them, what volunteering/partnership/internship opportunities they have. Include a visual that will make the resource stick in our memory. Please see further instructions on CANVAS.	<b>150 pts. 12/2</b>

**Calendar of Topics-These topics are subject to change**

<b>9/2 Introduction</b>	<b>9/4 Family Interviews Work Day</b>
<b>9/9 Theory/PTA</b>	<b>9/11 Presentations of Bronfenbrenner</b>
<b>9/16 Types of Parenting</b>	<b>9/18 Generational Interview</b>
<b>9/23 Parenting</b>	<b>9/25 Language and Culture</b>
<b>9/30 Language and Culture</b>	<b>10/2 Language and Culture</b>
<b>10/7 Partnerships and Engagement</b>	<b>10/9 Partnerships and Engagement</b>
<b>10/14 Teacher Interview Discussion</b>	<b>10/16 Midterm</b>
<b>10/21 Social-Emotional Systems In Schools</b>	<b>10/23 Campbell Center Discussion</b>
<b>10/28 Bullying</b>	<b>10/30 Bullying</b>
<b>11/4 Autism the Musical</b>	<b>11/6 Autism the Musical</b>
<b>11/11 Families who have special needs</b>	<b>11/13 Families who have special needs</b>
<b>11/18 Schools and Communities</b>	<b>11/21 Schools and Communities</b>
<b>Thanksgiving Break</b>	
<b>12/2 Presentations</b>	<b>12/4 Presentations</b>
<b>12/9 Presentations</b>	<b>12/11 Presentations</b>
<b>December 16 (12:00-2:00) Presentations</b>	