Home School Community Partnerships

TLCS—ECED 40142-section 001

Spring 2012

Kent State University

Section 001: Rm 302 White, 11:00-1:45am T

Section 002: Rm 111 White, 2:15-5:00 T

Associate Professor: Janice Kroeger, Ph.D.

Classroom: Rm 302 11:00-1:45 & Rm 111 2:15-5:00

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# Course Description

This course is designed to apprentice teachers in early childhood education to the policies, theories, practices, skills, and knowledge(s) of home-school, community-school partnerships in a globally diversifying 21st century. This course will help you to:

* understand local diverse contexts and the global influences upon local diverse contexts that shape development & learning opportunities for young children (poverty, immigration, economics)
* understand and consider the ecology of the child, accessibility of community services, supports, and agencies & their impacts upon the child
* consider ethical, practical, and culturally competent decisions to foster family engagement in children’s learning (acknowledging social class, ethnic and racial differences in parenting, access to resources, etc.)
* demonstrate sensitivity to family structure and social-cultural backgrounds, identities & customs when making decisions about community involvement
* advocate for children and families to strengthen school learning

In this course you will:

* study yourself, the school, communities, families, and children
* study practical strategies in the literature in relation to future teaching situations
* study and practice effective collaborative, meaningful, positive and worthwhile communications with families
* practice and refine communication with families to engage them in children’s learning and/or assessment
* demonstrate an ability to plan experiences involving families and communities by providing resources to promote child’s learning and development
* garner a richer understanding of meaningful partnerships for effective family involvement practice as you transition from pre-k to primary grade classrooms

# The Purpose

We will build upon your experiences within a “differentiated partnerships perspectives” and introduce a social action orientation to increase awareness, skill, knowledge, comfort, and aptitude when working with the families and communities of young children. You will be guided through activities, drawing upon skills learned in 30142 and reapplying and altering these skills within a limited field placement in demographically rich environments. Field placements in schools have been arranged to carry out aspects of our work. Experiences are active, challenging, and designed to help you develop your own base of practice—assignments will help you to work effectively with families and see teaching as an engagement for personal understanding, active civic engagement, culturally relevant communication, social networking and ultimately small and larger scale social change. Your experience will draw upon theories and contexts of Block II; the course is directed toward inclusive settings in primary grades (K-3).

**Required Assignments**

1. **Personal Reflection part i. (due week 2) part ii. (due week 11): Self-Identity /Family Study 5% & 15% (Due 2nd & 11th week)**
2. **Teacher, Principal, and Ancillary staff/Community Member, Parent Liaison Interview (week 2-5) 15%**
3. **Parents & Teacher Communication Tool (Weeks 3-10) 5%**
4. **3-Day Curriculum Planning with family involvement, community engagement, and relevant student assessment (final due date week 9) 20%**
5. **Book Review and Book Presentation with Implications/Practice 20%**
6. **Development/implementation of a Social Action Project (weeks 6-12) OR Development/implementation of Parent Experience Project (weeks 6-12) 20%**

**Participation:** Throughout the semester you will be guided through several stages of larger projects. The *effort, thoughtfulness, interest, enthusiasm, and care* with which you complete these small things will influence your final grade. Did you come to class well prepared? How? Did you read the expected readings? Participate in discussion with respect and enthusiasm?

* + - 2nd week: Due Self Identity/Family Study Part 1 (5%)
		- 2rd through 4th week conduct, 5th due: Teacher/Principal/Community member interview (15%)
		- 5th week to 8th week draft, implement, integrate: Parent/Teacher Communication Tool (5%) Tool due *with* 3-day curriculum project or PEP/SAP
		- 5th, 6th, 7th, 11th, 12th 13th Book Reviews & presentations (20%)
		- 4th –6th Parent Experience Project/Social Action Project Begun
		- 4th-8th 3-day curriculum family engagement sequence begun (5th week draft due) (**9th week final due for discussion**)
		- 5th- 9th SAP, PEP projects on-going work (20%)
		- 11th week: self-identity family study, part II due (15%)
		- 14th 15th week: Share Social Action Projects, Parent Event Implementation Due & Discuss

By 15th week: complete!

# Class Attendance, Class reading & Participation

On-time, well-prepared, positive and professional interactions are expected. The instructor will take attendance at each class and record. Any late arrivals and hand-ins may affect final grade depending upon circumstances. Reading is expected and evaluated through your contributions to discussions. Students should be willing to critique their own thinking as well as the thinking of others. Assignments are expected to be typed and free of errors (grammar, word use, organization, etc). You are expected to interact with colleagues in the class and in the field in a manner that generates and extends the professionalism of all.

Field Component—a field component of the course has been arranged for you. You are expected to spend 14-16 hours per week with your mentoring teacher/field site within the first week and continue till the last day of class. The field is typically W and R with occasional Friday mornings (if hours need be made up).

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*University policy 3342-3-18 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through Student Disability Services (contact 330-672-3391 or visit* [*www.kent.edu/sds*](http://www.kent.edu/sds) *For more information on registration procedures).*

**Grading System:** All grades will be scored as a point value: with

= A Superior (98-100%)

= A- Pretty Close to Superior (92-97)

 = B+ Really Good (89-91%)

 = B Good (87-82%)

 = B- Slightly Above Average (81-80%)

 = C +Average(79-77%)

 = C Slightly Below Average (70-76%)

 = D Unacceptable (69.9 and below).

Participation: +/n/- (plus, neutral, minus) Will be applied to grades, which are closely between or may bring a grade down.

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| Assignment  | Evaluation  | Proportional Weight |
| * Self-Identity/Family Study (part 1 & 2)
 |  |  5% & 15%  |
| * Mentor teacher/Principal and ancillary staff/parent interview
 |  |  15% |
| * Co-Developed Communication tool & analysis
 | Draft opportunity  |  5%  |
| * Book Review/Presentation
 |  |  20%  |
| * 3-Day Curriculum project (Family literacy, math, science, etc.)
 | Draft opportunity |  20% |
| * Social Action Project

Or Parent Experience Project Implementation  |  |  20%  |
| Final Grade  |   |  100%  |

# Readings

**Required texts:**

Weiss, H. B., Kreider, H., Lopez, M.E., Chatman, C. M. (2010). Preparing Educators to Engage Families: From Theory to Practice (2nd Ed). Sage Publishing.

Turner-Vorbeck, T. & Miller Marsh, M. (2008). Other Kinds of Families: Embracing Diversity in Schools. Teacher College.

**Recommended:** Edwards, P. A., Pleasants, H. M., & Franklin, S. H. (1999). A Path to Follow: Learning to Listen to Parents. Heinemann, NH. ISBN 0-325-00152-9

Copple, C. (Ed.) (2003). A World of Difference: Readings on Teaching Young Children in a Diverse Society. NAEYC: Washington.

**Choose One Text For a Book Review:**

Casper, V. & Schultz, S. B. (1999). Gay Parents Straight Schools: Building Communication and Trust. Teacher College Press.

Compton-Lilly, C. (2003). Reading Families, The Literate Lives of Urban Children. Teachers College Press, Columbia University.

Chua, A. (2011). Battle Hymn of the Tiger Mother. Penguin Group.

Igoa, (1995). The Inner World of the Immigrant Child. Lawrence Erlbaum.

Ladson-Billings, G. (1994). The Dreamkeepers: Successful teachers of African American Children. Jossey-Bass Publishers.

Lareau, A. (2000). Home Advantage: Social Class and Parental Intervention in Elementary Education. Rowman & Littlefield Publishers.

Shared readings are available on Electronic Reserves (password home22), others are available on Ohiolink. Some provided in class on the day of reading. <http://reserves.library.kent.edu/coursepage.asp?cid=387>

Pace and timing of syllabus will depend on student needs, field placement decisions, mentor teacher responsiveness, and community partners. Sequence is firm. Due dates of assignments may change with group discussion & agreement.

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| **Date****Topic Selection** | **Readings/Assignment—Due dates/Projects** |
| IntroductionWeek 1Jan 10th Book Review Rubric Field overview  | Course IntroductionReadings, books, syllabusBuilding Community/Establishing expectationsActivities name games, information sheets, walk about, digital photos,Out of Class Reading Overview: EpsteinSelf-Identity, Family Study Review Part 1**Activity Plan:** Book sign ups, inventory getting to know you… **Read: Epstein (as you prepare self-identity, family study (given out in class)**  |
| Week 2Jan 17th Home & School Partnerships Build CommunityLocal—Global From Involvement to Engagement   | Links that matter—what does the research say, where does it come from, what does it mean? Parents and Teachers for Children within rising demographic trends of diversity. **Due/Share/Reflect:** Self-Identity, Family Study Part 1 Reflections: Self-Identity, Family Study**Start W/R Field Placements:** teacher/principal/ancillary staff, planning for interview project, field experiences checklist **Field work:** Schedule and prepare interviews with teachers/principals/community members |
| Jan 24th Why and How—To Gain Understanding? Week 3Children’s Literature with Children & Families in Mind  | Parents Beliefs Turn Into Actions, Classroom Tips on gaining information, using it respectfully—establishing rapport in communities—The base of 3-person interview and group communication tool. **Share examples:** Discuss projects, curriculum development, understanding children & families, 3-day curriculum sequence Children’s Literature and connections to the child, family, and community—assign, evaluate, share, critique (one piece to share) |
| Jan 25th—Guest Speaker—Teacher of the Year: *ON Student MOTIVATION* |
| Jan 31st Family, Community & Curriculum building Multicultural and Intercultural Understanding Week 4 **Overview:** Group Communication Tools  | 3-Day Curriculum Plan: Family/Community Engagement Project**Share examples:** Discuss projects, curriculum development, understanding children & families, 3-day curriculum sequenceFamily talk storiesCom Funds KnowChild interviewLife world resources Inter think Read-aloudsMulticultural awareness Parent Interview Talking/drawing stories**Study questions for Brantlinger or Kroeger readings given**  |
| Differentiating Practices for Partnerships and Social Class & Demographic Trends in Family Today Week 5Feb 7th  | The Force(s) of Parents, Reflections of the Ohio Region, and issues of social class, identity, ideology and inclusive aspects of diversity. Book Review Lareau, A. (2000). Home Advantage: Social Class and Parental Intervention in Elementary Education. Rowman & Littlefield Publishers.**Activity:** Share interview work, group and individual goal setting **Share:** Group communication tool (prepare family/community communication tool foci) **Due: Interview Analysis**  **Due: Draft Curriculum Plan for one 3 day family engagement integration piece.**  |
| Social Class and Involvement Differentiating Practices Week 6Feb 14th **DUE**: 3 person Interview Project  | Poverty and its effects—Young Children and Poverty—Community Partnerships answers Risk with Resiliency. Global poverty, local poverty. **Book Review:** Ladson-Billings, G. (1994). The Dreamkeepers: Successful teachers of African American Children. Jossey-Bass Publishers. **Discuss:** Parent Experience resources/sharing, examples Social Action projects |
| Week 7 Feb 21st That’s A FamilyTrends from 2010 census continued  | Differentiating Curriculum and Action for Parents Connections through parent events in communities **Book Review:** Compton-Lilly, C. (2003). Reading Families, The Literate Lives of Urban Children. Teachers College Press, Columbia University.**Share/Check in:** SAP or Parent Event Implementation? Brainstorm and discuss with teachers **Due: Group Communication Tool Sent Out!** **Discuss:** Parent event resources/sharing, examples Social Action projects  |
| Week 8 Feb. 28th Video: Conflict Marvin Fine  | Conflict & Its Resolution **Activity:** Have finalized plans for either parent engagement experience event or social action project (discuss w instructor/professor)Conferences, Reflections on Tips for planning parent events |
|  Week 9March 6th The Important place of Grandparents, Foster/Adoptive Parents  | Differentiation for Family Make-up **DUE**: 3-day Curriculum Experience**Reporting & Sharing: 3 day curriculum experience**  |
| Week 10March 13th Differentiating practices with Language Minority Children/Families  | **Book Review:** Chua, A. (2010).Battle Hymn of the Tiger MotherWork on SAP and Parent Experiences Ongoing in Field |
| Spring Break March 19-25 |
| Week 11March 27th Immigrant Lawwith Language Minority Children and Parent/Teacher Practice  | **Required Reading:** **Book Review:** Igoa, (1995). The Inner World of the Immigrant Child. Lawrence Erlbaum.**Due:** Part II Self Identity Family Study (utilize resources from class for part II!) |
| Week 12 April 3rdFatherhood | Discussion of Fatherhood: Guest Speaker Barry Frieman Confirm top 3 cases from bookProfessor will collect & determine cases, each member will read and facilitate one case in depth (in group format).  |
| Week 13April 10th GLBTQ & Parents | **Book Review:** Casper, V. & Schultz, S. B. (1999). Gay Parents Straight Schools: Building Communication and Trust. Teacher College Press.  |
| Week 14 April 17th Caring for the Children we share reevaluatedIntroduction to formal group consensus building Caring Community Building  |  Case 1\_\_\_\_\_\_\_\_Case 2\_\_\_\_\_\_\_\_Case 3\_\_\_\_\_\_\_\_Case 4\_\_\_\_\_\_\_\_ |
| Week 15th April 24th  | End Debriefing & Due: Social Action Projects & Parent Events Discussion: How it all comes together |
| Week 16May 1st  | End Debriefing & Due: Social Action Projects & Parent Events Discussion: How it all comes together |

**I) Personal Reflection:**

**Self-Identity /Family Study 5%** **& 15%** (Due Date 2nd, 12th week)

**Part 1:** In a concise but fairly short written paper (3-4 pages) describe your

preschool years, primary school years, and adolescent period, and analyze the many ways

your parents supported your education.

i. In a concise but fairly short written paper (3-4 pages) describe your preschool years, primary, and H.S. years. Describe the types of learning and parenting practices that occurred in your home (or family), your parents’ marital, work, or culturally related practices, which bore influence upon your transitions into public school experiences. Describe how experiences in early years eased or prohibited your adjustment to early schooling. In other words:

* What were aspects of how parent’s (or caregiver’s) involvement mattered to your early schooling?
* Reflect upon the early primary grades, middle school, and high school.
* How were your primary caregivers (parents) involved in your schooling?
* How did they show you they valued your education?
* What did they do, say, think, or believe about school?
* What were other significant sources of learning or support, which helped you, be a successful student?
* Were there aspects of family life, which did not fit with school expectations of parents?
* What was your role in your own school success?

ii. Revisit the first iteration of your self-identity family study. Reevaluate how your parents were involved and your place in your success with what you know now about children in low-income, sometimes high-risk or culturally diverse environments and determine how likely is it that students in your future classrooms will have a similar parental support model? What other parenting models may be present?

* Using your reflections reevaluate the involvement model you grew up with.
* Is it realistic for the children you worked with this semester? Why, why not? How? When?
* What other important meso, micro, exo, and macro system support are crucial to your students success today? How did you provide them in your work? Or how could they be reconstructed in light of what you know?
* How does this make you think in terms of your role as an educator? What you’ll do to promote partnerships for your students in the future? In globally changing environments?
* Draw upon relevant literature, theory, policy, or observations/interviews and examples you seen to support your claims.
* Use APA style (6th edition).

**II.) Teacher, principal, and ancillary staff interview opportunity (20%):**

How do teachers come to know communities? How do principals come to know communities? Are their perceptions based on their experiences, values, fact,

opinion, or theories of teaching and learning?

1. In order to facilitate your quick learning about the social context of this setting you’ll be asked to conduct a short interview with your mentoring teacher and a short interview with the building principal.
2. One aspect of the interview can be to learn about teacher priorities in facilitating home, school, and community partnerships. Another aspect is to understand better some of the routines, activities, decisions, and observations you have formed during the first week or two of your placement. Ultimately the interview is to elicit values and understand priorities within parent communities and further along your projects (40142) by what you’ve learned.
3. Possible questions (more generated in class): Tell me about your priorities for this group of learners? What are some of the ways you routinely involve parents in their children’s school experience? What are some of your greatest accomplishments over the years in this school community? In regards to the parents or wider community? Tell me some of the most challenging matters regarding work with families and parents in this community? Are there any upcoming units/themes/lessons in which parent input could be helpful…tell me about that…others…
4. Small Group work will generate the principal interview questions. Questions will be based on the school priorities and each member of the group must contribute. (Setting up the interview, analyzing results, sharing and brainstorming, group decision making related to results).
5. Analyze and use information to make decisions about field experiences, SAP, Parent Event planning and elements of your work in the community. In class sharing opportunities TBA.

**III) Parents & Teacher Communication Tool** **5%** (Tool Draft Date 5th week, Analysis & Alternations/written reflection Due with either 3-day sequence or Parent event/Social Action Project)

1. As you come to know the children and field setting, work with your mentoring teacher to devise a simple set of questions for parents. Questions can be about children’s habits and personalities, parent’s worries or concerns, simple information about academic or social goals, or any other topic deemed appropriate by you and the mentoring teacher (the professor will provide an example or two). *Note\* in some communities it is rather difficult to get information in this way. Are there any adaptations that can be made? How? Plan a realistic way of acquiring answers to your questions via a group communication “tool” (email responses, written questionnaire, telephone conversations, other).* After the co-development of the communication tool you will…
	1. Analyze what you’ve learned into a written reflection. Questions you might ask in this reflection are:
	2. What was the background of the development of your communication tool? How were various members of the learning community involved? What surprised you about the development of the tool? As you collected parent’s responses to the tool…Are there similarities or differences among parent’s responses? Explain…What types of adjustments to curriculum planning, environmental design, children’s experiences, grouping, schedule, or expectations did your information lead you to make? Why? How did you and your mentoring teacher share information about what was learned? What did you learn that had a significant impact on what you did as a teacher? What do you still need to learn and how would you do this differently next time? What surprised you? How did the experience help you grow as a professional?

**III.) Book Review and Book Presentation 20% (Due Date Variable, check syllabus)**

i. & ii. You and several other students in the class are expected to read and share a book review presentation about a book from a list of choice. Within class, you will have 35-40 minutes to share what you learned from the book, what the book revealed about home and school connections, and communities of practice which connect to children’s schooling.

* After reviewing the book for classmates (and yourself in a two page written form), use the book as evidence, and generate possible ways in which expectations of parent involvement or school partnerships would be adjusted, altered, or differentiated for communities, parents, and children described in the book.
* What curriculum adjustments would you make for this child? This family? In other words, what would meaningful partnerships look like for these individuals? Why?
* How does the book problematize teacher’s practices in diverse communities? What questions does the author raise? What questions have you raised for your own practice about teaching, learning, and working with/for parents?
* Develop a short study supplement to capture main points learned (1 double sided hand out)
* Individually write a brief 3-5 page book review (via rubric)
* Students will be evaluated as a group for the presentation portion of the work—uneven contributions will change the grade of the group presentation.

**IV.)** **Family/Community in the Classroom Curriculum Building, Family/Community Curriculum Integration Project (20%)**

* + Theplan is carefully tailored with at least 3 elements of the following menu with teaching strategies embedded:

 Family talk stories

 Community Funds of Knowledge

 Child interview

 Life world resources

 Inter think Read-Alouds

 Multicultural awareness

 Parent Interview

 Talking/drawing stories

* + A 3-day sequence of learning experience and planning is implemented with connections established between home and school, community and classroom, or teacher and community. The OIR cycle is clearly visible. Reflections contain an analysis of results and impact of the experience on children’s learning.
	+ A carefully laid out collection of artifacts accompanies the work. The work is shared within college classroom.

**V)** **Singular or Group generated Social Action Project (Begun week 5, carried out before week 12, write up due week 14/15) (20%)**

* This project allows you to live out your new awareness about community partnerships through action.
* Develop a proposal focused on local needs of young children, communities, or families and settings or the needs of larger organizations, which serve young children.
* Explain the spheres of influence upon which you can act and the risks involved in acting to promote social change for young children, teachers, and families. Develop a realistic time line to research, network, and act. Identify relations, social networks, and institutional settings, which bear upon your decisions and choices of action.
* Take the steps of your social action oriented process and follow-through with an in-class report. Report the resulting local changes that your work helped to institute.
* Report any further plans for a continuation of this process of social change, or give an analysis of the farther-reaching results of the project. (The effects on local players, social networks, relationships, institutional settings, children, families, or teachers)
* Develop a resource packet for class members which reflects upon the process—templates, schedules, network diagrams, snow-balling effects, direct/indirect benefits, short-term or long-term issues, new issues which have arisen, positive unintended effects, negative unintended effects.
* Can SAP be curriculum: Very likely, we will discuss instances in which curriculum work is also social action work.

**V) Parent Experience Planning and Implementation (begun week 5, write up Due week 14/15) 20%**

* + This project allows you to plan parent experiences around the concerns of the local community (math, literacy, grandparents as parents, homework help, etc.). Often communities have priorities for their school year that you can support.
	+ Develop a proposal issuing from the group communication tool and discussions with teachers and principals. Document various stages of the early planning and implementation. Account for various perspectives, which will need to be taken in order for the work to succeed. Draw on Project GRAD, each other, families, elders, etc. to succeed.
	+ Develop a sequence of practical strategies for recruiting, supporting, and satisfying parents and community members during a 1-2 hour parent experience that engages families with children’s school life. Find appropriate ways to marshal resources and impact parent support of their children’s schooling. While an “event” is a common interpretation of this project often times parents and community members have a difficult time with attendance. What other frames of timing and delivery can your experience entail to meet the needs of community?
	+ Implement the plan and document the results.
	+ Give an analysis of the strengths and challenges in the experience/event and report new learning in the form of discussion