



## RHODE ISLAND COLLEGE

### FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

#### **ECED 512 - 01 WORKING WITH FAMILIES: BUILDING HOME-SCHOOL PARTNERSHIPS, SPRING 2011**

**Instructors:** Mary Ellen McGuire-Schwartz, Ed.D.

Include names of instructors who taught the course in the last three academic years]

**Department:** [Elementary Education, Chair: Dr. Patricia Cordeiro, 456-8626

### 1. COURSE INFORMATION

**Catalog Bulletin of Rhode Island College 2009 - 2011**

**Catalog Description:** Students develop an understanding of parenting, of working with families within diverse contexts, and of building school, community, and family partnerships. Relevant National Board for Professional Teaching standards are reviewed. 3 credit hours.

**Extended:** Students examine and investigate the issues, expectations, and realities of parenting. The role of the teacher and the culture of the school and its influence on teachers and families are explored. The implications of working with a multicultural community and differing family structures are examined. There is a focus on the ways in which parent-professional relationships may be enhanced through an understanding of contemporary family patterns, home-school communication, sources of stress and frustration for parents and professionals, communication and problem-solving skills, and approaches to promoting family involvement and collaboration in early care and education settings. An emphasis is placed on examining and understanding child development and learning from various theoretical perspectives with a multicultural outlook. The development of cultural competency, knowledge and application of ethical principles, a mastery of relevant theory and research, advocacy for children and families, observation, documentation, and assessment skills to support young children and families are included. Students have the opportunity to explore individual variations in family development, family and community relationships, and the impact of family, community, society, and their interrelationships on families, as well as risk and protective factors within the cultural context, through the completion of a family case study and relevant research. Through the creation and defense of a research paper, students have opportunities to increase their knowledge of parenting, family diversity, school and community partnerships, parent involvement in early care and education programs, and to improve their ability to communicate more effectively, and to enhance their professionalism. Field experience is required.

<i>Learning Objective</i>	<i>Standards (RIPTS, SPA or NCATE, FSEHD <a href="#">Conceptual Framework</a> )</i>	<i>How is it assessed?</i>
1. Demonstrate an understanding of FSEHD's Conceptual Framework with specific focus on areas related to the field of early childhood education and child development, reflective practice, pedagogy, diversity, technology, global perspectives, and performance assessment. Review and use NAEYC Code of Ethical Conduct in all work with families,	Knowledge: Domain -Specific Knowledge, Information Literacy, Contextual Perspective, Professional Awareness; Practice: Evidence-based Decision Making, Technology Use, Diversity of Practice, Professional Identity Development	Class Participation, Assignments, and Discussion

children, and research.	NAEYC 1, 2, 3, 4, 5; Tools 1, 4	
2. Review research and present primary research articles on a particular aspect of the role of family and cultural context on individual development. PLAN, ACT, and REFLECT, as well as analyze, react to, and report about currently important/critical issues and concerns in early care and education programs including possible topics of parent involvement, school and community partnerships, parent-teacher relationships, assessing and evaluating parent-school involvement, and parent, child, and family advocacy in a focused research review .	Knowledge: Domain -Specific Knowledge, Information Literacy; Practice: Evidence-based Decision Making, Technology Use, Reflective Practice, Knowledge, Pedagogy, Diversity, Professionalism, Assessment, Standards NAEYC 1, 3, 4, 5; Tools 4, 5, 6	Research Review
3. Understand ecological systems theory including the impact of family, culture, community, society, (and their interrelationships), and various other cultural milieus on development, including the impact of risk and protective factors and specific family stressors.	Knowledge: Domain -Specific Knowledge, Information Literacy, Contextual Perspective; Practice: Evidence-based Decision Making, Technology Use, Diversity of Practice Reflective Practice, Knowledge, Pedagogy, Diversity  NAEYC 1, 2, 3, 4, 5	Reading Discussions Case Study
4. Recognize and value individual variations in family form, characteristics, diversity, and structure, including context, parental age, family size and ethnicity, single, teen, adoptive, foster, gay, lesbian and other parents. Through observations of family interactions in early care and education programs, research on diverse families, and interviews with families and early care professionals, a greater understanding of family diversity and parent-school involvement and partnerships will be developed.	Knowledge: Domain -Specific Knowledge, Information Literacy, Contextual Perspective, Professional Awareness; Practice: Evidence-based Decision Making, Technology Use, Diversity of Practice, Professional Identity Development  Reflective Practice, Knowledge, Pedagogy, Diversity  NAEYC 1, 2, 3, 4, 5; Tools 1, 2, 3, 4, 5, 6, 7, 9	Research Review and Observation Research Report
5. View the diversity of family form and development from various theoretical and multicultural perspectives fostering an awareness of cultural influences and a mastery of relevant theory and research, observation, documentation, and assessment skills to support young children and their families through research and observations of families in early care and education contexts.	Knowledge: Domain -Specific Knowledge, Information Literacy, Contextual Perspective, Professional Awareness; Practice: Evidence-based Decision Making, Technology Use, Diversity of Practice  Reflective Practice, Knowledge, Pedagogy, Diversity  NAEYC 1, 2, 3, 4, 5; Tools 1, 2, 3, 4, 5, 6	Case Study and Observation Research Report
6. Understand factors, which may add stress to families and threaten healthy development – including poverty, instability, neglect and isolation, disintegration, inconsistent or confused roles and values, lack of support and involvement outside the	Knowledge: Domain - Specific Knowledge, Information Literacy, Contextual Perspective, Professional Awareness; Practice: Evidence-based Decision Making, Technology Use,	Case Study and Advocacy Letter

<p>home, enmeshment of family members, closed communication, divorce, community violence, child abuse and neglect, and other forms of trauma – and strategies for supporting psychological well-being and healthy family development through advocacy for children and families, and the reporting of child abuse, neglect, and maltreatment to mandated authorities through research, observation, assessment, and professional experiences. Explore the importance of child advocacy, family support, and school and community partnerships. Write an in-depth case study on one family in a diverse setting that addresses family life – including risk and protective factors – and culture. Conclusions, assessments, and recommendations for advocacy and interventions, if needed, are to be included. As a part of the case study, write an advocacy letter on behalf of the case study for support services needed.</p>	<p>Diversity of Practice, Professional Identity Development</p> <p>Reflective Practice, Knowledge, Pedagogy, Diversity</p> <p>NAEYC 1, 2, 3, 4, 5; Tools 1-9</p>	
<p>7. Locate, collect, interpret, critique, apply, and present research findings from primary and secondary research sources, including the Internet through a presentation reviewing research on an aspect of parenting, family form and development, family advocacy, parent involvement, school and community partnerships and the completion of research paper.</p>	<p>Knowledge: Domain -Specific Knowledge, Information Literacy, Contextual Perspective, Practice: Evidence-based Decision Making, Technology Use, Diversity of Practice Technology, Knowledge, Reflective Practice</p> <p>NAEYC 4, 5; Tools 3, 4, 5, 6</p>	<p>Research Paper</p>
<p>8. Provide quality, ethically based, professional leadership skills and advocacy for children and families with increased knowledge of diverse families, stages and styles of parenting, child-rearing, child growth and development, family, school, and community partnerships for groups of teachers, administrators, parents, and /or community leaders. Develop an advocacy letter to a state agency, professional organization, or advocate for families and children.</p>	<p>Knowledge: Domain -Specific Knowledge, Information Literacy, Contextual Perspective, Professional Awareness; Practice: Evidence-based Decision Making, Technology Use, Diversity of Practice Professionalism, Knowledge, Standards,</p> <p>NAEYC 1, 2, 3, 4, 5; Tools 2, 3, 8, 9</p>	<p>Advocacy Letter</p>

## 2. COURSE TEXTS AND MATERIALS

Diffily, D. (2004). *Teachers and families working together*. Boston: Pearson Education.

Keyser, J. (2006). *From parents to partners: Building family, school, and community partnerships*. St. Paul, MN: Redleaf Press.

Turner-Vorbeck, T. & Marsh, M.M. (Eds.) (2008). *Other kinds of families: Embracing diversity in schools*. New York: Teachers College Press.

Wright, K., Stegeline, D.A., & Hartle, L.C. (2007). *Building family, school and community partnerships*. (3<sup>rd</sup>. ed.). Upper Saddle River, NJ: Pearson Education.

Readings, handouts, and research journal articles.

**Suggested Readings:**

Driscoll, A. & Nagel, N. (2005). *Early childhood education, birth-8: The world of children, families, and educators*. (3<sup>rd</sup> ed.) Boston: Allyn & Bacon.

## 3. COURSE CALENDAR

<i>Day/week</i>	<i>Class topic</i>	<i>Readings</i>	<i>Assignments</i>
Week 1	Introduction, Orientation, Syllabus	Ch. 1 (K) (T-V&M) Ch. 1 (W, S, & H)	Readings Research Diversity of Families
Week 2	Historical Perspectives on Families Understanding Today's Families Present Findings	Ch. 2 (K) (T-V&M) Ch. 2&3 (W, S, & H)	Readings Research on Families Discussion Board
Week 3	Strategies for Building Partnerships Working with Families	Ch. 9 (W, S, & H) Ch. 3 (K) Ch 4(T-V&M)	Readings Discuss Readings Discussion Board
Week 4	Families and Teachers Cross Cultural Issues & Community Discuss Observations & Interviews	Ch. 1 (Key) Ch. 4 (W, S, & H) Ch. 3 (T-V&M)	Readings Discussion Board
Week 5	Strategies for Building Partnerships	Ch. 2 &3(Key) Ch.9(W, S,&H)	Readings Discuss Readings and Strategies
Week 6	Benefits of Family Involvement	Ch. 5 (Dif) Ch. 2(Key)	Discussion & Research Class Discussion Board
Week 7	Community and School Linkages/Special Needs Effective Communication Develop/Share Samples in Class Presentation Report	Ch. 5 (W, S, & H) Ch. 3 & 4 (Key) Ch. 6 (Dif.)	Readings Observation Research Report Discussion Board
Week 8	Meeting Needs of All Families Working with Families Communication	Ch. 6 (W, S, & H) Ch. 5 (Key) Ch. 7& 8 (Dif)	Readings Discussion of Readings Discussion Board
Week 9	Challenges to Communication Cultural Issues and Differences Examples and Strategies	Ch. 6 (Key) Ch. 6 (T-V&M)	Readings Bring In Examples of Challenges
Week 10	Families of Adoption Working with Differences Formal Communication & Meetings	Ch. 7 (W, S, & H) Ch. 8 (T-V&M) Ch. 7 & 8 (Key)	Readings Research Review Presentations Discussion Board
Week 11	Families and Alternative Lifestyles Family and Community Involvement Classroom and Curriculum	Ch. 8 (W, S, & H) Ch. 7 (T-V&M) Ch. 9 & 10 (Key)	Readings Discussion Board
Week 12	Assessing and Evaluating Involvement	Ch. 8 (W, S, & H )	Research Class Discussion Board
Week 13	Advocacy for Children and Families, Family Partnerships Advocacy Websites	Ch. 12 (Dif) Ch. 3 (W, S, & H)	Research Paper & Presentation Discussion Board, Advocacy Websites
Week 14	Case Study Presentations Advocacy for Families		Case Study Due Advocacy Paper Due

#### 4. REQUIREMENTS

##### Performance Assessments

Performance	Course Outcome	SPA Standards	NAEYC Tools	Conceptual Framework
Observation Research Report	1, 2, 4, 5, 6, 8, 12	NAEYC 1, 3, 4, 5	4, 5, 6	Reflective Practice, Knowledge, Pedagogy, Standards
Research Review	1-9, 12	NAEYC 1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6	Reflective Practice, Knowledge, Pedagogy, Diversity, Assessment, Professionalism, Technology
Research Paper	1, 6, 7, 9, 12	NAEYC 4, 5	3, 4, 5, 6	Technology, Knowledge, Reflective Practice
Case Study	1-6, 9, 10-12	NAEYC 1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7, 8, 7, 9	Reflective Practice, Knowledge, Pedagogy, Diversity, Professionalism
Advocacy Letter	1, 6, 9-12	NAEYC 1, 2, 3, 4, 5	2, 3, 7, 8, 9	Professionalism, Knowledge, Standards

Graduate students are expected to use Blackboard for all course e-mails, assignments, discussion groups, and presentations. All students need to set up a Rhode Island College internet account to access Blackboard. Students are expected to use word processing on all written assignments and should know how to use e-mail, access the Internet, and conduct research on the internet. An Internet account can be obtained through Academic Computer User Services. Students are expected to utilize Blackboard as a tool and resource for this course. They are also expected to communicate with peers and the instructor on Blackboard using the e-mail and other options. Computers are available in the Horace Mann Technology Center. The instructor must be informed of any difficulty accessing Blackboard. (Technology)

This class is a hybrid class. We will meet in person on campus 50% of the time and online 50% of the time. On-line access to Blackboard is mandatory and required twice a week for a minimum of 4-6 hours to engage in class discussions, chat room activities, e-mail, presentations, and other related class work and obligations to successfully complete this course. All students must present evidence of Blackboard log-ins for the required times by each class meeting day by 4:00 PM of that day. Mutually agreed times for on-line discussions and chats will be set at the initial meeting on February 9, 2011. The use of Skype is required along with a microphone. It is necessary to establish a Skype account. All presentations and papers must be posted on-line by 3:00 PM on the date due.

##### Assignments

##### Observation Research Report on Family Involvement – 20%

Students will gather data about families' involvement in early care and education programs by observing family-staff interactions in two to three diverse early care and education programs. Develop at least three questions about family involvement. As a part of your research, please interview two to three families and early care and education professionals on family involvement. This action research on family involvement in early care and education programs will add to the data collection. Conduct a short review of research literature on family involvement in schools. Write a 5 - 7 page report on your findings on family-school involvement and home-school partnerships including all of your research. Describe and detail your findings in your report and present in class.

### **Research Review and Presentation – 20%**

Students will research, review, and present primary research articles on a specific aspect of the role of family and cultural context on individual development. Research articles should relate to the topics discussed in class. Students will present the review of research report in class. Grading will depend on creativity, comprehensiveness, and clarity of presentation.

### **Research Paper and Presentation – 25%**

Each student will write a research paper using primary and secondary research findings on a topic related to parenting, family form and development, family advocacy, parent involvement, or school-community partnerships. The findings of the paper will be presented in class. Students will conduct research using primary and secondary sources. Review the professional literature (journals, books, academic internet sites), select at least 5-10 journal articles and 3 books as references, analyze findings in the paper and present in class, using handouts, overhead transparencies, charts, etc. Include a bibliography for the class. Compile your research report into an 8 -10 page analytical paper with a brief appendix of research collection.

### **Case Study and Advocacy Letter – 35%**

Each student will write an in-depth case study on one family in a diverse early care and education setting which addresses family life – including risk and protective factors – and culture. The case study should examine all areas of family life possible. Conclusions, assessments, and recommendations for advocacy and interventions, if needed, are to be included. Bronfenbrenner's Ecological Systems Theory should be incorporated into the study focusing on the microsystem, mesosystem, exosystem, and the macrosystem affecting the family and child's life. The case study will be a comprehensive study of one family. Classroom observations may be included. Anecdotal records, informal observations, physical descriptions, assessments, interests, and interviews of the family should be included. Confidentiality, professional conduct, and respect for the subjects are to be maintained at all times. You need the "informed voluntary consent" of the family. The case study is a comprehensive study. Please include classroom observations, anecdotal records, informal observations, physical descriptions, assessments, and interests of the child. In-depth information on the child's family and community life and school behaviors add to the comprehensiveness of the case study. The case study is an accumulation and interpretation of information from many different sources. Reflect critically on your observations of the family, weaving in the many areas of family development discussed in class. Your report may be written as a personal reflection of your understanding of the family based upon your observations, records, and descriptions of the family. Please make sure that you address the family in context, the cultural context, child rearing practices and patterns, family form and structure, family strengths and stresses, family support, and home-school involvement and partnerships. Write an advocacy letter based upon your findings and recommendations for the family to a state agency, advocacy group, or professional agency.

A descriptive narrative should be written to summarize and interpret the findings. Primary sources should be used in the interpretation of the case study. Make sure that your resources are research journal articles (primary sources) that are current (dated 2000 or later). Include other resources, but at least 5 of your resources should be primary research articles. Include the advocacy letter within the case study.

## Assignments

Assignment	Points
Observation Research Report	20
Research Review	20
Research Paper	25
Case Study	25
Advocacy Letter	10

## 7. Course Evaluation and Grades:

**A: 94 - 100   A-: 90 - 93   B+: 87- 89   B: 84 - 86   B-: 80 - 83   C+: 77- 79**  
**C: 74 - 76   C-: 70- 73   D+: 67- 69   D: 64 - 66   D-: 60 - 63   F: BELOW 60**

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Please refer to the Rhode Island College grading system which defines the following letter grades: A (excellent), B (good), C (satisfactory), D (low pass), F (failure).

- Please bring books, readings and notes to class as a reference. You should be prepared to lead a discussion at any time.
- If you are challenged by writing or experience difficulty writing, it is **highly recommended** that you use the services of The Writing Center (456-8141, Craig Lee 225).
- Work, projects, papers, etc. not picked up 4 weeks after the semester may be discarded!

❖ Please note: Any student with a documented disability is welcome to contact me as early in the semester as possible so that we may arrange reasonable accommodations. As part of this process, please be in touch with the Coordinator of Services for Students with Disabilities, Disability Related Services for Students office at Craig-Lee 127, 456-8061.

❖ Pursuant to the RIBGHE Rhode Island College does not discriminate based on race, color, creed, national or ethnic origin, gender, religion, disability, age, sexual orientation, gender identity, or expression, marital/citizenship status, or status as a special disabled veteran, Vietnam veteran, or any other veteran who served active duty during war or campaign or expedition for which a campaign badge has been authorized.

❖ This classroom is a safe classroom for all students. Negative discrimination toward any one, through words of actions, will not be tolerated, based on but not limited to, race, color, creed, national or ethnic origin, gender, religion, disability, age, sexual orientation, gender identity, or expression, marital/citizenship status, or status as a special disabled veteran, Vietnam veteran, or any other veteran who served active duty during war or campaign or expedition for which a campaign badge has been authorized.

## 5. RIC POLICIES

- Academic Dishonesty Policy (*Rhode Island College Handbook of Policies, Practices, and Regulations* (Spring 2010), Chapter 3: [Academic policies and procedures](#). Pp. 32-34, section 3.9.1.): [http://www.ric.edu/administration/pdf/College\\_handbook\\_Chapter\\_3.pdf#28](http://www.ric.edu/administration/pdf/College_handbook_Chapter_3.pdf#28)
- Request for Reasonable Accommodations for Students with Disabilities: <http://www.ric.edu/disabilityservices/faq.php>
- The instructor reserves the right to change the syllabus at any point in the semester to accommodate learners' needs and pace of progress. Students will be notified in class of any changes.

- Students' assignments may be duplicated and utilized anonymously for the Department's program folios, for purposes of accreditation. All information that identifies a document as belonging to a particular student will be removed before it is used.