



**ECHE 3363 Working with Families in Diverse Communities
Spring, 2018**

ECHE3363 is a required course for the BS/IDS/ECE program and an elective for other undergraduate programs

**College of Education
Department of Language, Literacy & Special Populations**

Instructor: Mallory Kirby
Cell Phone: 832-453-2573
E-mail address map022@shsu.edu or mallory.kirby@misd.org

Office hours:

Tuesday 30 minutes before and after class (Woodlands)

Additional times by scheduled appointment

Please feel free to email or text anytime.

Day and time the class meets: Tuesdays 5:30 – 8:20, Spring Semester, 2018

Location of class: Room 251, Sam Houston State, The Woodlands, Texas

Course Description: ECHE 3363 - This course is an in-depth study of the relationships between families and schools in diverse communities. Topics addressed in this course include discussions of major theories that support partnerships with parents; models for parent, school, and community partnerships; home, school and community influences on children's lives; parenting styles; family dynamics; parent education strategies; communication with parents; and the rights and responsibilities of parents, children and teachers. Field experience with young children, their families, and the community will be required.

IDEA Objectives: In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

Essential: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

Important: Learning to apply course material (to improve thinking, problem solving, and decisions).

Reading Material:

Required Textbook: Olsen, G. & Fuller, M. L. (2011). *Home and School Relations: Teachers and Parents Working Together* (4th ed.). Upper Saddle River, NJ: Pearson/Merrill Prentice Hall. ISBN: 978-0-13-237338-8

Required Readings: Readings/articles/web links may be placed on SHSU Blackboard for students to read, comprehend and discuss.

Recommended: Copple, C. & Bredekamp, S. (Eds.) (2009). *Developmentally appropriate practice in early childhood programs: Serving children from birth through age 8* (3rd ed.). Washington DC: National Association for the Education of Young Children.

Recommended Websites :

Texas Essential Knowledge and Skills (TEKS) – <http://www.tea.state.tx.us/index2.aspx?id=6148>

Texas Pre-Kindergarten Guidelines – <http://www.tea.state.tx.us/index2.aspx?id=2147495508>

Texas Infant, Toddler, Three-Year-Old Early Learning Guidelines -

<http://earlylearningtexas.org/media/20496/texas%20infant%20toddler%20and%20three-year-old%20early%20learning%20guidelines.pdf>

Tk20 Account statement

Tk20 Account **is not** required for this course. Tk20 is an electronic toolkit used by candidates to provide evidence that they have mastered state and professional standards for the profession. Additional information regarding Tk20 is available at: <https://tk20.shsu.edu/>

Course Format:

The format of this class is face to face class with some online components (hybrid) which include; lecture presentations, small group discussions, whole class discussions, activities, papers, self-selected inquiries and research as well as individual community based activities. Evaluation consists of online and in class assessments, online and in class discussions, in class assessments, products, reflections, community service activity, and professional dispositions.

Course Content: Students will be able to:

1. Define the major theories that support partnerships with parents;
2. Identify models for parent, school and community partnerships;
3. Describe major influences on children's and families lives;
4. Describe parenting styles;
5. Describe factors relating to family dynamics;
6. Demonstrate parent education strategies;
7. Develop communication techniques to use with families;
8. Review current literature and legislation regarding parents and families; and
9. Explain the rights and responsibilities of parents, teachers and children.

Course Requirements/Expectations:

- **Time requirement:** This is a 3 hour credit course. Each week the student will be attending class sessions for 3 hours as well as spending approximately 6-12 hours a week reading, studying, and preparing assignments for the class. Engaged Community Service of 5+ hours is required for this course. Community Service will occur in the student's community.

SHSU Motto: The Measure of a Life is its Service



This course required your service to children and families in your community as a major component of this course. You will be given the opportunity engage with families in your community to enhance the lives of families and children. It is hoped that this experience will help you see yourself as a positive force in this world and deepen your understanding of your role as a citizen through service. These student selected experiences will constitute 25% of your course grade: service log and reflective papers.

- **Community Service:** Each student will be required to spend a minimum of 5 hours engaged to support the connection between the teacher, parent and the community. This will be completed through service to families through community organizations, parent meetings, trainings, and community associations with the schools. During the community service opportunities all students are to be professional in their behavior, attire, and communication. A time log, documentation of participation, and reflection papers will be completed to document the community service experience and relevancy for SHSU student and community. This experience is community interaction and service. It is **not** to be completed in classroom observations or assistance hours within a school or classroom. The Community Service Assignment will explain all of the details.
- **Attendance policy:** Each student is expected to attend class and complete all assignments for the class. There may be a week of online work along with class meeting times. With the possible hybrid nature of this class, it is recommended that students log on a minimum of twice a week to keep up with assignments and any additional notices. The University allows 3 hours of absence without deductions. Attendance and absences will be logged in the gradebook portion of Blackboard. **Ten points (10 points)** will be deducted for **each hour of absence after the 3 hours (one class session) allowed. During an online week, logging on to Blackboard during that week will document attendance.** Staying up with the class material and responding to online information is important to your success in the class. All course work must be submitted on or before due date listed. Note that the time of submission is 5:30 pm on the due date.
- **Late assignment policy:** Assignments are expected to be submitted on or before the due date noted on the course calendar. Late assignments are accepted but will result in point deductions. - One point deduction per day. All assignments are due before class time (5:30 pm) of the date listed as the due date.
- **Assignments and grading:** Work will be submitted electronically through Blackboard or hard copy in class. All grading criteria/rubrics will be provided when the assignment is introduced. Attach the grading rubric at the end of each submitted assignment – same file. If no rubric is submitted, or if the rubric is submitted in a separate file, a 1 point deduction will result. All written work is expected to be neat, professional and typed. All grading criteria and time restrictions will be given when the assignment is introduced. If at any time you have questions about an assignment email the professor for clarification map022@shsu.edu or call/text 832-453-2573.

- **Cell phones** may be used for communication during the course. **Cell phones may not be used for personal use or visible during the community service component.** [Sam Houston State University Academic Policy Statement 100728](#)
- **Professionalism** must be maintained. This is a professional course of study which prepares students to be responsible, accountable, and successful educators in preparing children of today for their future, as well as the future of our society. As an educator, you will additionally be responsible to parents, colleagues, and the community which should not be taken lightly. Enthusiasm and dedication to your coursework will better prepare you to support parents and children. Behaviors considered unprofessional will be addressed on an individual basis.
- **Student Information on:** Academic Dishonesty, Classroom Rules of Conduct, Student Absences on Religious Holy Days, Students with Disabilities Policies and Visitors in the Classroom are located at this SHSU website. Students are expected to read, understand and adhere to the above information.
(<http://www.shsu.edu/sacs/compliancereport/narratives/documents/3.4.5-SHSU-Syllabus-Guidelines.pdf>) <http://www.shsu.edu/syllabus/>
- **SHSU Online Information:** All assignments, grading rubrics, announcements, quizzes, discussion material, and group participation information will be posted. It is your responsibility to access the class site frequently. Email and group postings can be accessed through the site. Microsoft Office is the preferred processing for opening documents.

Student Syllabus Guidelines

- **SHSU Academic Policy Manual -- Students**
[Procedures in Cases of Academic Dishonesty #810213](#)
[Disabled Student Policy #811006](#)
[Student Absences on Religious Holy Days #861001](#)
[Academic Grievance Procedures for Students # 900823](#)
- **SHSU Academic Policy Manual – Curriculum and Instruction**
[Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
- **Visitors in the classroom** - Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. No visitors are allowed in the field experience site.

NCATE Accreditation

The Sam Houston State University, College of Education has the distinction of NCATE accreditation since 1954. As an NCATE accredited program, the College of Education ensures that the best-prepared teachers will be in classrooms teaching the next generation of leaders how to solve problems, communicate effectively, and work collaboratively.

In November 2010, NCATE merged with the Teacher Education Accreditation Council (TEAC) to become the Council for the Accreditation of Educator Preparation (CAEP), combining the two premiere accrediting organizations as a single accrediting agency for reform, innovation, and research in educator preparation. SHSU will continue to be NCATE accredited through its next review scheduled for November 2015.

[NCATE Standards](#)

[CAEP Standards](#)

The Conceptual Framework and Model

[The COE Conceptual Framework](#) establishes the shared vision of the college in preparing educators to work with P-12 students through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment preparing educators to work with P-12 students. Employing a variety of technologies, candidates learn to plan, implement, assess, and modify instruction to meet the needs of diverse learners. The Conceptual Framework (CF) incorporates five (5) indicators throughout the framework that serve to identify areas tied to course work where there is evidence of Conceptual Framework and goals assessment. The five indicators are: Knowledge Base (CF1), Technological Learning Environment (CF2), Communication (CF3), Assessment (CF4), and Effective Field Experience with Diverse Learners (CF5)

College of Education Information:

Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

SHSU Dispositions and Diversity Proficiency (DDP) Standards

	DDP	CF	CAEP	NCATE
1.	Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction.	2	1.1 (InTASC #10) & 3.3	1. c., 1.g., & 4. c
2.	Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners.	2	1.5 & 3.4	1.b, 4.a., & 6.d.
3.	Practices ethical behavior and intellectual honesty.	3	1.1(InTASC #9) , 3.3, & 3.6	1.g. & 4.a.
4.	Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices.	3	3.1, 3.3	4.a.
5.	Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners.	3 & 5	1.1 (InTASC #2)	4.a.& 4.d.
6.	Demonstrates ability to be understanding, respectful and inclusive of diverse populations.	3 & 5	3.1	4.a. & 4.d.
7.	Uses assessment as a tool to evaluate learning and improve instruction for all learners	4	1.1 (InTASC #6)	1.d. & 4.a.
8.	Demonstrates a commitment to literacy, inquiry, and reflection.	1 & 4	1.1 (InTASC #9) & 3.3	1. d, 1. g., & 4.a.
9.	Leads diverse learners to higher level thinking in cognitive, affective, and/or psychomotor domains.	5	1.1 (InTASC, & #2)	4.a.
10.	Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners.	5	1.1 (InTASC #2 and #9), & 1.4, 2.3	1.c., 3.c., 4.a., & 4.d.

CF: Conceptual Framework

CAEP: Council for the Accreditation of Educator Preparation (see page 20-21 of CAEP Standards for cross-cutting themes and diversity characteristics)

NCATE: National Council for the Accreditation of Teacher Education

The Dispositions and Diversity Proficiency (DDP) Standards are administered and evaluated in prescribed courses to all educator preparation student in initial and advanced programs.

Matrix:**Course Objectives** Throughout this course, students will:

1. Define the major theories that support partnerships with parents; (Discuss & Compare)
2. Identify models for parent, school and community partnerships; (Discuss)
3. Describe major influences on children's and families' lives;
4. Describe parenting styles;
5. Describe factors relating to family dynamics;
6. Demonstrate parent education strategies; (Research and Report)
7. Develop communication techniques to use with families
8. Review current literature and legislation regarding parents and families; and
9. Explain the rights and responsibilities of parents, teachers and children.

Topics/Objectives	Activities/Assignments (including filed based activities)	Measurement (including performance based)	Standards Alignment S1- SPA Alignment (NAEYC) S2 – SPA Alignment (ACEI) TS – Texas Educator Standards/ Competencies	Standards Alignment CF – Conceptual Framework Indicator DDP – Diversity and Dispositions Proficiencies NET*S – ISTE/NETS Technology Standards for Students
Define the major theories that support partnerships with parents (Discuss/Compare)	Chapter discussions, Family representation Exam/quizzes	Discussion exams, quizzes	S1 -1b, 2a, 2b, 4a, <u>S2-1</u> TS – this course does not lead to Texas Teacher Certification	CF3, CF5 DDP 4,6 NET*S <u>3b, 3c</u>
Identify models for parent, school and community partnerships; (Discuss)	Discussions Parent involvement Exam/quizzes	Interview, research, exams, quizzes	S1 -2a, 2b, 4a, 5a, <u>S2-1, 5.4</u> TS – this course does not lead to Texas Teacher Certification	CF1, CF5 DDP 1, 4, 6 NET*S <u>3b, 3c, 5c</u>
Describe major influences on children's and families' lives	Family interview Paper Conference Newsletter Exam/quizzes	Discussions, paper, research, exams, quizzes	S1 -1a, 1b, 2a, 2b, 2c, 4a, <u>S2-1</u> TS – this course does not lead to Texas Teacher Certification	CF1 DDP 4, 6 NET*S <u>3b, 3c, 5c</u>
Describe parenting styles	Parent Conferences Exam/quizzes	Paper, exams, quizzes	S1 -2a, 2b, 4a, <u>S2-1</u> TS – this course does not lead to Texas Teacher Certification	CF1 DDP 6
Describe factors relating to family dynamics	Conference, Family interview, Community Service paper, exam/quizzes	Discussions, paper, research, interview, exams, quizzes	S1 -2a, 2b, 4a, <u>S2-1, 5.3, 5.4</u> TS – this course does not lead to Texas Teacher Certification	CF1,CF 3, CF5 DDP 6

Topics/Objectives	Activities/Assignments (including filed based activities)	Measurement (including performance based)	Standards Alignment S1 - SPA Alignment (NAEYC) S2 – SPA Alignment (ACEI) TS – Texas Educator Standards/ Competencies	Standards Alignment CF – Conceptual Framework Indicator DDP – Diversity and Dispositions Proficiencies NET*S – ISTE/NETS Technology Standards for Students
Demonstrate parent education strategies; (Research and Report)	Parent newsletter Resource File Conference Exam/quizzes	newsletter, resources, referral paper	S1 -2a, 2b, 2c, 4a, <u>S2-5.3</u> TS – this course does not lead to Texas Teacher Certification	CF3 <i>DDP 1, 4, 6</i> NET*S <u>3b, 3c, 5c</u>
Develop communication techniques to use with families	Parent Bulletin Newsletter Community Service Exam/quizzes	Parent Bulletin newsletter	S1 -2b, 2c, 4a, <u>S2-5.3, 5.4</u> TS – this course does not lead to Texas Teacher Certification	CF1, CF3 <i>DDP 1, 4</i>
Review current literature and legislation regarding parents and families	Discussion Exam/quizzes	Discussions, paper, research, interview, exams, quizzes	S1 -1b, 2b, 4a, 5a, <u>S2-1</u> TS – this course does not lead to Texas Teacher Certification	CF1 <i>DDP 1, 4</i> NET*S <u>3b, 3c, 5c</u>
Explain the rights and responsibilities of parents, teachers and children	Discussions Family Conference Community Service Referral resources Exam/quizzes	Discussions, paper, research, interview, exams, quizzes	S1 -1a, 2a, 2b, 2c, 4a,, 5a, 5b, 5e, <u>S2-5.3, 5.4</u> TS – this course does not lead to Texas Teacher Certification	CF3 <i>DDP 1, 4, 5, 6</i> NET*S <u>3b, 3c, 5c</u>

Complete information on the above standards can be found at the following web addresses.

NCATE Unit Standards: <http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf>
<http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4>

State Standards:

<http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp>

<http://www.tea.state.tx.us/index2.aspx?id=5938>

NAEYC standards: http://education.uncc.edu/eportfolio/documents/word_files/Standards/naeyc_standards.htm

ACEI standards:

http://education.uncc.edu/eportfolio/documents/word_files/Standards/acei_standards.htm

Educator Preparation Services site for Conceptual Framework: http://www.shsu.edu/~edu_edprep/ **CF—**
Conceptual Framework Indicator

NETS – ISTE NETS Technology: http://www.iste.org/Libraries/PDFs/NETS_for_Teachers_2008_EN.sflb.ashx
NETS*S – ISTE NETS Technology Standards for Students

NCATE/CAEP Standards

[N/C—NCATE/CAEP Standard 1 \(if there is no SPA\)](#)

Course Activities/Assignments:

- Family Representation Project – 40 points
- Quizzes (2 @ 15 points each) – 30 points
- Discussions (3 @ 10 points each) – 30 points
- Parent Interview – 30 points
- Parent Conferences – 30 points
- Newsletter – 30 points
- Resource file – 30 points
- Community Service assignment – 100 points (reflection papers 2 @30 points, log 20 points, agency verification/feedback 20 points).
- Professional Development – 20 points
- Final Exam - 40 points
- Participation/Professionalism - 20 points

Evaluation/ Grading:

There will be a possible total of **400 points** accumulated in the completion of the undergraduate course ECHE 3363.

A=93% and above B=80-92% C=70-80% D=60-70% F= below 60%

372-400 = A

320 – 371 = B

280-319 = C

240 – 279 = D

Below 240 = F

Bibliography: Readings will be provided online through Blackboard.

Additional readings and websites are listed above in the syllabus.