



## ***Partnering with Families and Community in ECE***

**EDDU 9559**

**3 Semester Credits/Units**

Lindsey White

[lwhite@edsonline.com](mailto:lwhite@edsonline.com)

### **Course Syllabus**

#### **Course Overview:**

Develop an understanding of the varying types of families that are represented in your community. Explore best practices for initiating and maintaining respectful and open relationships with families and community partners. Utilize knowledge of students' backgrounds to help each child develop and learn in the early childhood classroom. Research supports and services available to families or primary students. Create a plan to effectively communicate and collaborate with the families and community.

#### **Course Learning Objectives:**

- Develop an understanding of the families and community where you teach.
- Examine how you and other professionals at your school communicate with families and the community.
- Explore supports and services available for helping your students' families.
- Design a plan to effectively collaborate with families and the community.

#### **Course Relation to CCS or other Professional Standards**

##### **The National Board for Professional Teaching Standard Early Childhood Generalist:**

- Standard II: Partnering with Families and Communities
- Standard VII: Planning for Development and Learning
- Standard VIII: Implementing Instruction for Development and Learning
- Standard IX: Reflect on Teaching Young Children
- Standard X: Exemplifying Professionalism and Contributing to the Profession

#### **How to Submit Coursework**

Each completed assignment in this course is submitted to the instructor for review. Follow directions at the end of each assignment on how to prepare and submit your assignments. Name each file submitted with your last name and assignment number. Make sure you place your full name, course number and assignment number at the top of each document page. You will receive feedback from your instructor within 5 days indicating successful completion of the assignment or the need for revision. Assignment grades will be averaged for the final course grade.

**Submit completed work to the corresponding LMS submit assignment area**

## Course Modules

| Module #1: Family and Community Partnerships         |   |
|--|---|
| <b>Objective</b>                                     | Identify the importance of family and community partnerships in early childhood education.  |
| <b>Assignment(s) Activities and Needed Materials</b> | <ul style="list-style-type: none"> <li>● Read: <a href="#">Family Involvement in Elementary School Children’s Education</a></li> <li>● Read: <a href="#">Fostering Parent and Professional Collaboration</a></li> <li>● Read: <a href="#">Engaging Families and Communities in Students’ Education</a></li> </ul>   |
| <b>Assessment</b>                                    | <ul style="list-style-type: none"> <li>● Write a one page essay synthesizing the learning from the readings by answering the questions:               <ul style="list-style-type: none"> <li>○ What are the major components of family and community involvement in schools?</li> <li>○ What does a school that successfully collaborates with families and communities look like?</li> <li>○ What is the importance of family and community partnerships in early childhood education?</li> </ul> </li> </ul> <p><b>Submit completed work to the corresponding LMS submit assignment area</b></p> <p>The Course Assessment Rubric will be used to assess if the module objective(s) were met. Grades and comments will be issued via the LMS</p> |

| Module #2: Understanding Families and the Community  |  |
|--|--|
| <b>Objective</b>                                     | Identify meaningful strategies to learn about families and the school community. Develop an in-depth understanding of the families and community in your school.   |
| <b>Assignment(s) Activities and Needed Materials</b> | <ul style="list-style-type: none"> <li>● Read: <a href="#">A 6 Step Guide to Understanding your Students’ Cultures</a></li> <li>● Read: <a href="#">Learning About your Students’ Backgrounds</a></li> <li>● Research information about the families and community at your school, this could include a questionnaire, parent/student interviews, conversations you’ve had with parents and students, online research about your community, etc.</li> </ul>  |
| <b>Assessment</b>                                    | <ul style="list-style-type: none"> <li>● Complete <a href="#">this chart</a> to document socioeconomic conditions, family supports and stresses, cultural values, and home languages specific to your school community</li> <li>● Write a one paragraph reflection about how this information you have gained will help your students to develop and learn in the early childhood classroom.</li> </ul> <p><b>Submit completed work to the corresponding LMS submit assignment area</b></p> <p>The Course Assessment Rubric will be used to assess if the module objective(s) were met. Grades and comments will be issued via the LMS</p> |

| Module 3: Helping Families obtain support and services |  |
|--|--|
| <b>Objective</b>                                       | Develop an understanding of the supports and services available to your school community to meet the diverse needs of your community.  |
| <b>Assignment(s)Activities and Needed Materials</b>    | <ul style="list-style-type: none"> <li>Using the information you gathered about your families and school community from module 2, conduct research on the supports and services necessary and available to your community</li> </ul>   |
| <b>Assessment</b>                                      | <ul style="list-style-type: none"> <li>Log 5 hours of research on this <a href="#">log</a></li> <li>Create a parent handout or newsletter describing the supports and services available to them, including the benefits of receiving the supports</li> </ul> <p><b>Submit completed work to the corresponding LMS submit assignment area</b></p> <p>The Course Assessment Rubric will be used to assess if the module objective(s) were met. Grades and comments will be issued via the LMS</p> |

| Module 4: Communicating with Families and the Community |  |
|---|--|
| <b>Objective</b>  | Reflect on your communication with families and the community.<br>Identify the classroom benefits of effectively communicating with your school community.   |
| <b>Assignment(s)Activities and Needed Materials</b>     | <ul style="list-style-type: none"> <li>Read: <a href="#">Promoting Family Engagement: Communicating with Families</a></li> <li>Read: <a href="#">Building Parent Teacher Relationships</a></li> <li>Reflect on the communication that you currently have with the families and community members at your school.</li> </ul>  |
| <b>Assessment</b>                                       | <ul style="list-style-type: none"> <li>Write a one page essay: <ul style="list-style-type: none"> <li>Describe how you currently communicate with the families and and school community</li> <li>Rate the effectiveness of this communication</li> <li>Describe what you would like to change about your communication practices in order to benefit your school community and developmental needs of students</li> <li>Identify how these changes will impact student learning and achievement in your early childhood classroom.</li> </ul> </li> </ul> <p><b>Submit completed work to the corresponding LMS submit assignment area</b></p> <p>The Course Assessment Rubric will be used to assess if the module objective(s) were met. Grades and comments will be issued via the LMS</p> |

| Module 5: Working effectively with families and the community |   |
|---|---|
| <b>Objective</b>  | Explore ways to effectively work with families and the community,<br>Create a plan to work effectively with the families and school community.  |
| <b>Assignment(s)Activities and Needed Materials</b>           | <ul style="list-style-type: none"> <li>● Explore: <a href="#">Getting Families Involved</a></li> <li>● Read: <a href="#">Epstein's 6 Types of Family Involvement</a></li> <li>● Research strategies to effectively work with families and the community</li> </ul>  |
| <b>Assessment</b>   | <ul style="list-style-type: none"> <li>● Create and submit a plan to work effectively and involve families and the community to be active participants in students' learning. <ul style="list-style-type: none"> <li>○ Your plan should include at least 1 goal and strategy you will use to improve and effectively work with families and the community based on each 6 Types of Family Involvement according to Epstein.</li> </ul> </li> </ul> <p><b>Submit completed work to the corresponding LMS submit assignment area</b></p> <p>The Course Assessment Rubric will be used to assess if the module objective(s) were met. Grades and comments will be issued via the LMS</p> |

### Course Assessment Rubric:

| <b>EXCELLENT</b><br>Meets or Exceeds Course Objectives:<br><b>A to A-</b>   | <b>ACCEPTABLE</b><br>Majority of work meets course objectives:<br><b>B+ to B-</b>   | <b>NOT ACCEPTABLE</b><br>Needs Considerable Improvement:<br>Resubmit Work Suggested:<br><b>C or below</b>  |
|---|---|--|
| All work submitted reflects in-depth understanding of course objectives.  | Most work submitted reflects in-depth understanding of course objectives.   | Work shows little or no in-depth understanding of course objectives.   |
| Assignment responses show evidence of new knowledge evidenced by thoughtful, detailed and accurate assignment responses.  | Most assignment responses show evidence of new knowledge evidenced by thoughtful, detailed and accurate assignment responses.   | Responses show little to no evidence of new knowledge as evidenced by lack of thoughtful, detailed and accurate assignment responses.              |
| Work submitted was organized and clearly articulated. The student carefully followed all assignment instructions. The instructor did not have to provide continual assignment clarification or request revisions. | Most work submitted was organized and clearly articulated. The student carefully followed all assignment instructions. The instructor had to provide continual assignment clarification or ask for revisions. | Work submitted was not organized or not clearly articulated. The instructor had to provide constant clarification and ask for continued revisions. |
| Assignment content and required projects were original.   | Assignment content and required projects were original.   | Evidence that not all assignment content and required projects were original.  |
| Work is free of spelling and/or grammatical errors.   | Work has few spelling and/or grammatical errors.  | Work has numerous spelling and/or grammatical errors.  |