

Washburn University

ED 376: Family, School, and Community Collaboration in Early Childhood Education

3 credits

5:00-8:00pm Tuesdays in CA 200

Dr. Judith Lynne McConnell-Farmer, Professor

Spring 2006

COURSE DESCRIPTION

Students will examine trends that promote inter-agency and interdisciplinary approaches to serving the needs of young children and their families. The role of the teacher or other education-focused entity of a program will be examined in terms of primary service providers and in terms of team membership at local, state and federal levels. Skills that foster communication and cooperation among families of various cultures will be studied. Prerequisites: all 200 level ECE courses, formal admission to teacher education.

DEPARTMENT OF EDUCATION DIVERSITY PROFICIENCIES AND DIMENSIONS OF REFLECTION

The Department of Education has a goal to educate Reflective Educators. Five of the six dimensions are addressed as follows:

- 1. Reflection on self as an emerging, developing, and maturing professional**-readings and experiences allow students to explore and challenge beliefs about the teaching of early childhood in today's classrooms.
- 2. Reflection on the context of teaching and learning**-Parent-Teacher Interview assignment, and discussions allow students to observe and reflect on various approaches to teaching that support learning in today's students.
- 3. Reflection on student differences**-readings, collaborative assignments, and discussions focus on diversity as it relates to learning abilities, gender issues, developmental levels, and cultural and social characteristics.

4. **Reflection on methods and materials**- readings and Professional Development Workshop assignment allow students to compare and critique various methods and materials.

5. **Reflection on content**-assignments and activities require students to develop deep conceptual understanding of content so that they can successfully explain this same content to future students.

This course addresses the following Department of Education Diversity Proficiencies:

1. **Knowledge Construction**-readings, Parent-Teacher Interview assignment, and discussions about how cultural assumptions influence the ways that knowledge is constructed in collaborative experiences in early childhood education.

2. **Prejudice Reduction**-readings, collaborative activities, and discussions focusing on collaboration in early childhood education to modify offensive racial attitudes through education.

3. **Equitable Pedagogy**-readings, the Professional Development Workshop assignment, and collaborative activities are able to match teaching styles to young students' learning styles from diverse racial, cultural, and social class backgrounds.

PHILOSOPHY

Teachers value collaboration with other professionals as a means for making the profession more effective. They consider school, family, and community contexts in connecting concepts to students' prior experience. A variety of effective communication techniques are used to foster active inquiry, collaboration and supportive interaction in the classroom. Teachers must be critical consumers of the literature, knowledgeable about their content and ethical decision makers. In order to respond appropriately in all professional settings, teachers must also be reflective practitioners as described in the Washburn Reflective Teacher Model.

COURSE OBJECTIVES

This course prepares the student to collaborate and communicate more effectively with other professionals and families. The following Kansas State Board of Education (KSBE) competencies as they relate to teachers of young children will be addressed. As the semester progresses students will be

required to respond to each of the following competencies. KSBE Early Childhood Unified Standards (2002) which will be addressed in this course are as follows:

Knowledge

1.1 The teacher understands family systems theory (knowledge of the dynamics, roles, cultural diversity, and relationships within families and communities)

1.2 The teacher understands adult learning processes.

1.3 The teacher understands parenting as a developmental process.

1.4 The teacher understands rights and responsibilities of parents, teachers, and schools as they relate to infants and young children, safeguarding due process and confidentiality.

1.6 The teacher understands the collaborative process as a means to communicate effectively with other professionals concerned with children and with agencies in the larger community to support children's development, learning, and well-being.

Performance

1.1 The teacher demonstrates sensitivity to differences in family structures and social and cultural backgrounds, and uses culturally responsive factors that promote effective communication and collaboration.

1.3 The teacher collaborates with families, community members, and other individuals whose work relates to or may affect the development of infants and young children so that the comprehensive needs of infants and young children and their families can be met.

SELECT MISSION OF THE UNIVERSITY

Washburn University shall prepare qualified individuals for careers, further study and life long learning through excellence in teaching and scholarly work. Washburn University shall make a special effort to help individuals reach their full academic potential. *Washburn University Board of Regents, 1999*

ACADEMIC MISCONDUCT POLICY

All students are expected to conduct themselves appropriately and ethically in their academic work. Inappropriate and unethical behavior includes (but is not limited to) giving or receiving unauthorized aid on examinations or in the preparation of papers or other assignments, or knowingly misrepresenting the source of academic work. Washburn University's Academic Impropriety Policy describes academically unethical behavior in greater detail and explains the actions that may be taken when such behavior occurs. For guidelines regarding protection of copyright, consult www.washburn.edu/copyright/students. For a complete copy of the Academic Impropriety Policy, contact the office of the Vice President for Academic Affairs, Morgan 262, or go on-line to: www.washburn.edu/admin/fac-handbook/FHSEC7.htm#VIII

DISABILITY SERVICES

The Student Services Office is responsible for assisting in arranging accommodations and for identifying resources on campus for persons with disabilities. Qualified students with disabilities must register with the office to be eligible for services. The office **MUST** have appropriate documentation on file in order to provide services. Accommodations may include in-class note takers, test readers and/or scribes, adaptive computer technology, brailled materials. Requests for accommodations should be submitted at least two months before services should begin; however, if you need an accommodation this semester, please contact the Student Services Office immediately.

Location: Student Services, Morgan Hall Room 150
Phone: 785-670-1629 or TDD 785-670-1025
E-Mail: student-services@washburn.edu

Students may voluntarily identify themselves to the instructor for a referral to the Student Services Office.

CENTER FOR UNDERGRADUATE STUDIES AND PROGRAMS (CUSP)

As a Washburn student, you may experience difficulty with issues such as studying, personal problems, time management, or choice of major, classes, or employment. The Center for Undergraduate Studies and Programs (Office of Academic Advising, Educational Opportunity Program, and Office of Career Counseling, Testing and Assessment) is available to help students either directly through academic advising, mentoring, career counseling, testing

and developing learning strategies or by identifying the appropriate University resource. If you feel you need someone with whom to discuss an issue confidentially and free of charge, contact CUSP in Morgan 122, 785-670-1299, advising@washburn.edu.

WITHDRAWAL POLICY

During fall and spring semesters, students may withdraw from full semester courses through the second week of class with no recorded grade. From the third through the eleventh week a "W" is recorded for any dropped course. Beginning with the start of the twelfth week, there are NO withdrawals, and a grade will be assigned for the course. For short-term or summer course deadlines, please check the appropriate Semester/Session Course Bulletin Web Site (www.washburn.edu/schedule)

OFFICIAL E-MAIL ADDRESS

Your Washburn University e-mail address will be the official address used by the University for relaying important messages regarding academic and financial information. It may also be used by your instructors to provide specific course information. E-mail messages sent to your Washburn University e-mail address will be considered your official notification for important information. If you prefer to use an alternate e-mail address to receive official University notices, you can access your MyWashburn e-mail account, choose the "Options" tab, and select "Settings", scroll to the bottom of the screen and enter the e-mail address you would like your Washburn emails forwarded to in the "mail forwarding" area. Click on save changes. This will complete the process of forwarding your Washburn e-mail.

COURSE TEXTBOOK

Gestwicki. C. (2004) *Home, school, and community relations*. NY: Delmar Press. Optional.

TOPICS

Collaboration: What is it and Why do we need it?

Families Today and Parenting

What is a Family? Family Systems Theory.

Benefits and Barriers to Family Involvement

Effective Presentations, Discuss Needs Assessments

Foundations for a Successful Collaboration

Understanding your Consultation Learning Modalities

Problem Solving for a Successful Collaboration

Communication with Families, Conferences

Home Visits, Families in the Classroom

Working with Families from Diverse Backgrounds

Assisting Families under Stress

COURSE REQUIREMENTS

Assignments

Teacher and Parent Interviews Sharing and Paper

Video Critique Assignment, Bring a Video Tape

Video Critique Paper

Professional Development Workshop and Presentations

Exams

Midterm Exam

Final Exam

