Course Number: ECE 217

Course Title: Family, Community, and School Partnerships

Course Description:
This course emphasizes the importance of families in the education of young children through relevant strategies that acknowledge the structure and development of the family. The relationship of the family to educational programming and other service delivery systems is studied and techniques for building partnerships are explored.

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<th>College Education Program Attributes</th>
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<td>The manner in which we prepare educational personnel is informed by eight essential attributes:</td>
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<td>1. ensuring that programs are knowledge-based;</td>
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<td>2. viewing educational personnel as learners, including a focus on deconstructing past experiences as learners in coursework and field experiences and developing appropriate knowledge of the content and discourse of the disciplines to be taught;</td>
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<td>3. contextual and cultural sensitivity;</td>
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<td>4. facilitating inquiry and reflection, i.e., providing structured opportunities for critical reflection on and taking action in one's daily work;</td>
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<td>5. enabling authentic participation, collegiality and collaboration;</td>
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<td>6. building an ongoing developmental program that allows for continuous improvement, experimentation, and professional growth;</td>
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<td>7. ensuring that programs are standards-driven; and</td>
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<td>8. ensuring that programs promote the effective use of technology</td>
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<th>Course Objectives</th>
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<tr>
<td><strong>Standard 2 – Learning Differences</strong></td>
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<td>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.</td>
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<td><strong>Standard 3 – Learning Environment</strong></td>
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<td>The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.</td>
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<td><strong>Standard 7 – Planning for Instruction</strong></td>
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<td>The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-</td>
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disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Learning Topic 1** – The history of family and theories of child and family development

**Learning Activities/Performance Tasks:**
1. Discussion board – Classroom Welcome Letter
2. Weekly writing assignment – Ecological Systems Theory

**Learning Topic 2** – The influence and importance of family, culture, and community

**Learning Activities/Performance Tasks:**
1. Quiz 1
2. Weekly writing assignment – The Cultural Iceberg
3. Article review

**Learning Topic 3** – Family diversity

**Learning Activities/Performance Tasks:**
1. Discussion board – Quality Family and Community Partnerships
2. Weekly writing assignment – Parenting Styles

**Learning Topic 4** – Family engagement, building partnerships, and communication strategies

**Learning Activities/Performance Tasks:**
1. Quiz 2
2. Weekly writing assignment – Family Engagement Case Study

**Learning Topic 5** – Protecting children

**Learning Activities/Performance Tasks:**
1. Weekly writing assignment - Bullying
2. Article review
3. Discussion board – Protecting Children

**Learning Topic 6** – Supporting families

**Learning Activities/Performance Tasks:**
1. Weekly writing assignment – Preschool Lesson Plan
2. Advocacy project
Learning Topic 7 – Maintaining relationships and advocacy

Learning Activities/ Performance Tasks:
1. Quiz 3
2. Weekly writing assignment – Beliefs about maintaining relationships
3. Case study SEA

ECE 217 Structured External Assignment (SEA): Case Study 50 pts / 20%

Through this assignment you will explore subjects related to families raising a young child. It consists of four parts: Scheduling the interview, developing the questions, conducting the interview, and the final paper. You will use your notes, knowledge, and understandings from the text/resources this semester to develop a 5-7 page paper. Use the rubric to guide your work.

1. Contact a family with a child ranging from 6 months – 8 years of age (someone in your family such as a sibling, cousin, etc. or a friend) that will allow you to interview them face-to-face. The interview should not exceed 1 hour. Explain why you are doing the interview (you are studying this in your early childhood education course). Once you have confirmed with the family, type a few short sentences describing the family, how you know them, and when you plan to conduct the interview.

2. Develop a set of 8 interview questions that address the topics below. In addition, add two questions of your own (total of 10) that are unique and reflect areas that interest you specifically and that you feel comfortable asking (religion, impacts of being a single parent, military family, traumatic event, child with a disability, choice not to send their child to full day Kindergarten, having an only child, live in grandparents, working mother vs stay at home, etc.).

   — Characteristics of the family (dynamics)
   — Strengths and Needs of their child (milestones, child development)
   — Parenting style
   — Characteristics of the community they live in
   — Cultural values/traditions/beliefs
   — Relationships within the community/schools that impact their child
   — Services/resources they depend on as a family (health, social, educational)

3. Once your questions are approved, you can conduct your interview. Be sure to practice your questions before the interview. As you engage in a conversation with one/both of the care givers, take notes. You will type them in a Word document (notes under each question) and submit them in
4. The final step is the write your paper focusing on the following. Be sure to cite any references you use at the end of your paper on a page called “references”. You do not need to cite within your paper unless it is a director quote or line from another source. Refer to APA formatting.
   — 2-3 pages describing the family dynamics, characteristics, values, relationships, challenges, etc. that you derive from the interview.
   — 1-2 pages analyzing a service or support that you think might benefit the family and then conclude if you would ultimately recommend it or not and why.
   — 2-3 pages reflecting on how well the families current community is equipped to support a family like theirs and recommend how the family might advocate for what they might need (who to partner with, how to become educated on the issues, etc.).

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<tr>
<th>SEA Case Study Rubric</th>
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<tr>
<td>— Family overview</td>
<td>2 points</td>
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<td>— Interview questions</td>
<td>4 points</td>
</tr>
<tr>
<td>— Interview notes</td>
<td>2 points</td>
</tr>
<tr>
<td>— 2-3 page descriptive section about the family</td>
<td>14 points</td>
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<tr>
<td>— 1-2 page analysis of available services or supports</td>
<td>10 points</td>
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<tr>
<td>— 2-3 page reflection on the community and the need for advocacy</td>
<td>14 points</td>
</tr>
<tr>
<td>— References accurately cited in APA format</td>
<td>4 points</td>
</tr>
<tr>
<td><strong>TOTAL POINTS POSSIBLE</strong></td>
<td><strong>50 points</strong></td>
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Resources

**Textbooks/Manuals**


**Articles**


Fraser, A.S. (1989). The changing American family: Dramatic changes in the shape of
U.S. families have left us with old policies in a world of new realities. *Caring for Families*, 13.


Lewis, H. (2009). Stories about place: Community mapping is a powerful tool for environmental education. *Our Schools/Our Selves, Fall*.


**Websites/Multimedia**


Family Development Theory: [https://parenteducation.unt.edu/online-learning/family-development-theory](https://parenteducation.unt.edu/online-learning/family-development-theory)

Outlines of child study online book: [https://archive.org/stream/outlinesofchids00chil#page/230/mode/2up](https://archive.org/stream/outlinesofchids00chil#page/230/mode/2up)


Because I am a Girl YouTube: [https://www.youtube.com/user/BecauseIamaGirlCAN](https://www.youtube.com/user/BecauseIamaGirlCAN)

Delaware Stars for Early Success: [www.delawarestars.udel.edu](http://www.delawarestars.udel.edu)


Engaging Diverse Families Project: [https://www.naeyc.org/ecp/trainings/edf](https://www.naeyc.org/ecp/trainings/edf)


Harvard Family Research Project Webinar: [https://hgse.adobeconnect.com/_a1081041235/p1l42o0f5vx/?launcher=false&fcsContent=true&pbMode=normal](https://hgse.adobeconnect.com/_a1081041235/p1l42o0f5vx/?launcher=false&fcsContent=true&pbMode=normal)

Common Sense Media: [https://www.commonsensemedia.org/cyberbullying/age/preschoolers](https://www.commonsensemedia.org/cyberbullying/age/preschoolers)

The State of Obesity in Delaware: [http://stateofobesity.org/states/de/](http://stateofobesity.org/states/de/)


Stewards of Children – Child Sexual Abuse Prevention: [http://www.d2l.org/site/c.4dICIJOkGclSE/b.6243681/k.86C/Child_Sexual_Abuse_Prevention_Training.htm](http://www.d2l.org/site/c.4dICIJOkGclSE/b.6243681/k.86C/Child_Sexual_Abuse_Prevention_Training.htm)

TED Talk – Every kid needs a champion: [https://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion?language=en](https://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion?language=en)

State of Delaware – Department of Services for Children, Youth, and their Families: [http://kids.delaware.gov/fs/fs_iseethesigns.shtml](http://kids.delaware.gov/fs/fs_iseethesigns.shtml)

Delaware Early Learning Guidelines: [http://www.doe.k12.de.us/Page/587](http://www.doe.k12.de.us/Page/587)


Teacher Voices Worksheet:
http://www.tolerance.org/sites/default/files/documents/tt_voices.pdf