



Turtle Mountain Community College
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www.tm.edu

Course: ECE 338 Family and Community Relations
Instructor: Kathy Jo Henry
Email: khenry@tm.edu
Class Hours: 3 hours
Office Hours: posted on door 110I
Office Phone: 701-477-7862

Text: Gestwicki, C. 2007. Home, School and Community, 6th Edition, Thomson: Delmar Learning.

Course Description/Rational:

ECE 338 Family and Community Relations explores home/school/community connections and helps students learn how to foster positive relationships with parents and stakeholders in the community. It provides an understanding of the issues surrounding home/school/community partnerships and the importance of recognizing and appreciating diversity, interest, and needs of the community that support children's development.

Course Objectives:

The student will be able:

1. To describe the multiple communities which co-exist in schools.
2. To explain the necessity of healthy, collaborative relationships between schools and the various communities it serves.
3. To describe the multiple ways to increase communication effectiveness and build more effective community relations with both internal and external audiences,
4. To discuss the manner in which current social, economic, and political forces impact educational organizations.
5. To examine the issues of race, class, gender, religion, sexual orientations, disability, and other important areas of difference within the context of forming genuine collaborative relationships with community members.
6. Recognize signs of abuse and neglect and understand the mandate of reporting and helping abused and neglected children.

Methods of Instruction: includes direct instruction (lecture and discussion), small group activities, web based activities, workshops (when available), student presentations, guest speakers, videos, observations & field trips , hands-on demonstrations and field-based applications with young children.

Cultural Content: The culture of the Turtle Mountain Band of Chippewa will be integrated throughout this course to enhance the awareness of the cultural and social heritage of the Anishinabe people.

Your Rights and Responsibilities: If you have special learning or physical disabilities (formally diagnosed), you have legal rights to course modifications. Please identify yourself to the professor so that he/she may assist you with your course progress.

Attendance, Class Participation: Attendance is required and active participation of all activities, observations and instruction of young children is required; therefore, attendance is very important and will count toward final course grades. Excused absence is available for illness, family death, Teacher Education Department sponsored activity, religious holiday, or military duty. Appropriate documentation must be provided for the absence. If you are ill or have a family emergency, please notify me by email as soon as possible. Please make arrangements with another classmate to keep up with information distributed in class. Students are encouraged to discuss extenuating circumstances with the instructor.

Performance Assessments: Students are expected to complete all class readings prior to each class session so as to engage in active dialogue, sharing of ideas and reflection to engage in productive learning. Students are expected to integrate course readings and class information into their written assignments to demonstrate knowledge of content matter. An evaluation of your papers, assignments, projects, in-class discussions, small and large group presentations, and participation will determine whether or not you've met the instructional objectives for the course. Scholarship, initiative, cooperation, attitude and improvement will also be taken into consideration.

Statement of Academic Honesty: Scholastic honest is expected. Dishonesty includes cheating, plagiarism, and collusion. Student is expected to do individual work unless directed by a project and or permission is given. If dishonesty is found, the student will be reported to the Academic Dean.

Course ND Standards INTASC Artifacts Objectives NAEYC

<p>ECE 338 Home, School & Community</p>	<p>50037.3 Study of how to establish and maintain collaborative partnerships with families, communities, and other professionals.</p> <p>50037.8 Study of actively modeling professionalism, advocacy, and ethical behavior</p>	<p>Standard 7: Planning</p> <p>Standard 9: Reflective Practice and Professional Development</p> <p>Standard 10 School and Community</p>	<p>*Student /group led discussions based around a set of weekly readings.</p> <p>* Students will be required to visit one of the communities' head start programs, a preschool program, or a childcare center to collect data, review policies, and write a research report on their findings.</p> <p>*Will develop a collection of "Parent Stories" from personal</p>	<p>Understand the multiple communities which co-exist in schools.</p> <p>To recognize the necessity of healthy, collaborative relationships between schools and the various communities it serves.</p> <p>To understand multiple ways to increase communication effectiveness and build more effective community relations with both internal and</p>	<p>#2 Building Family and Community Relationships</p> <p>#4 Using Developmentally Effective Approaches to Connect with Children and Families</p>
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		<p>interviews that will be developed as a resource file with action plans for change based on what was learned from the parent interviews.</p> <p>*Student will choose and research a well documented strategy for home-school-community collaboration in the field. The research will be current and professional recommendations about the strategies, facilitate a class learning experience and complete a written report to summarize the research.</p> <p>MIDTERM EXAM FINAL EXAM</p>	<p>external audiences.</p> <p>To understand the manner in which current social, economic, and political forces impact educational organizations.</p> <p>To understand issues of race, class, gender, religion, sexual orientations, disability, and other important areas of difference within the context of forming genuine collaborative relationships with community members.</p>	
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Course Requirements:

Course Project Requirements

Weekly Assigned Readings-Student/Group –led discussion
Community Resource List
Parent Education Assignment & Presentation
Home–School-Community Collaboration Research Project
Quizzes pertaining to readings
Research Synthesis and Presentation
Parent/Teacher Conferences
Midterm Exam
Final Exam

1. Weekly Assigned Readings-Student/Group –led discussion

Groups of 2-3 students will be responsible for facilitating discussion for an assigned class session. Students will develop a presentation of the readings, develop questions to guide

the class discussion, and be prepared to answer questions posed by peers. Students will have copies of handouts available and an evaluation of the led discussion. The group will develop activities/tasks that effectively communicate the main points of the reading. Guest speakers are welcomed as a part of the presentation. If a guest speaker is used, the group must still facilitate the discussion with the speaker's comments and the readings for the week. The group will have the full class period for the presentation.

Assigned Reading/Discussion Rubric

2. Community Resource List

The class will develop a resource list that will identify general referral agencies for each of the following areas as they relate to children and families: These resources must be listed as the sample Community Resources form indicates. Be sure to include websites (when available). It is critical that you research all available programs (Tribal, County, & State). Areas: Medical, Legal, Economic, School (cognitive, psychological, tracking)

3. Parent Education Assignment and Presentation

Students will choose a topic that will be researched for parent education and will create a slide show and a brochure that shares the research information. Topics: Sibling rivalry, Nutrition, Toilet Learning, Developmental milestones, Reading Readiness, Discipline and Self Regulation, Choosing good books or toys, or other topics approved by instructor. (Make enough copies of the brochures for your classmates.)

4. Home-School-Community Collaboration Research Project

student assignments will be required to visit one of the communities' head start programs, a preschool program, or a childcare center to collect data, review policies, and write a report on their findings. This research project is related to home-school-community collaboration. The action research involves the hands-on, data-based study of some specific aspect of professional practice. The project will focus on the following dimensions of your practice: 1) curriculum and instruction; 2) Comprehensive support for a child's learning and development; 3) family support and education.

5. Research Synthesis and Presentation

Student will choose a well documented strategy for home-school-community collaboration in the field of early childhood. The student will investigate strategies related to the topic they chose. The review will be of current research and professional recommendations about the strategies facilitate a class learning experience and complete a written report to summarize the research.

Evaluation/Grading	
Points	Grade
180 - 200	A
165 - 179	B
150 - 164	C
135 - 149	D

COMMUNITY RESOURCES FORMAT

This format must be used for each of the areas and the information must be typed using 12 font.

AREA OF NEED _____

1.Name of Agency _____

Address: _____

Telephone : _____

Email: _____

Website: _____

Need to make an appointment-----Yes or No

Application needed to be filled out before an appointment visit-Yes or No

Income Guidelines-----Yes or No

Services available: _____

Course Units

1/13 Introductions/Syllabus/ Class Preparations for 1/15 Chapter 1& 15

Introduction to Families

1/15 Topic Diversity

1/20 NO CLASS

1/22 Chapter 2 What Defines Family

1/27 Why Study Sociological Trends

1/29 Family Continued

2/3 Chapter 3 Role Parents Play

2/5 Touchpoints Model

Teacher-Family Partnerships in Early Education

2/10 Chapter 4 What is Family Involvement

2/12 Research on Child Development as Motivation to Include Parents

2/17 NO CLASS

2/19 Chapter 5 Benefits for Teacher –Family Partnerships

2/24 Benefits for Children

2/26 Benefits for Parents

3/3 NO CLASS MIDTERM PREPARATION

3/5 MIDTERM

3/10 Chapter 6 Potential Barriers

3/12 Differences in Expertise

3/17 SPRING BREAK

3/19 SPRING BREAK

3/24 Chapter 7 Foundations of a Successful Partnership

3/26 Teacher Attitudes and External Factors

Methods for Developing Partnerships

3/31 Chapter 8 Initial contact with Parents

4/2 Separation Anxiety

4/7 Chapter 9 Informal Communication with Families

4/9 Communication Methods

4/14 Chapter 10 Parent/Teacher Conferences

4/16 Strategies for a Successful Conference

4/21 NO CLASS

4/23 Chapter 11 & 12 Home Visits with Parents and Children & Families in the Classroom

4/28 Advantages and Disadvantages of home visits

4/30 Parents as Decision Makers

5/5 FINAL