

## **ECED 330: Partnerships and Collaboration Course Syllabus**



### **Course Information**

- A. Number: ECED 330
- B. Title: Partnerships and Collaboration
- C. Credits: Three
- D. Prerequisite: ECED 209
- E. Offered Fall Quarter-2015/16
- F. Location: Education Building Room 114
- G. Class Meetings Dates and Time: Friday 9-12:00

### **Personal Information**

- A. Instructor: Linda Bone
- B. Office: Education Building, Room 125
- C. Office Hours: T 8-12 and R 8-10
- D. Telephone: 275-4770
- E. E-mail: linda\_bone@skc.edu

### **Required Materials**

- A. Handouts from the Instructor
- B. Library Resources
- C. Friend, M., & Cook, L. (2010). *Interactions: Collaboration skills for school professionals*. (7th ed.). Upper Saddle River, NJ: Pearson Education, Inc.

### **Course Description**

**Partnerships and Collaboration** provides students with skills necessary to work effectively in partnership with parents, community professionals, colleagues in education including educators, other school professionals, paraprofessionals as well as administrators. Communication, conflict resolution, and collaboration skills are practiced using a variety of strategies and approaches such as the Touchpoints Approach. Special emphasis is given to working with others when high conflict and opposing viewpoints exist along with strategies for partnering with parents who have limited English proficiency. As well, students use the NAEYC Code of Ethical Conduct when applying conflict resolution and collaboration skills to situations that depict partnering with families, professionals, and colleagues.

Prereq: ECED 209

Coreq: None

### **Credit Hours**

Following the SKC Credit Hour policy, to meet the identified objectives of this course, this 3 credit course, delivered over a 10 week term will approximate: 3 hours/week classroom or direct faculty instruction for a total of 30 hours of seat time.

In addition, out-of-class student work will approximate a minimum of 6 hours/week.

## **Cultural Relevancy**

**Partnerships and Collaboration** will be studied with respect to diversity. Candidates will consider cultural and linguistic diversity when studying and planning partnership strategies.

### **Candidate Objectives:**

1. Explore cultural differences and perspectives on communication, collaboration, and conflict resolution strategies.
2. Determine techniques to include all families in collaboration including families with limited English proficiency.

## **Critical Thinking**

This course will engage candidates in critical thinking by having them apply and critique information.

### **Candidate Objectives:**

1. Analyze case studies to determine partnership approaches.
2. Participate in group activities and discussions that utilize critical thinking skills.
3. Demonstrate the ability to foster creative thinking and problem solving.

## **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.

## **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 Rationale**

The course was designed to meet the professional needs of persons supporting the development of young children through partnerships and collaboration with family, community, and education professionals. Having effective collaboration and conflict resolution skills is essential to being a successful early childhood professional.

## **NAEYC AND PEPP STANDARDS**

<b><u>NAEYC Standards</u></b>	<b><u>PEPP Standards 10-58-531</u></b>	<b><u>Critical Assignments</u></b>
<p><b>Standard 2. Building family and community relationships:</b> <i>Candidates know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.</i></p>	<p>(f) Candidates 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 (ii) Candidate demonstrates a knowledge of the implications of secondary trauma,</p>	<p>Child and Family Support Plan.</p>
<p><b>Standard 2. Building family and community relationships:</b> <i>Candidates know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.</i></p>	<p>(h) Candidates promote and encourage family involvement in all aspects of children's development and learning including assisting families to find and refer resources concerning parenting, mental health, health care, and financial assistance</p>	<p>Child and Family Support Plan</p>
<p><b>Standard 6. Becoming a Professional:</b> <i>Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies..</i></p>	<p>t) Candidates collaborate with multiple stakeholders, including:</p> <p>(i) teachers in preceding and subsequent grade levels to increase continuity and coherence across ages/grades,</p> <p>(ii) families and interdisciplinary professionals to meet the developmental needs of each child, and</p> <p>(iii) relevant community and state resources to build professional early learning networks that support high quality early learning experiences for young children and their families;</p>	<p>Self-assessment of collaboration skills and plan for improvement.</p>

### **Course Objectives**

As a result of having taken this course candidates will be able to:

- Define the roles of all persons in the collaborative process.
- Demonstrate effective communication skills to use in the collaborative process.
- Demonstrate effective conflict resolution skills.
- Demonstrate team-building skills.

- Work effectively in a team situation
- Identify strategies for working with families with limited English proficiency.
- Identify community partners.

**Course Requirements: Purposeful and Meaningful Assignments and Assessments:**

- A. Attendance and Participation in Class Activities and Discussions
- B. Complete Nine Weekly Journal Assignments
- C. Complete eight In-class Assignments (must be in class to complete)
- D. \*Child and Family Support Plan
- E. \*Self Assessment and Improvement Plan

**Grading System**

Attendance and Participation (must be in class) 10 pts x 10 classes.....	100 pts
Weekly Journal Assignments: 12 x 15 points each.....	180 pts
In-class assignments (8 x 10 pts. each).....	80 pts
*Child and Family Support Plan .....	100 pts
*Self assessment of collaboration skills and plan for improvement.....	140 pts
Total points:	600 pts

**\*Tutors are available for students. Please contact the instructor if you have any questions or need a tutor.**

<b>540 – 600 = A</b>	<b>90 – 100%</b>
<b>480 – 539 = B</b>	<b>80 – 89%</b>
<b>420 – 479 = C</b>	<b>70 – 79%</b>
<b>360 – 419 = D</b>	<b>60 – 69%</b>
<b>Below 360 = F</b>	<b>Below 60</b>

***Bonus: 100% Attendance and Participation = 10 bonus points***

\*Assignments marked with an (\*) designate the assignments that should be saved for your early childhood portfolio.

**Late Assignments**

The issue of late assignments is an on-going problem for the student and the instructor. 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. November 6th is considered Mid-Quarter Deadline. Any late assignments assigned and due up to November 6th must be turned in by this date. No credit if they are not. December 4th 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. In-class assignments may not be made up outside of class. Failure to come to class to participate and present assignments on their due date will be considered late assignments.

### **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 required that students attend all class sessions including field trips. Attendance and participation is graded at 8 points/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 will 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.**

### **Reasonable Accommodation**

Accommodations are provided to students with diagnosed disabilities through the access office; contact (406) 275-4968. 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.

### **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).

## **Partnerships and Collaboration Dynamic Course Outline**

### **Week 1 (Oct. 2<sup>nd</sup>)**

Welcome  
Warm Up and Introductions  
Review Course Syllabus & Outline  
Guest Speaker: Therapy Dog(s) with Kayla Clark  
Collaboration: Chapter 1  
Read and Reflect: Chapters 2, 3, and 4

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### **Week 2 (Oct. 9<sup>th</sup>)**

Communication: Chapters 2, 3, and 4  
Guest Visitor: Service Dog with Jeremy Rice  
Read and Reflect: Chapter 5  
Release time (1 hour)

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### **Week 3 (Oct. 16<sup>th</sup>)**

Suicide Prevention Class: Offered October 16 and 17 **or** Dec. 14 and 15  
Reflection: on Suicide Prevention class

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**Week 4 (Oct. 23<sup>rd</sup>)**

Problem Solving: Chapter 5

Read and Reflect: Chapters 6, 7, and 8

Release time (1 hour)

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**Week 5 (Oct. 30<sup>th</sup>)**

Teams: Chapters 6, 7, and 8

Guest Speaker: Grandparents Raising Children with Nori Pearce

Read and Reflect: Chapter 9

Release time (1 hour)

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**Week 6 (Nov. 6<sup>th</sup>)**

Difficult Interactions: Chapter 9

Guest Speaker: Safe Harbor with DeeAnn Richardson

Read and Reflect: Chapters 10, 11, 12, and 13

Release time (1 hour)

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**Week 7 (Nov. 13<sup>th</sup>)**

**Community Collaboration**

**Guest Speaker: PLUK??? Or Week 8 Nov. 20<sup>th</sup>**

Release time (1 hour)

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**Week 8 (Nov. 20<sup>th</sup>)**

Work Day

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**Week 9 (Nov. 27<sup>th</sup>)**

No Class: Thanksgiving break

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**Week 10 (Dec. 4<sup>th</sup>)**

**Guest Speaker Nancy @10:00 on Secondary Trauma**

Course Summary

Final Projects & Presentations

Last Day Celebration

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**Week 11 (Dec. 11<sup>th</sup>)**

No class Dec. 11<sup>th</sup>

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## Assignment Descriptions



### **Attendance and Participation in Class Activities and Discussions:**

Attendance and Participation are crucial to your success in the Partners and Collaboration course. Students are expected to attend and participate in all classes.



**Complete 12 Chapter Reflections:** Reading and reflection assignments will be assigned each class. Students are expected to complete the assignment prior to the next class date.



**Complete 8 In-Class Assignments (must be in class to complete):** This class is highly interactive and learning occurs through participation in class discussions and activities. Students will be expected to complete an In-class Assignment each day of class. Students must be in class on assignment day in order to receive credit for the assignment.



**\*Collaboration Skills and Improvement Plan:** Students will link all goals and objectives in his/her growth plan to the collaboration assessment by providing rich explanation of links between assessment and their growth plan. Goals and objectives will show clear knowledge of collaboration styles and skills. Students will create an annotated bibliography with four sources to support them in their plan for self - improvement (APA format). Their plan for improvement will also include how the plan will be assessed.



**\*Child and Family Support Plan:** Create a plan that will promote and encourage family involvement in all aspects of children's development and learning, including assisting families to find and refer resources concerning parenting, mental health, health care, and financial assistance. Introductory statement clearly defines multiple characteristics and examples of the importance of children's families and communities and reflects in-depth understanding of the standard, including an awareness of the effects of trauma and stress on development.



## Collaboration Skills Assessment and Improvement Plan

Student: \_\_\_\_\_ Instructor: \_\_\_\_\_ Date: \_\_\_\_\_

Complete a self-assessment of collaboration skills and based on assessment, develop a plan for improvement or growth.

Criteria	Unacceptable (0)	Developing (1)	Proficient (2)	Exemplary (3)
10-58-531 t) Candidates collaborate with multiple stakeholders, including: (i) teachers in preceding and subsequent grade levels to increase continuity and coherence across ages/grades, (ii) families and interdisciplinary professionals to meet the developmental needs of each child, and (iii) relevant community and state resources to build professional early learning networks that support high quality early learning experiences for young children and their families;	Candidate does not link plan for improvement to his/her collaboration assessment. Or, candidate fails to elaborate on how his/her plan links to the assessment.	Candidate links all goals and objectives on his/her growth plan to the collaboration assessment. However, he/she fails to explain or explains without sufficient detail, the links between the collaboration assessment and collaboration goal plan.	Candidate links all goals and objectives in his/her growth plan to the collaboration assessment. Candidate provides rich explanation of links between assessment and goal plan. Goals and objectives show clear knowledge of collaboration styles and skills.	Candidate demonstrates the skills described as “proficient” at an advanced degree or at a master teaching level. This score is reserved for those who demonstrate skills of an experienced teacher who is able to mentor others.

**Weighted Average: Rubric Score** \_\_\_\_\_

**Child and Family Support Plan Rubric**

<b>Criteria</b>	<b>Unacceptable - 0</b>	<b>Developing -1</b>	<b>Proficient- 2</b>	<b>Exemplary - 3</b>
(f) Candidates know about, understand, and value the complex including home language, cultural values, ethnicity, socioeconomic conditions, family structures, relationships, stresses, childhood trauma and adverse childhood experiences, supports, and community resources	Introductory statement does not address the standard or is too poorly written.	Introductory statement clearly defines at least one characteristic and one example of the importance of children’s families and communities.	Introductory statement clearly defines multiple characteristics and examples of the importance of children’s families and communities Candidate’s plan reflects in-depth understanding of the standard, including an awareness of the effects of trauma and stress on development.	Candidate demonstrates the skills described as “proficient” at an advanced degree or at a master teaching level. This score is reserved for those who demonstrate skills of an experienced teacher who is able to mentor others.
(h) Candidates promote and encourage family involvement in all aspects of children’s development and learning including assisting families to find and refer resources concerning parenting, mental health, health care, and financial assistance	The plan does not address the standard or is too poorly written.	The Child and Family Support Plan will promote and encourage family involvement in some aspects of children’s development and learning.  Appropriate community resources are included, but may be limited in scope.	The Child and Family Support Plan will promote and encourage family involvement in all aspects of children’s development and learning.  Appropriate community resources are included and represent a variety of support systems for families.	Candidate demonstrates the skills described as “proficient” at an advanced degree or at a master teaching level. This score is reserved for those who demonstrate skills of an experienced teacher who is able to mentor others.

**Score:** \_\_\_\_\_

**Comments:**