

Meeting the Needs of Families Course Syllabus Winter 2017



Course Information

Number: ECED 209

Title: Meeting the Needs of Families

Credits: Three

Winter Quarter 2017

Schedule: Tuesdays and Thursdays 10:00-11:20.

Location: Education Building Room 120

Prereq: ECED 130 or EDUC 240

You will be required to schedule one opportunity in the field to observe a family engagement activity either in an early childhood program, elementary or middle school

Personal Information

Instructor: Manda Davis

Office: Education Building 119

Office Hours: Monday: 9:00 am-12:00pm; Wednesday 12:00 pm-3:00pm

Telephone: 275-4771

Required Materials

Allen, J. (2007). *Creating welcoming schools: A practical guide to home-school partnerships with diverse families*. New York, NY: Teachers College.

And

Henderson, A. T. (2007). *Beyond the bake sale: The essential guide to family-school partnerships*. New York: New Press.

Course Description

Meeting the Needs of the Family introduces candidates to positive techniques in communicating with parents and encouraging parental involvement

and partnerships in early childhood programs and elementary classrooms. This course also explores various cultural parenting practices and values, and changes in family structures that have occurred.

Prereq: ECED 130 or EDUC 240 Coreq: none

Course Objectives

Upon completion of this course students will be able to:

- A. Communicate more effectively with parents;
- B. Identify ways to involve parents in early childhood and elementary education programs and the community;
- C. Develop materials to give to parents that reflect early and elementary educational philosophies and cultural sensitivity.

STANDARDS SUPPORTED IN THIS COURSE

InTasc Principles Addressed	Professional Educator Preparation Program Standards Addressed	Critical Assignments: all students enrolled in this class must complete these assignments at a satisfactory level.
<p>Principle 2: Learning Differences The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p> <p>Principle 10: Leadership and Collaboration The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p>	<p>1 (e): demonstrate the ability to use developmental knowledge including strengths of families and children to create physically and psychologically safe learning environments that are healthy, respectful, supportive, and challenging for each child.</p> <p>1(f): know about, understand and value the complex characteristics and importance of children’s families and communities including home language, cultural values, ethnicity, socioeconomic conditions, family structures, relationships, stresses, childhood trauma and adverse childhood experiences, supports, and community resources.</p> <p>1(g): create respectful reciprocal relationships with families using a range of formal and informal strategies such as home visits, parent-teacher conferences, family nights, and transition planning into and out of early childhood programs including kindergarten.</p>	<p>Family Resource Center Demonstration</p> <p>Parent Meeting/Family Night Reflection</p> <p>Parent-Teacher Conference Reflection and Analysis</p>

Cultural Relevancy

Cultural relevancy will be addressed in this course through the teaching methods, assignments, discussions, and strategies modeled and utilized by the instructor.

Student Objectives:

- 1. Students will participate in discussions, activities, and reflective writings about cultural relevancy in course topics.

2. Students will apply information from the course in their work with individuals from similar and diverse cultures in order to enhance communication, relationship building, and teaching strategies.
3. Students will analyze the impact of culture and diversity in the populations they serve.
4. Students will practice specific strategies in resolving cultural conflicts to build relationships with children and families.

Citizenship

Salish Kootenai College defines citizenship as informed and committed participation in the life of one's community at the local, national, and global level. We believe citizens recognize and address community issues, respect the rights of others, and work toward community improvement.

Candidate Objectives:

1. The candidate shows sensitivity to cultural diversity and seeks to understand the perspectives of others.
2. The candidate has a well-grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate students' experiences, cultures, and community resources into instruction.

Critical Thinking

This course will encourage critical thinking skills by having students apply and critique information.

Student Objectives:

1. Students will apply information learned in class to improve their work with parents, children, and other professionals.
2. Students will problem solve various factors pertaining to the application of class materials, handouts, and discussions.
3. Students will participate in group activities and discussions that utilize critical thinking skills such as problem solving skills, self-evaluation techniques, and comparing information to cultural issues.

Communication

Candidates are expected to demonstrate effective oral communication skills when participating in classroom discussion. Candidates will demonstrate satisfactory writing skills through completion of course projects.

Candidate Objectives:

1. Demonstrate effective oral communication skills when participating in class assignments.

2. Use proper writing when completing class assignments.

Course Requirements: Purposeful and Meaningful Assignments and Assessments:

All students will complete the assignments below. Depending on your program, the assignment may become part of your portfolio. Please read below for clarification.

1. Parent-Teacher Conference Reflection & Summary: You will observe a dramatization of a conference and write a one-to-two page analysis and reflection. **This is a required portfolio artifact for Early Childhood and P-3 students.**

2. Family Resource Center Demonstration: You will work in collaboration with some peers to create a Family Resource Center/Bulletin area for a classroom. You and your peers will present the rationale of your choices to the class. You will then submit a photograph, written reflection of the experience, and an evaluation of your team collaboration process. **This is a required portfolio artifact for P-3 students.**

3. Parent Meeting/Family Night Reflection and Presentation: Part 1: Attend a Family Night or Parent Meeting in the community at an age level you are interested in working with. Take notes. Read additional handouts on facilitating parent meetings. Write a reflection of the experience. **This is a required portfolio artifact for Early Childhood, P-3, and Elem. Students.**

Part 2: Prepare an activity for a parent meeting. Write a summary (one-to-two pages/typed) describing how you might set up the parent meeting based on the information from the guest speaker, the reading handout, and your life experiences as well as the criteria I will outline in class. Plan on presenting your experience and created activity in class.

4. Read, Respond and Discuss: Read the weekly assignments and respond to the reading following the format shared in class. You and your group will be responsible for a role in the discussion each day in class.

Grading System

- a. An Incomplete grade ("I") is NOT an option with the exemption of an exception of an extreme emergency or the death of a family member. In either case, the instructor must be notified within 48 hours.
- b. The following is a breakdown of how grades are earned:

1. Attendance and in-class participation.....20 X 5 pts each= 100 pts
(including online participation)
2. Parent-Teacher Conference Reflection and Analysis.....= 100 pts
3. Family Resource Center.....= 100 pts
4. *Parent Meeting/Family Night Reflection.....= 100 pts
5. Read, Respond and Discuss.....10 X 10 pts = 100 pts

Total Points: 500 points

- A 90 – 100%
- B 80 – 89%
- C 70 – 79%
- D 60 – 69%
- F Below 60%

***Tutors are available for students.** Please contact the instructor if you have any questions or need a tutor. SKC has an excellent writing lab to assist students.

All assignments are due on their due dates.

Late Assignments:

An important aspect of being a teacher is to be professional. One of the many responsibilities of a professional is to meet deadlines. Think of your assignment due dates as deadlines.

- Late assignments will not receive full credit. **35% will be deducted** on all late assignments. There are two deadlines this quarter where late assignments may not be turned in after the due dates. February 10th is considered **Mid-Quarter Deadline**. Any late assignments assigned and due up to February 10th must be turned in by this date. No credit if they are not. March 16th at the beginning of class is the final deadline for the second set of late assignments unless otherwise arranged on an individual basis with the instructor.
- Failure to come to class to participate and present assignments on their due date will be considered late assignments.

Reasonable Accommodation

Reasonable accommodations are provided for eligible students with identified disabilities. SKC complies with the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Students may contact the College’s Disability

Office, Linda Pete (linda_pete@skc.edu), and (406) 275-4968 or consult the SKC web page for Students with Disabilities for more information.

It is important that students with disabilities inform their instructors of their disabilities at the beginning of the quarter, in order to facilitate the process of determining appropriate and reasonable accommodations for the individual student.

Faculty reserves the right to change the course syllabus or course content. Students will be provided advanced notice of changes in writing.



Attendance Policy

This class is highly interactive and learning occurs through participation in class discussions and activities that are impossible to be duplicated outside of class. It is expected that students attend all class sessions. Attendance and participation is graded at 5 points per class. An opportunity for make-up work is provided on an individual basis for emergency situations. Students missing more than eight hours of class without make-up work may receive a failing grade. Group assignments or reaction papers done in class cannot be made up. Students are expected to be on time for class and stay until the designated time for dismissal. **Arriving late for class or leaving before class is dismissed will result in a significant loss of points** (0-10 minutes = minus 0 pts., 11-15 minutes = minus 3 pts., 16-20 minutes = minus 5 pts., 21-25 minutes = minutes 7 pts., 26-30 minutes = minus 9 pts., 31 minutes or more = loss of all points).



Students are expected to be on time for class and to stay until the designated time set for dismissal. If a student must leave early he/she must inform the instructor at the beginning of class. Arriving late for class or leaving before class is dismissed will result in a significant loss of attendance/in-class points. Students must be in class to complete and present assignments on the day they are due. Students missing more than eight classroom hours may receive a failing grade and are recommended to withdraw from the class.



Please keep cell phones off or on the silent mode. If there is an emergency and you must take a call, please leave the classroom so as to disrupt the class as little as possible. Text messaging during class is unacceptable and unprofessional.

Academic Honor Code

All course work shall follow the guidelines of the Academic Honor Code as set forth by the SKC Student Handbook. Do your own work; allow other students to do their own work. **Plagiarism** involves the taking of someone else’s words, ideas, or writings and presenting them as your own. Avoid plagiarism, and always acknowledge the ideas of others and cite your sources of information. Violation of the Academic Honor Code may result in failure of the assignment, the course, or possible expulsion from school.

Appropriate Behavior

As an enrolled student of Salish Kootenai College, you are expected to display professionalism and responsibility in attitude and behavior. Treat yourself and others with courtesy and respect.

Course Transferability

Transferability of any SKC course to any other academic institution is entirely dependent upon the program requirements of that other institution.

Course Responsibilities

Knowledge of the course content, class lectures, assignments, and syllabus content are the responsibility of the student regardless of absenteeism. Syllabus content and calendars are tentative; instructors will notify you of any changes.

Study Time Expectation

Students are expected to spend one (1) hour in class and a minimum of two (2) hours outside the class per week per every credit hour (for example, this is a three credit course, you are expected to spend three hours in class and a minimum of six hours on homework related to this course outside of class each week).

TEP Rubrics

ECED 209: Parent Meeting/Family Night Reflection (ECE &P-3)

Student _____ Date _____

Instructor: Manda Davis

	Unacceptable 0	Developing 1	Proficient 2	Exemplary 3
Chapter 58 Professional Educator Preparation Program 1(f): know about, understand and value the complex characteristics and importance of children’s families and communities including home language,	Candidate shows little or no evidence of understanding and valuing the importance and complex characteristics of	Candidate provides at least two examples of understanding and valuing the importance and complex	Candidate provides at least three examples of understanding and valuing the importance and complex	Candidate demonstrates the skills described as “proficient” beyond the expected level of

<p>cultural values, ethnicity, socioeconomic conditions, family structures, relationships, stresses, childhood trauma and adverse childhood experiences, supports, and community resources.</p> <p>1(g): create respectful reciprocal relationships with families using a range of formal and informal strategies such as home visits, parent-teacher conferences, family nights, and transition planning into and out of early childhood programs including kindergarten.</p>	<p>children’s families and communities.</p> <p>Practice examples are not linked to creating respectful reciprocal relationships that support and empower families, and do not involve families in their children’s development and learning.</p>	<p>characteristics of children’s families and communities.</p> <p>Candidate shows a beginning understanding of linking practice to creating respectful reciprocal relationships that support and empower families, and involve families in their children’s development and learning.</p>	<p>characteristics of children’s families and communities.</p> <p>Candidate is able to clearly and effectively link practice to creating respectful reciprocal relationships that support and empower families, and involve families in their children’s development and learning.</p>	<p>a novice teacher. This score is reserved for the candidate who demonstrates skills of an experienced teacher, or one who is able to mentor others.</p>
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Score _____

ECED 209: Parent Meeting/Parent-Teacher Conference Reflection and Analysis
(ECE, P-3, Elem)

Student _____ Date _____

Instructor: Manda Davis

	Unacceptable 0	Developing 1	Proficient 2	Exemplary 3
<p>Chapter 58 Professional Educator Preparation Program 1(f): know about, understand and value the complex characteristics and importance of children’s families and communities including home language, cultural values, ethnicity, socioeconomic conditions, family structures, relationships, stresses, childhood trauma and adverse childhood experiences, supports, and community resources.</p> <p>1(g): create respectful reciprocal relationships with families using a range of formal and informal strategies such as home visits, parent-teacher conferences, family nights, and transition planning into and out of early childhood programs including kindergarten.</p>	<p>Candidate shows little or no evidence of understanding and valuing the importance and complex characteristics of children’s families and communities.</p> <p>Practice examples are not linked to creating respectful reciprocal relationships that support and empower families, and do not involve families in their children’s development and learning.</p>	<p>Candidate provides at least two examples of understanding and valuing the importance and complex characteristics of children’s families and communities.</p> <p>Candidate shows a beginning understanding of linking practice to creating respectful reciprocal relationships that support and empower families, and involve families in their children’s development and learning.</p>	<p>Candidate provides at least three examples of understanding and valuing the importance and complex characteristics of children’s families and communities.</p> <p>Candidate is able to clearly and effectively link practice to creating respectful reciprocal relationships that support and empower families, and involve families in their children’s development and learning.</p>	<p>Candidate demonstrates the skills described as “proficient” beyond the expected level of a novice teacher. This score is reserved for the candidate who demonstrates skills of an experienced teacher, or one who is able to mentor others.</p>

Score _____

ECED 209: Family Resource Center Demonstration (P-3)

Student _____ Date _____

Instructor: Manda Davis

	Unacceptable 0	Developing 1	Proficient 2	Exemplary 3
<p>Chapter 58 Professional Educator Preparation Program 1 (e): demonstrate the ability to use developmental knowledge including strengths of families and children to create physically and psychologically safe learning environments that are healthy, respectful, supportive, and challenging for each child.</p>	<p>Candidate shows little or no evidence that demonstrate the ability to use developmental knowledge including strengths of families and children to create physically and psychologically safe learning environments that are healthy, respectful, supportive, and challenging for each child.</p>	<p>Candidate provides some evidence that demonstrate the ability to use developmental knowledge including strengths of families and children to create physically and psychologically safe learning environments that are healthy, respectful, supportive, and challenging for each child.</p>	<p>Candidate provides sufficient evidence that demonstrate the ability to use developmental knowledge including strengths of families and children to create physically and psychologically safe learning environments that are healthy, respectful, supportive, and challenging for each child.</p>	<p>Candidate demonstrates the skills described as “proficient” beyond the expected level of a novice teacher. This score is reserved for the candidate who demonstrates skills of an experienced teacher, or one who is able to mentor others.</p>

Score _____