



**Course Title: ECED 1130 Family & Community Collaboration**

**Credit Hours: 3 Credit hrs.**

**Semester: Spring 2022**

**Cap: 10**

**Faculty:** Cheryl Tom, Ph.D.

**E-mail:** [ctom@navajotech.edu](mailto:ctom@navajotech.edu)

**Office:** Online/Email/Phone Contact

**Office Phone:**

**Office Hours:** Online

**Preferred Communication** (Email: respond within 24 hours)

**Class Location:** Online

**Class Meeting Times:** Wednesday at 6:00pm

**Required Materials:**

**Textbooks:**

Gestwicki, C (2016). *Home, School, and Community Relations* (9th ed.). United States, Cengage Learning. ISBN-13: 978-1-305-08901-3

**Additional Resources:**

Dewey, John (1990). *The School and Society: The Child and the Curriculum*. The University of Chicago Press ISBN: 0-226-14396-1

Vygotsky, L. S. (1978). *Mind in Society: the development of higher Psychological processes*. Harvard University Press: Cambridge MS ISBN: 0-674-57629-2

**Tools:**

**Lab Fee (if applicable):**

**University Mission Statement**

Navajo Technical University's mission is to provide University readiness programs, certificates, associate, baccalaureate, and graduate degrees. Students, faculty, and staff will provide value to the Diné community through research, community engagement, service learning, and activities designed to foster cultural and environmental preservation and sustainable economic development. The University is committed to a high quality, student-oriented, hands-on learning environment based on the Diné cultural principles: *Nitsáhákees, Nahat'á, Iiná, Sii Hasin*.

**Course Description:**

This course examines common elements of the culture in order to discover how they formatively influence family systems. We will seek to develop an understanding of how the effects of culture on family structures influence the individual and the perspective through which the world is viewed and interacted upon. Variances (including disabilities, race, ethnicity, gender, and social class) are addressed with respect to interaction with adults and other children.

This course examines the involvement of families from diverse cultural and linguistic backgrounds in early childhood programs. Ways to establish collaborative relationships with parents and others involved with children in early childhood settings are discussed. Strategies for communicating with parents and guardians about their children and incorporating the families' goals and desires for their children into the early childhood program will be included.

### **Course Objectives:**

Upon completion of the course, students will demonstrate the following competencies at the established level of proficiency:

- Seek and maintain a collaborative relationship with parents, guardians, families, community agencies, and other professionals to meet the needs of each child.
- Create and maintain a safe and welcoming environment for families and community members.
- Establish frequent contact with parents and guardians through a variety of communication strategies, including communication in the home language of each child to provide ongoing, relevant information to families about child development, and learning.
- Demonstrate knowledge of and respect for variations across cultures, in terms of family strengths, expectations, values, and childrearing practices.
- Demonstrate understanding of the effects of family stress on the behavior of children and other family members.
- Demonstrate the ability to incorporate the families' desires/goals for their children into classroom and/or intervention strategies.
- Develop partnerships with family members to promote early literacy in the home.
- Involve families and community members in contributing to the learning environment.
- Establish partnerships with community members in promoting literacy.
- Demonstrate ability to communicate to families the program's policies, procedures, and those procedural safeguards that are mandated by state and federal regulations.

### **Course Outcomes:**

1. Identify and demonstrate methods of effective and professional communication with linguistically and culturally diverse families.

2. Identify biases and how biases could affect relationships with children and families through self-reflection.
3. Apply knowledge of diverse family structures and cultural values through a strengths-based approach to create a safe welcoming classroom environment for families and community.
4. Use community resources to support linguistically and culturally diverse families and children.

### Course Discussion Outcomes

- A. Read textbook and post discussion by Fridays' by 5:00pm (MST).
- B. Respond to at least two of your colleges post based on the discussion with fact or quotes from required text, by Tuesdays 8:00pm (MST).

### Course Assessments

See APPENDIX

- A. Communication/Discussion Rubric
- B. Reflection Rubric
- C. Project Rubric
- D. Sample Parental Involvement Plan

### Course Activities

Wk	Date	Reading	Assignments	Assessments
1		Welcome introductions and Review the class Syllabus <ol style="list-style-type: none"> <li>1. Focus on acquiring required Textbooks and materials for class</li> <li>2. Focus on acquiring laptop and location of internet connects to attend the classes in person or Hybrid</li> </ol>	Read and review Chapter 1 of the required Textbook for Week 2 Discussion	Formative Assessment
2		Monday and Tuesday: Question and Answer session about the syllabus and assignments for the course  <b>Chapter 1:</b> Read Ch. 1: A Day with Two Families: Diversity of Experience	<b>Weekly Discussion-</b> Topic: Cultural Considerations – Gender Roles  <b>Post:</b> 1. Lawrence and Ashley family and identify their lifestyles and characteristics. 2. Post by describing why	Formative Assessment  Post Weekly Discussion by Wednesday, 5:00pm (MST)

			it is important for teachers to understand family life. 2a. Identify and post the various kinds of diversity teachers may encounter.	
3		<b>Chapter 2:</b> Read Ch. 2: Family Today	<b>Weekly Discussion-</b> Topic: Cultural Considerations- Family Diversity  <b>Post:</b> 1. Post and by defining family and then describe several characteristics of a family. 2. List and post several trends in contemporary life that influence the nature of modern families. (Provide examples) 3. Identify and post why teachers should be aware of contemporary trends affecting families.	Formative Assessment
4		<b>Chapter 3:</b> Read Ch. 3: Parenting	<b>Weekly Discussion-</b> Topic: Cultural Considerations – Parenting Roles and Diverse Cultures  <b>Post:</b> 1. List and post seven roles that parents play and then discuss the implications of these roles for a teacher working with parents. 2. List and post seven emotional responses of parents and then discuss the implications of these emotional responses for teachers.	Formative Assessment
5		<b>Review Chapter 1 to 3</b> <b>Chapter 1: A Day with Two</b>	<b>Discussion/Reflection-</b> Topic:	Summative Assessment

		<p>Families: Diversity of Experience</p> <p><b>Chapter 2:</b> Families Today</p> <p><b>Chapter 3:</b> Parenting</p>	<p>Cultural Considerations – Gender Roles, Family Diversity, and Parenting Roles in Diverse Cultures</p> <p><b>Reflection Paper:</b> Develop a two to three page paper on the type of parenting style your parents used. What is the parenting style you use or would like to use with your own children? Please provide examples, fact, and quotes to deliver your topic of interest.</p>	
6		<p><b>Review</b> Read Chapter 4: What is Family Involvement?</p>	<p><b>Weekly Discussion-Topic:</b> Cultural Considerations – Lessons from around the Globe</p> <p><b>Post:</b> 1. Identify and post some of the ideas about what constitutes family involvement. 2. Identify and post three motivations for parent involvement and the underlying ideas. 3. Discuss several examples of mandated family involvement.</p>	Formative Assessment
7		<p><b>Chapter 5:</b> Read Ch. 5: Benefits and Barriers in Teacher-Family Partnerships</p>	<p><b>Weekly Discussion-Topic:</b> Cultural Considerations – Welcoming all Families</p> <p><b>Post:</b> 1. Discuss, list, and post three benefits for children, parents, and teachers when parents and teachers work together as partners.</p>	Formative Assessment

			2. Discuss and post four factors affecting parents and teachers that may act as barriers to the development of effective relationships.	
8		<b>Chapter 6:</b> Read Ch. 6: Foundations of a Successful Partnership	<b>Weekly Discussion-Topic:</b> Cultural Considerations – Cultural Views about Partnership  <b>Post:</b> 1. Identify and post three out of six attitudes of teachers conducive to forming a partnership with families 2. Identify and post six external factors in laying the foundations for partnerships with families 3. Identify and Discuss six Epstein methods of working with families found in exemplary schools	Summative Assessment
10		<b>Review Chapter 4 to 6</b> <b>Chapter 4:</b> What is Family Involvement <b>Chapter 5:</b> Benefits and Barriers in Teacher-Family Partnerships <b>Chapter 6:</b> Foundations of a Successful Partnership	<b>Weekly Discussion-Topic:</b> Cultural Considerations – Lessons from around the Globe, Welcoming all Families, Cultural Views about Partnership  <b>Reflection Paper:</b> Your Reflective Summary will focus on the process of Revisiting a school described in this chapter and others you have encountered, to include elements and concepts that support positive teacher interactions – no matter what the structure, curriculum, or	Formative Assessment

			administrations of the educational program? In other words, what goals and philosophy can you adopt as part of your own practices wherever you teach?	
11		<b>Chapter 7:</b> Read Ch. 7: Good Beginnings with Parents and Children	<b>Weekly Discussion-Topic:</b> Cultural Considerations – Names and Titles, Expression of Emotion  <b>Post:</b> 1. Discuss, identify and post an ideal process of orientation to a program for a child and his or her parents. 2. Identify and post several behaviors typically associated with separation problems in young children.	Summative Assessment
12		<b>Chapter 8 and 9:</b> Read Ch. 8: Informal Communication with Families Read Chapter 9: Teacher Conferences	<b>Weekly Discussion-Topic:</b> Cultural Considerations – Analyzing Methods for Communication Cultural Considerations – Gender Roles Defined by Culture and Silent Parent  <b>Post:</b> 1. Identify and Post 10 techniques teachers may use to convey information, interest, and support to families. 2. Describe and post four stages for a successful parent-teacher conference, also include three to four reasons for hold a parent-teacher conference and four to six factors in facilitating a successful conference.	Formative Assessment

13		<p><b>Chapter 10 and 11:</b>  Read Ch. 10: Families in the Classroom  Read Ch. 11: Parent Education</p>	<p><b>Weekly Discussion-Topic:</b>  Cultural Considerations – Involving All Families  Cultural Considerations – Matching Programs to Cultural Values and Parent Education for Immigrant and Migrant Parents</p> <p><b>Post:</b>  1. Describe and post a least one advantage for children, parents, and teachers when teachers work with families in the classroom and any one of three disadvantages.  2. Identify and post what is meant by “parent education”, the rationale for parent education, and assumptions regarding parent education.</p>	Formative Assessment
14		<p><b>Chapter 12 and 13:</b>  Read Ch. 12: It Takes a Village: Teachers, Families, and Communities  Read Ch. 13: Working with Families from Diverse Backgrounds</p>	<p><b>Weekly Discussion-Topic:</b>  Cultural considerations – Recognize the Role of Advocates  Cultural considerations - General Characteristics</p> <p><b>Post:</b>  1. Identify and post the importance of community in supporting child development and families.  2. Identify, create, and post a directory of local resources, support agencies, service providers for the families served in your program.</p>	Formative Assessment
15		<p><b>Chapter 14 and 15:</b>  Read Ch. 14: Working</p>	<p><b>Weekly Discussion-Topic:</b>  Cultural considerations –</p>	Summative Assessment



		with Families in Particular Circumstances Read Ch. 15: Working to Resolve Challenges Attitudes and Behaviors	Cultural Interpretations of Diversity and Culture Influences Parenting Decisions Cultural considerations – Problem or Cultural Context?  <b>Reflection Paper:</b> 1. List and post several behaviors in children and parents associated with the stress of divorce or remarriage and discuss ways teachers can help children and parents experiencing divorce or remarriage.	
16		<b>Final Project</b> The Parent-Center Partnership (Final Project)	Final Project: Create a Parental Involvement Plan for School A	Summative and Formative Assessment

### Grading Plan

Weekly Discussion	15%	A = 100-90%
Reflection Paper	15%	B = 89-80%
Observations	15%	C = 79-70%
Mid-term exam	20%	D = 69-60%
Final exam/Projects	25%	F = < 60%
Class participation	10%	

### Grading Policy

Each student must do his or her own homework and case studies. Discussion among students on homework and cases is encouraged for clarification of assignments, technical details of using software, and structuring major steps of solutions - especially on the course's Web site. Students must do their own work on the homework and exam. Cheating and plagiarism are strictly forbidden. Cheating includes but is not limited to: plagiarism, submission of work that is not the student's own, submission or use of falsified data, unauthorized access to exam or assignment, use of unauthorized material during an exam, supplying or communicating unauthorized information for an assignment or exam.

## **Participation**

Students are expected to attend and participate in all class activities as listed above, as it is 10% of the grade. Points will be given to students who actively participate in class activities including field trips, laboratories, and ask questions of guest speakers and other presenters.

## **Cell Phone and Head Phone Use**

Please turn cell phones off or place them on silence or vibrate mode **before** coming to class. Also, answer cell phones **outside of class** (not in the classroom). Exercising cell phone courtesy is appreciated by both the instructor and classmates. Headphones are to be removed before coming to class.

## **Attendance Policy**

Students are expected to regularly attend all classes for which they are registered. A percentage of the student's grade will be based on class attendance and participation. Absence from class, regardless of the reason, does not relieve the student of his/her responsibility to complete all course work by the required deadlines. Furthermore, it is the student's responsibility to obtain notes, handouts, and any other information covered when absent from class and to arrange to make up any in-class assignments or tests if permitted by the instructor. Incomplete or missing assignments will necessarily affect the student's grades. Instructors will report excessive and/or unexplained absences to the Counseling Department for investigation and potential intervention. Instructors may drop students from the class after three absences unless prior arrangements are made with the instructor to make up work and the instructor deems any excuse acceptable.

## **Study Time Outside of Class for Face-to-Face Courses**

For every credit hour spent in class, a student is expected to spend two hours outside of class studying the course materials.

## **Study Time for Hybrid or Blended Courses**

For a hybrid or blended course of one credit hour, a student is expected to spend three hours per week studying the course materials.

## **Study Time for Online Courses**

For an online course of one credit hour, a student is expected to spend four hours per week studying the course materials.

## **Academic Integrity**

Integrity (honesty) is expected of every student in all academic work. The guiding principle of academic integrity is that a student's submitted work must be the student's own. Students who engage in academic dishonesty diminish their education and bring discredit to the University community. Avoid situations likely to compromise academic integrity such as: cheating, facilitating academic dishonesty, and plagiarism; modifying academic work to obtain additional credit in the same class unless approved in advance by the instructor, failure to observe rules of academic integrity established by the instructor. The use of another person's ideas or work claimed as your own without acknowledging the original source is known as plagiarism and is prohibited.

### **Diné Philosophy of Education**

The Diné Philosophy of Education is incorporated into every class for students to become aware of and to understand the significance of the four Diné philosophical elements, including its affiliation with the four directions, four sacred mountains, the four set of thought processes and so forth: Nitsáhákees, Nahat’á, Iiná and Sih Hasin which are essential and relevant to self-identity, respect and wisdom to achieve career goals successfully.

### **A:shiwí Philosophy of Education**

*Yam de bena: dap haydoshna: akhya hon detsemak a:wannikwa da: hon de:tsemak a:ts’umme.*

Our language and ceremonies allow our people to maintain strength and knowledge. The A:shiwí Philosophy of Education will be the essential elements of preparing students to develop indigenous and western teachings. The A:shiwí core values of hon i:yyułashik’yanna:wa (respect), hon delank’oha:willa:wa (kindness and empathy), hon i:yyayumola:wa (honesty and trustworthiness), and hon kohoł lewuna:wediyahnan, wan hon kela i:tsemanna (think critically). These indigenous ways of knowing will allow learners to develop positive self-identity, respect, kindness, and critical thinking skills to achieve life goals successfully.

### **Students with Disabilities**

The Navajo Technical University and the Early Childhood and Multicultural Education Program, are committed to serving all enrolled students in a non-discriminatory and accommodating manner. Any student who feels he/she may need an accommodation based on the impact of disability or needs special accommodations should inform NTU in accordance with the procedures of the subsection entitled “Students with Disabilities” under Section 7: Student Support Programs, NTU Student Handbook.

## **Communication/Discussion Rubric**

Methods of evaluation will vary depending on the special topic being offered. Standard methods of evaluation may be employed, such as: readings, discussions, written assignments (short response through research papers), library or Web-based research, individual or group projects, and formal and informal presentations. Other methods may be utilized to assess student mastery of competencies based upon the needs of the special topic and the instructor.

Below is a possible written assignment for one special topics course.

### **Assignment Steps**

1. Start with your own interests, experience, or curiosity (brainstorming session and class discussion), then use library and web resources to identify possible research topics that fit the parameters of the assignment.
2. After initial research, choose a specific topic for your paper, within the assignment parameters.
3. Use library, textbook, and web resources to identify and locate at least 2 sources relevant to your topic, and which contain information that addresses details that you plan to cover in your paper.
4. Take notes on the relevant information in your sources, with complete and accurate citation information following APA citation guidelines.
5. Write an outline (as a plan for your research paper).
6. Write a draft of the essay (in Microsoft Word or Google Docs), based on your outline from step 5.
7. Post your discussion
8. Provide reader's feedback to colleagues as well as your own based on responses or clarifications.
9. Post discussion that includes APA guidelines for formatting, as well as for the in-text citations and the works cited list acknowledging your sources.
10. Turn the paper in on the due date, per assignment parameters.

**Scroll Down for Rubric**

## **Rubric**

### **COMMUNICATION RUBRIC**

**Adapted from NMHED Communication rubric • Navajo Technical University**

OUTCOMES	SCALE			SUBTOTALS & COMMENTS
	Emerging (1 pts)	Developing (2 pts)	Proficient (3 pts)	
<i>Communicate in various genres and mediums</i>	Student communicates in various genres and mediums.	Student communicates in several genres and mediums, demonstrating awareness that different genres and mediums have different limitations and strengths	Student communicates effectively in several genres and mediums, demonstrates awareness of limitations and strengths of each, and evaluates the effectiveness of communication with regard to appropriateness to the rhetorical situation.	
<i>Apply reading strategies</i>	Student uses more than one for understanding and evaluating messages. Describes the central idea of a message.	Students use several strategies to understand and evaluate messages. They demonstrate awareness that different rhetorical situations may require different strategies.	Student uses wide range of strategies for understanding and evaluating messages. Also evaluates the effectiveness of strategies she/he uses for interpreting messages in different rhetorical situations.	
<i>Evaluate an argument</i>	Student understands that sources have varies validity and authority and that claims can be facts, opinions, inferences, and supported or unsupported.	Student evaluates a source's authority; distinguishes among facts, opinions, and inferences; and identifies claims that are supported or unsupported.	Student identifies and develops claims that are supported by evidence and reasoning; evaluates and integrates arguments of others into own written and spoken arguments.	
TOTAL/COMMENTS				

Scale: 9 points = A; 8 = points = B; 7-6 points = C; 5-4 points = D; less than 4 points = F

APPENDIX B

**ECED 1130 Family & Community Collaboration**

## Reflection Paper Rubric

### Assignment Steps

1. Choose a topic of interest to you.
2. Gather information. Whether the information comes from your own account, interviews with eyewitnesses, or printed sources, you must gather as much information as possible.
3. Write an outline (as a plan for your reflection).
6. Write a draft of the feature (in Microsoft Word or Google Docs), based on your outline from step 3.
7. Write utilizing APA guidelines for formatting, as well as for the in-text citations and the works cited list acknowledging your sources. Revise your draft.
8. Write a final draft.
9. Turn the paper in on the due date, per assignment parameters.

### Rubric

Feature Story Rubric

Objectives	Accomplished 9-10 points	Skilled 7-8 points	Developing 5-6 points	Needs Improvement 4 points or less
<b>Effective &amp; Appropriate Lead</b>	Lead is original and catchy; fits well with the rest of the story; invites readers into the piece	Lead is appropriate to story and fairly effective at getting attention; shows some signs of originality	Lead is adequate but not extremely catchy or original	Lead is neither original nor catchy; is boring, overused or trite, or is inappropriate to story
<b>Adequate Use of Sources</b>	Evidence of reporter using as many sources as necessary (best sources) to adequately present all sides in the story; all are identified; info is properly attributed; all info is accurate, thorough; uses individuals, anecdotes to illustrate larger issues	A minimum of three sources are used and are clearly identified; most information is attributed to sources; information is accurate; may use some anecdotal info	Two or fewer sources are used; some sources are improperly identified, or some info or opinion is given without attribution; most info is accurate but may not be thorough; missing key sources; may use too general info	One or fewer sources used in story; or sources are improperly identified; much info is given without attribution; inaccurate or vague info
<b>Effective Organization (deals with structure)</b>	Reflection is organized with clear transitions and logical connections that create a sense of being tightly woven together; moves from specific case to broader more general topic Focus of story is clear; nothing detracts from primary focus	Reflection is organized and most transitions and connections are clear, but organization is somewhat lacking, or the sense of flow is somewhat abrupt Focus is fairly clear	Reflection lacks strong organization, jumps around too much or lacks effective transitions; not in logical order Reflection lacks strong sense of unity and focus	Reflection is choppy; organization is unclear; few effective transitions No clear angle; story is rambling and awkward
<b>Grammar and Spelling</b>	Reflection is well-edited and virtually flawless; NO spelling errors; includes the proper spelling of all names	Reflection is spell-checked and all names are correct; contains few grammatical errors	Reflection is spell-checked and all names are correct; contains several grammatical errors	Names are misspelled; or spell-check was not used; or contains many grammatical errors

TOTAL: \_\_\_\_ / 40    Comments:

### APPENDIX C

## ECED 1130 Family & Community Collaboration Project Rubric

1. Topic: Create a Parental Involve Plan for School A
2. Identify Audience
3. Create the Proposed plan for School A beginning with July
4. Identify Goals
5. Identify Activity/Strategies
6. Identify Person Responsible or Person to Contact
7. Identify Resources
8. Proposed Completion Date/Implement
9. Use the Template Provided in Appendix D

**Project Rubric**  
**Diné Studies • Navajo Technical University**

Criteria	Scale			Subtotals & Comments
	Emerging (1)	Developing (2)	Proficient (3)	
<i>Cultural relevance</i>	Project is only topically relevant. Does not meet basic expectations for the assignment.	Project is sufficiently relevant. Meets basic expectations for the assignment.	Project is deeply relevant to Navajo language, literacy, culture, history, government, beliefs, expression, ways of knowing, and/or wellness.	
<i>Breadth</i>	Project demonstrates limited breath, addresses ideas that are limited and unconnected.	Project demonstrates sufficient breadth; embraces two or more elements of Diné Studies.	Project covers a number of inter-connected ideas, issues, challenges, persons, communities, and/or events.	
<i>Depth</i>	Project demonstrates incomplete or superficial depth only.	Project demonstrates sufficient depth; probes sufficiently into elements of Diné Studies.	Project probes aspects of cultural knowledge and/or expression in depth, analyzing ideas, issues, and questions of critical importance to Navajo language, literacy, culture, history, government, expression, ways of knowing, and/or wellness.	
<i>Quality</i>	Project has many distracting errors and/or inaccuracies.	Project has a number of errors and/or inaccuracies that are relatively minor and do not distract from overall quality.	Project is communicated and/or presented accurately and clearly, with no distracting errors in oral or written forms.	
Totals/Comments				Reader's initials

Scale: 12-11 points = A; 10-9 points = B; 8-7 points = C; 6-5 points = D; less than 5 points = F

**Appendix D**

**Signature Assignment  
Parent Involvement Plan  
2022-2023 School Year**

**Teacher's Name**

<b>Goal</b>	<b>Activity/ Strategies</b>	<b>Person(s) Responsible</b>	<b>Resources Needed</b>	<b>Comments</b>	<b>Date Completed</b>



## Parent Involvement Action Plan

Year: 2009-2010

Goal	Activity/ Strategy	Person(s) Responsible	Resources Needed	Comments	Date Completed
Promote education and parent participation in schools as well as provide information about school programs.	Open House  Neil's Nuggets of Knowledge  Parent involvement plan sent home to students.	Teachers  Administration	Handouts, flyers, signs, Parent Link calls, staff, food for parents, donated school supplies and door prize items		8-06-09
Assist students and parents with the transition from home or pre-K to kindergarten.	Kindergarten Round-up.  Children and parents visit kindergarten classrooms and learn about what the children will be learning and how parents can support their children's learning.	All Kindergarten teachers  Administration	Refreshments		May '10
Assist students and parents with the transition from home or pre-K to kindergarten.	Family Center offers a class called "Helping your child get ready for math" for 3-6 year-olds	Parent Involvement Specialist	Book for parents in the math class  Art supplies  Refreshments		October '09  January '10
Discuss Title I information with	Title 1 Annual Meeting	School Principal	Tri-fold (sent home 08-13-09)		8-06-09