

George Mason University
College of Education and Human Development
Early Childhood Education

ECED 504.001 Engaging Families of Diverse Young Learners
3 Credits, Summer 2017
Session N, 5/22 – 7/27, Tuesday and Thursdays 4:30 – 7:10 pm
Face-to-Face Sessions: 5/23, 5/25, 5/30, 6/1, 6/6, 6/8, 6/13
IN 323, Fairfax Campus

Faculty

Name: Colleen Vesely, PhD
Office Hours: By Appointment
Office Location: Thompson Hall 1200
Office Phone: 703-993-5346
Email Address: cvesely@gmu.edu

Prerequisites/Corequisites

None

University Catalog Course Description

Focuses on strategies for developing culturally appropriate family professional partnerships to benefit children, including children from diverse cultural and linguistic backgrounds and children with special needs. Explores theories and research supporting a family centered approach, including family and professional rights and responsibilities, especially in the special education process.

Course Overview

Not Applicable

Course Delivery Method

This course will be delivered using a lecture and discussion format.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

1. Describe the historical, philosophical, and sociological foundations underlying the role, development and organization of public education in the United States.
2. Discuss the legal status of teachers and students, including federal and state laws and regulations, school as an organization/culture, and contemporary issues in education.
3. Discuss theories and research supporting a family-centered approach to early childhood education.
4. Discuss the role of cultural context in attitudes, beliefs, values, and child rearing practices.
5. Analyze personal values, beliefs, and cultural biases that influence their work with families.

6. Describe underlying principles and ways to work with families that are both effective and enabling.
7. Identify strategies that support and assist families to identify their priorities, resources, and concerns for their children, including children with special needs.
8. Create tailored opportunities for collaborating with families in the ongoing education of children, including children from diverse cultural and linguistic backgrounds and children with special needs.
9. Utilize family systems theory to describe and understand family perspectives.
10. Identify specific components of IDEA that support family voices in the special education process.
11. Adopt a strengths-based problem solving perspective when analyzing dilemmas related to partnering with families.
12. Demonstrate understanding of the theories and techniques of family-centered intervention, including issues related to families from diverse backgrounds and multicultural education.

Professional Standards (Council of Exceptional Children and National Association for the Education of Young Children)

Upon completion of this course, students will have met the following professional standards:

CEC Standard Elements

CEC 6.3 Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.

NAEYC Standard Elements

NAEYC 2a Knowing about and understanding diverse family and community characteristics
NAEYC 2b Supporting and engaging families and community through respectful, reciprocal relationships

Required Texts

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Grant, K. B., & Ray, J. A. (2016). *Home, school, and community collaboration: Culturally responsive family engagement* (3rd ed.). Washington, DC: Sage. [white cover/ jacket]

Koralek, D. (2007). *Spotlight on young children and families*. Washington D.C.: National Association for the Education of Young Children.

See Additional Course Readings list following the Class Schedule.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Assignments	Due Dates	Points
Attendance & Participation	Ongoing	15
<i>Spotlight</i> Discussion	Ongoing	5
Discussion Board	6/20, 6/27, 7/11	15
Home Visit Project <ul style="list-style-type: none">Part 1 Diverse Family and Community Characteristics MemoPart 2 Understanding, Supporting and Engaging Families MemoFull Home Visit Project with any necessary corrections uploaded to Tk20	6/13 7/4 by 7/18*	25
Online Family Resource	7/18, 7/20	5
Family Story Presentation	7/25	10
Statement of Philosophy	Draft (7/11, 7/18) Final (7/25)	25
TOTAL		100

***Students must upload HV Project to TK20 to receive credit for this assignment.**

- **Assignments and/or Examinations**

***Spotlight on Young Children and Families* Discussion (5 points)**

Students, along with two or three of their peers, will be responsible for leading a discussion about an assigned chapter from the *Spotlight on Young Children and Families* text. Students are expected to lead a discussion (they may NOT use PowerPoint and should not just summarize the reading) and include one hands-on activity as part of the discussion. *A sign-up sheet will be provided on the first night of class.*

Home Visit Project (25 points)

This is the Key Assessment 7 Home Visit Project that shows evidence of meeting CEC and NAEYC Standards. This assignment must be submitted on Blackboard. See the assessment description and scoring rubric attached. More detailed instructions will be provided in class.

DUE: 6/13, 7/4, 7/18

Discussion Board (15 points)

Students will participate in an online discussion board in which questions will be posted 4 times throughout the semester by the instructor. Students are responsible for responding to these questions by midnight on the due date (6/20, 6/27, 7/11). Ensure that you create a thread (**thread should be named with the student's name**) and provide at least one comment for one of the other threads in order to receive points.

*Expectations for discussion board responses: **Responses to questions must be a minimum of 400 words** in length, be thoughtful and relevant, and include original and/or critical thought. The

point of the discussion board is NOT for students to simply provide a summary of the issues at hand; ***rather, you are to think critically about the issue, form and state an opinion, and create a coherent argument to support your perspective.*** Responses should consider the questions asked as well as students' thoughts on readings, especially: How do the readings relate to your own family experiences and/or the experiences of the families you work with each day? How do your cultural experiences influence your work with families? Keep these same expectations in mind for commenting on other students' posts. **Comments on other students' posts should be at least 200 words. Comments on others' posts must be posted within two days of the due date of the original post**

DUE: 6/20, 6/27, 7/11.

Online Family Resource (5 points)

Students will investigate, identify and share a resource (e.g. a family service, an individual or particular service provider, a handbook or other written material, a local event etc). That would be of great use to the family (or a similar family) with whom you chose for the Home Visitation Project. Students will search for appropriate resources, create, and upload to Blackboard a 1-page .handout describing the resource with all relevant elements and contact information. On **7/18** students will post their family resource in the discussion board. Students will include a 2-3 sentence description of the family resource and why they selected it. To receive full points for this assignment, students must review all of the resources posted by their peers, and comment on **five** resources by **7/20 at midnight**.

DUE: 7/18, 7/20 (comments)

Family Story Presentation (10 points)

Students will present in online format what they have learned as a story. Each student presentation should be done in an online format that is creative, and consider how they would like their own story to be told. The presentation should not sound like a clinical case presentation and should refrain from using basic powerpoint or prezi. Students will be graded on their creativity and how well they tell their family's story, and note what they learned in this visit. **These will be posted in a discussion board forum, and to earn all of the points for this assignment, students are required to review all the presentations and make at least one constructive comment on each of their peers' presentations by 7/27 at midnight.**

DUE: 7/25, 7/27 (comments)

Statement of Philosophy for Working with Families and Communities (25 points)

Students will use their experiences with the children and families in their setting, any community connections they have made, as well as course content including readings and discussion to create a **1-2-page (single-spaced) statement of their philosophy** for working with families and communities. This will include not only why they believe it is important to engage with families and communities as a teacher/ practitioner but also the ways they believe are most effective for doing this. They will include academic, both research- and theory-based, literature as well as concrete examples from the readings. It is expected that experiential, empirical, and theoretical (research- and theory-based from course readings) knowledge will be used in this paper. All course readings should be cited appropriately.

DUE: 7/11 (first draft due to critical writing partner, 5 points), 7/18 (comments due to critical writing partner, 5 points) & 7/25 (final draft, 15 points)

- **Other Requirements**

Attendance and Participation

Because active participation and engagement are imperative for optimal learning, preparation for and participation in in-class activities will be evaluated based on the following criteria:

- Students attend class, arrive on time, and stay for the entire class period.
- Students complete readings and prepare for class activities prior to class as is evidenced by their ability to discuss and write about the concepts presented and examined in the texts as well as participate fully in related activities.
- Students are actively involved in in-class and online learning experiences as is evidenced by (1) participating in all activities, (2) engaging in small- and large-group discussions, (3) completing written work related to the activities, and (4) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.

Written Assignments

All formal written assignments will be evaluated for content and presentation. The American Psychological Association, Sixth Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If students are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, they should check the APA manual. Portions of the APA manual appear at the Style Manuals link on the Mason library web at <http://infoguides.gmu.edu/content.php?pid=39979>. Students may consult the Writing Center for additional writing support.

Students will do the following:

1. Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)
2. Develop points coherently, definitively, and thoroughly.
3. Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)
4. Use correct capitalization, punctuation, spelling, and grammar.

Type the paper with double spacing, indented paragraphs, 1-inch margins all around, and 12-point Times New Roman font.

- **Grading**

A = 95-100 A- = 90-94 B+ = 87-89 B = 83-86 B- = 80-82 C = 70-79 F = <70

All CEHD undergraduate and graduate students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at <http://catalog.gmu.edu>. Those students enrolled in a CEHD Licensure Graduate Certificate program, however, must earn a B- or better in all licensure coursework. A degree-seeking graduate student will be dismissed after accumulating grades of F in two courses or 9 credits of

unsatisfactory grades (C or F) in graduate courses. A 3.0 grade point average is required for completion of the graduate degree.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

Course Schedule

Date	Topics	Readings and Assignments Due
UNIT 1: Research, Theories, and Tools for Understanding Diverse Families and Communities		
5/23 (F2F)	Intro to Course Defining family Intro to Ecological Model and Family Systems Theory	Grant & Ray, pp. 32-46 <i>Choose One:</i> Stewart (2007) - <i>Who is kin?</i> Dreby & Adkins (2012)- <i>The strength of family ties: How US Migration shapes children’s ideas of family</i> View: The Danger of a Single Story (posted in Bb)
5/25 (F2F)	<ul style="list-style-type: none"> Contemporary Families: Demographics, Structures, and Functions 	Spotlight on YC and Families, pp. 16-19 Turnbull, Ch. 3 (Family Functions) Casper & Bianchi (2002)- <i>Changing Families in a Changing Society</i> Listen: Taking a Closer Look at Grandparent Caregivers (posted in Bb)
5/25 (F2F)	<ul style="list-style-type: none"> Developmental Process of Parenting 	Grant & Ray, pp. 61-76 Spotlight on YC and Families, pp. 38-43 Lareau (2008) – <i>Excerpts from ‘Unequal Childhoods’</i> Bianchi, Robinson, & Milkie (2006) – <i>Parenting: How has it changed?</i>
5/30 (F2F)	Family Diversity: Implicit Bias & Sociocultural Perspective	Spotlight on YC and Families, pp. 44-49 (presentation) State of the Science (2014)- Implicit Bias Review (Kirwan Institute) [pp. 12-21] State of Science (2013)- Implicit Bias Review (Kirwan Institute) [pp. 30-34] <i>Choose One:</i> Lea (2012). <i>Cultural reciprocity as a transformative journey in research and practice.</i> OR Graue & Hawkins (2010) – “ <i>I always feel they don’t know anything about us</i> ”: <i>Diverse families talk about their relations with school.</i> OR Wlazlinski, M.L., & Cummins, J. (2011). <i>Using family stories to foster parent and preservice teacher relationships.</i> View: Tricia Rose keynote on structural racism (posted in Bb)

6/1 (F2F)	Family diversity: immigration, low- income families, single-parent families,	Grant & Ray, Ch. 5 & Ch. 6, 7, or 8 Spotlight on YC and Families, pp. 24-27 (presentation) Anderson (2003) – <i>The Diversity, Strength, and Challenges of Single-parent Households</i>
6/6 (F2F)	• Family diversity: families with children with disabilities, inclusion	Grant & Ray, Ch. 11 Spotlight on YC and Families, pp. 28-37 (presentation) Riojas-Cortez (2011)- <i>Culture, Play, and Family: Supporting Children on the Autism Spectrum</i> View: The Sibling Project (posted in Bb)
	Additional Family Theories & Tools for Understanding Diverse Families: Family Stress Theory, Family Resiliency Framework	Spotlight on YC and Families, pp. 4-11 Walsh (2003)- <i>Family Resilience: Strengths Forged through Adversity</i> Ingoldsby, Smith, & Miller (2004)- <i>Exploring Family Theories</i> (Ch. 6)
Unit 2: Partnering with and Engaging Diverse Families		
6/8 (F2F)	• Family Engagement	Grant & Ray, pp. 1-15 & 46-57 Grant & Ray, pp. 79-85 & Ch. 9 Spotlight on YC and Families, pp. 20-23 (presentation) Halgunseth et al (2009)- <i>Family engagement, diverse families, and early childhood education programs: An integrated review of the literature</i>
6/13 (F2F)	• Family Engagement	Grant & Ray, Ch. 10 Spotlight on YC and Families, pp. 12-15 (presentation) Vesely & Ginsberg (2011) – <i>Strategies and Practices for Working with Immigrant families in Early Education Programs</i> DUE: Home Visit Memo 1
6/15 (ONLINE)	• Family and Community Engagement	Grant & Ray, Ch. 12 or 13 Small (2006) – <i>Neighborhood Institutions as Resource Brokers: Child Care Centers Inter-organizational Ties and Resource Access among the Poor</i> View: Harlem Children’s Zone- online videos (choose any three videos to watch http://www.hcz.org/about-us/video-faqs)
6/20 (ONLINE)	• REFLECT Contemporary	<u>Review:</u> Turnbull, Ch. 3 (Family Functions) DUE: DB Post 1

	Families: Demographics, Structures, and Functions	Feedback provided on Memo 1 Home Visits
6/27 (ONLINE)	<ul style="list-style-type: none"> REFLECT Family Diversity 	<p><u>Read:</u> Vesely et al. (2013)- <i>Capitalizing on ECE: Low-income immigrant mothers' use of ECE to build human, social, and navigational capital</i></p> <p>Gates (2008)- Diversity among Same-sex Couples and their Children</p> <p>Janice Fialka (http://www.danceofpartnership.com), read the following journal articles (scroll to the bottom): <i>The Dance of Partnership, Why do my Feet Hurt?; Working with Families: Rethinking Denial, Least Dangerous Assumption: Changing the Way We Think; A Word to Educational Professionals</i>” and “<i>Be Careful What You Wish For</i>. Also visit her son, Micah’s website to learn about his quest to live in the college dorms, move to Syracuse, and become a policy intern (http://www.throughthesamedoor.com/)</p> <p><u>Review:</u> State of the Science (2014)- Implicit Bias Review (Kirwan Institute) [pp. 12-21]</p> <p>State of Science (2013)- Implicit Bias Review (Kirwan Institute) [pp. 30-34]:</p> <p>The Danger of a Single Story</p> <p>DUE: DB Post 2 Home Visits</p>
7/4 (ONLINE)	<ul style="list-style-type: none"> REFLECT Family Diversity 	DUE Home Visit Memo 2
7/11 (ONLINE)	<ul style="list-style-type: none"> REFLECT Family Theories 	<p><u>Review:</u> Readings and class notes on family theories</p> <p>DUE: Statement of Philosophy (draft 1 due to critical writing partner) DUE DB Post 3</p>
7/18 (ONLINE)	<ul style="list-style-type: none"> REFLECT Family Engagement 	<p><u>Read:</u></p> <p>Lynch & Hanson, Ch. 2 & 3</p> <p>Moreno, Lewis-Menchaca & Rodriguez (2011) <i>Parental involvement in the home: Critical view through a multicultural lens</i></p> <p>Berrera & Corso (2003)- <i>Skilled Dialogue- Foundational Concepts</i></p> <p>DUE: Online Family Resource (comment on peers' resources by 7/20) DUE: Return SOP draft to critical writing partner</p>

7/25 (ONLINE)	<ul style="list-style-type: none"> • Pulling it all together 	DUE: Home Visit Project Presentation (<i>comment on peers' presentations by 7/27</i>) DUE: Statement of Philosophy (final draft)
------------------	---	---

** indicates optional, additional reading*

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- The Writing Center provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see <http://writingcenter.gmu.edu/>).
- The Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach

programs) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>).

- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

Additional Course Readings

- Anderson, C. (2003). The diversity, strength, and challenges of single-parent households. In F. Walsh (Ed.). *Normal family processes* (3rd ed.) (pp. 121-152). New York: The Guilford Press.
- Anderson, W., Chitwood, S., Hayden, D., & Takemoto, C. (2008). *Negotiating the special education maze*. Bethesda, MD: Woodbine House.
- Barrera, I., Corso, R. M., with Macpherson, D. (2003). Skilled dialogue foundational concepts. In *Skilled dialogue: Strategies for responding to cultural diversity in early childhood*, (pp. 41-51), Baltimore, MD: Paul H. Brookes.
- Bianchi, S. M., Robinson, J. P., & Milkie, M. A. (2006). *Changing rhythms of American family life*. New York: Russell Sage. (selected chapters)
- Bromer, J., & Henly, J. R. (2009). The work-family support roles of child care providers across settings. *Early Childhood Research Quarterly*, 24, 271-288.
- Capps, R., Fix, M., Murray, J., Ost, J., Passel, J. S., & Herwantoro, S. (2004). *The new demography of America's schools*. Washington, DC: Urban Institute.
- Casper, L. M., & Bianchi, S. M. (2002). *Continuity and change in the American family*. Thousand Oaks: Sage. (selected chapters)
- Dreby, J., & Adkins, T. (2012). The strength of family ties: How US migration shapes children's ideas of family. *Childhood*, 19(2), 169-187.
- Fuligni, A. J., & Fuligni, A. S. (2007). Immigrant families and the educational development of their children. In J. E. Lansford, K. Deater-Deckard, & M. H. Bornstein (Eds.). *Immigrant families in contemporary society* (pp. 231-249). New York: Guilford.
- Garcia Coll, C. et al. (1996). An integrative model for the study of developmental competencies in minority children. *Child Development*, 67, 1891-1914.
- Gates, G. (2008). Diversity among same sex couples and their children. In S. Coontz, M. Parson, & G. Raley (Eds.). *American families: A multicultural reader* (2nd ed.) (pp. 394-399). New York: Routledge.
- Graue, & Hawkins (2010). "I always feel they don't know anything about us": Diverse families talk about their relations with school. In M. Miller-Marsh & T. Turner-Vorbeck (Eds.),

- (Mis)understanding families: Learning from real families in our schools. (pp. 109-125). New York: Teachers College Press.
- Halgunseth, L. C. (2009). Family engagement, diverse families, and early childhood education programs: An integrated review of the literature. *Young Children*, 56-58.
- Ingoldsby, B. B., Smith, S. R., & Miller, J. E. (2004). Exploring family theories. Los Angeles: Roxbury. (selected chapters)
- Lareau, A. (2008). Excerpts from *Unequal Childhoods*. In S. Coontz, M. Parson, & G. Raley (Eds.). *American families: A multicultural reader* (2nd ed.) (pp. 400-417). New York: Routledge.
- Lea, D. (2012). Cultural reciprocity as a transformative journey in research and practice. In M. Kalyanpur & B. Harry. *Cultural reciprocity in special education: Building Family-professional relationships* (pp. 119-136). Baltimore: Paul H. Brookes.
- Lynch, E. W., & Hanson, M. J. (2011). *Developing cross-cultural competence* (4th ed.). Baltimore: Brooks Publishing. (selected chapters)
- Moore, K. A., Redd, Zakia, Burkhauser, M., Mbwana, K., & Collins, A. (2009). Children in poverty: Trends, consequences, and policy options. Washington, DC: Child Trends.
- Moreno, R. P., Lewis-Menchaca, K., & Rodriguez, J. (2011). Parental involvement in the home: A critical view through a multicultural lens. In E. M. Olivos, O. Jimenez-Castellanos, & A. M. Ochoa (Eds.), *Bicultural parent engagement* (pp. 39-57). New York: Teachers College Press.
- Peters, J. F. (1999). Redefining Western families. *Marriage & Family Review*, 28, 55-66.
- Riojas-Cortez, M. 2011. Culture, Play, and Family: Supporting Children on the Autism Spectrum. *Young Children* 66 (5): 94-99.
- Roy, K. M. (2004). Three-block fathers: Spatial perceptions and kin-work in low-income African American neighborhoods. *Social Problems*, 51(4), 528-548.
- Sanders, K. E., Deihl, A., & Kyler, A. (2007). DAP in the 'hood: Perceptions of child care practices by African American child care directors caring for children of color. *Early Childhood Research Quarterly*, 22, 394- 406.
- Small, M. L. (2006). Neighborhood institutions as resource brokers: Child care centers, interorganizational ties, and resource access among the poor. *Social Problems*, 53(2), 274-292.
- Stewart, P. (2007). Who is kin? Family definition and African American families. *Journal of Human Behavior in the Social Environment*, 15, 163-181.
- Turnbull, A., Turnbull, R., Erwin, E., & Soodak, L. (2011). *Families, professionals, and exceptionality: Positive outcomes through partnerships and trust* (6th ed.). Columbus, OH: Prentice Hall. ISBN: 9780137070480
- Vesely, C. K., & Ginsberg, M. R. (2011). Strategies and practices for working with immigrant families in early education programs. *Young Children*, 84-89.
- Walsh, F. (2003). *Normal family processes* (3rd ed.) (chapters 1, 15). New York: The Guilford Press. (selected chapters)
- Webb, F. J. (2005). The demographics of families. In V. L. Bengston, A.C. Adcock, K. R. Allen, P. Dilworth Anderson, & D. M. Klein (Eds.). *Sourcebook of family theory and research* (pp. 101-102). Thousand Oaks: Sage.
- Weigel, D. J. (2008). The concept of family: An analysis of laypeople's views of family. *Journal of Family Issues*, 29, 1426.

- Weiss, Lopez, & Rosenberg (2010). *Beyond random acts: Family, school, and community engagement as an integral part of education reform*. Cambridge, MA: Harvard Family Research Project.
- Weisner, T. S. (2002). Ecocultural understanding of children's developmental pathways/ *Human Development, 45*, 275-281.
- White, J. M., & Klein, D. M. (2002). *Family theories* (2nd ed.). Thousand Oaks: Sage. (selected chapters)
- Wlazlinski, M. L., & Cummins, J. (2011). Using family stories to foster parent and preservice teacher relationships. In E. M. Olivos, O. Jimenez-Castellanos, & A. M. Ochoa (Eds.), *Bicultural parent engagement* (pp. 39-57). New York: Teachers College Press.

Early Childhood Education Key Assessment 7 Engaging Families: Home Visit Project

Description of Assessment

Early Childhood Education Key Assessment 7 Engaging Families is the Home Visit Project that provides candidates an opportunity to apply their knowledge and learning of the influence of families, culture and schools on a child's learning while engaging families in respectful and reciprocal relationships. This assessment takes place in ECED 404/504 Engaging Families of Diverse Young Learners.

How the Assessment Aligns With the Standards

NAEYC Standard Elements

NAEYC 2a Knowing about and understanding diverse family and community characteristics

NAEYC 2b Supporting and engaging families and community through respectful, reciprocal relationships

Description of Assignment

Candidates will focus on developing culturally appropriate family professional partnerships to benefit children, including children from diverse cultural and linguistic backgrounds and children with special needs. Candidates will support and engage families through respectful, reciprocal relationships by conducting a home visit, including an interview with at least one of the primary caregivers, and a family observation during a family event with a family of a young child (birth-8 years old) whose family is marginalized by U.S. society based on the following: race, ethnicity, immigrant status, family structure, socioeconomic status, sexuality, child or parent's ability status or religion and whose perspective on early childhood education and parenting is likely to be different from their own. They will apply their knowledge and understanding of diverse family characteristics through their observations and interaction with the family during the home visit.

Part 1: Diverse Family and Community Characteristics

Candidates will plan for their home visit by describing their rationale for selecting the family, including the following: (a) a description of the family selected and an explanation of the ways they think the families' experiences are different from their own; (b) a discussion of what they have observed about how society views or assumes about the child and their family (based on race, ethnicity, family structure, sexual orientation, religion, etc.); (c) and honest attempt to identify and describe any assumptions the candidate has about the family. Candidates will describe how they plan to introduce themselves by finding common ground with the family based on gender, work, education, experiences, etc. as these help with initial introductions. Finally, in this first part of the home visit process, candidates will brainstorm questions that they will ask the parents to learn about the child (e.g., likes, dislikes, interests, experiences, etc.) and about the parents and family (e.g., parents' experiences, perspective on their children, daily routines, etc.).

Part 2: Understanding, Supporting, and Engaging Families

Candidates will meet with the family to conduct an interview and a family observation. This may occur in one visit or over the course of multiple visits.

Primary caregiver interview. Candidates should try to learn as much as possible through *meaningful* exchanges. Candidates should challenge themselves to understand how families make sense of the world and how the parents' and families' realities of the world are different from their own. The focus should be to engage respectfully with the family member on his or her own terms and turf (if possible), rather than conducting a formal interview. Candidates should meet with the parent in a relaxed framework. It is recommended that candidates "ask, ask, ask." They should ask the family for clarification or meaning when something is confusing or feels very different to them. Candidates should reflect on their own culture, experiences, and stories as they learn about their families' stories.

Observation. At the end of this informal meeting, candidates should ask the family if they might be able to join them at a family event (e.g., birthday party, family gathering, etc.). Candidates will conduct an observation of the family and focal child at a family event. It can be a routine event or a special event. Candidates must spend at least an hour with the family. During this event, candidates will engage the family in an informal conversation to find out about the meanings of their actions, describing and making meaning of their learning experience with the family.

Following these meetings with the family, candidates will examine their previous assumptions about the family given new information garnered through the interview and family observation experiences. As such, candidates will include an analysis after the interview and family observation that includes the following:

- What they learned about the family in these interactions and which questions were most helpful in garnering this understanding,
- What they learned about themselves and their assumptions through coming to know this family, and
- What this experience might mean for them as an early childhood educator.

Scoring Guide for the Assessment

Early Childhood Education Key Assessment 7 Engaging Families: Home Visit Project				
	Exceeds	Meets	Approaches	Does Not Meet
Part 1: Diverse Family and Community Characteristics				
NAEYC 2a Knowing about and understanding diverse family and community characteristics	Candidate provided a description that met criteria and reflected an extensive knowledge and understanding of the child's family, community, life experiences, values and culture.	Candidate provided a description of a diverse family's characteristics and background that demonstrated an understanding of the child's family, community, life experiences, values, and culture.	Candidate attempted to provide a description of a diverse family's characteristics and background that demonstrated an understanding of the child's family, community, life experiences, values, and culture. However, candidate provided limited information about the family.	Candidate did not provide a description of a diverse family's characteristics and background that demonstrated an understanding of the child's family, community, life experiences, values, and culture.
Part 2: Understanding, Supporting, and Engaging Families				
NAEYC 2b Supporting and engaging families and community through respectful, reciprocal relationships	Candidate provided an analysis that met expectations and demonstrated an in-depth understanding of how this interaction with a family informs his/her ideas on developing relationships as an early childhood educator.	Candidate provided an analysis of his/her interaction with the family, including what the candidate learned about him/herself and how this understanding informs the candidate's ideas on developing relationships as an early childhood educator.	Candidate attempted to provide an analysis of his/her interaction with the family, including some understanding of what he/she learned. However, candidate did not explain how this understanding informed his/her ideas on developing relationships as an early childhood educator.	Candidate did not provide an analysis of his/her interaction with the family and did not show understanding of how to develop relationships as an early childhood educator.