

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

ECED 504.DL1, 600, 601 Engaging Families of Diverse Young Learners
3 Credits, Spring 2017
Wednesday/ 5:30 – 8:10 pm
Arlington Founders Hall 310, Arlington Campus

Faculty

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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.

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	10
Home Visit Project <ul style="list-style-type: none">Part 1 Characteristics MemoPart 2 Families Analysis and ReflectionFull Home Visit Project uploaded to Tk20 on Bb	February 8 February 22 March 5	10 25
Online Family Resource	March 5	10
Family Story Presentation	March 8	5
Statement of Philosophy	March 10	25
TOTAL		100

- **Assignments and/or Examinations**

***Spotlight on Young Children and Families* Discussion (10 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.*

Online Family Resource (10 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) they chose for the Home Visitation Project. Students will search for appropriate resources and create and upload to Blackboard a one-page handout describing the resource with all relevant elements and contact information. Students will post their family resource in the discussion board, and bring enough copies to class to share with their colleagues. Students will present on their resource for one to two minutes during class.

Home Visit Project (35 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.

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 **one- to two-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.

Family Story Presentation (5 points)

Students will present in online format what they have learned about their home visit family as a story. Each student presentation will be done in an online format that is creative. They will 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 as well as their discussion of what they learned in doing this visit. These will be posted in a discussion board forum.

- **Other Requirements**

Attendance and Participation (15 points)

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.

Discussion Board Participation

Students will participate in an online discussion board in which the instructor will post questions four times throughout the semester. Students are responsible for responding to these questions by midnight on the due date (1/28, 2/4, 2/18, 2/25). Students will ensure that they 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, students are to think critically about the issue, form and state an opinion, and create a coherent argument to support their perspective.*** Responses should consider the questions asked as well as students' thoughts on readings, especially the following: *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?* Students will 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 of the original post.

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.
5. 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.

Class Schedule

Class	Topics	Assignments & Readings Due
January 25	Intro to Course & Family Engagement	Wheatley- <i>Willing to be Disturbed</i> (in Bb) View: <i>The Danger of a Single Story</i> (posted in Bb) DUE DB Post #1: Saturday, 1/28 by midnight
Online	Defining Family Intro to Ecological Model and Family Systems Theory	Grant & Ray, pp. 32-46
February 1	Contemporary Families: Demographics, Structures, and Functions	Gray & Ray, Chapter 4 Spotlight I on YC and Families, pp. 4-11 Listen: <i>Taking a Closer Look at Grandparent Caregivers</i> (in Bb) DUE DB Post #2: Saturday, 2/4 by midnight
Online	Developmental Process of Parenting	Grant & Ray, Chapter 3 Spotlight II on YC and Families, pp. 16-19
February 8	Implicit Bias & Sociocultural Perspective	Spotlight III on YC and Families, pp. 38-43 View: <i>Tricia Rose Keynote on Structural Racism</i> (in Bb) State of the Science (2014)- Implicit Bias Review (Kirwan Institute) [pp. 12-21]: http://kirwaninstitute.osu.edu/wp-content/uploads/2014/03/2014-implicit-bias.pdf State of Science (2013)- Implicit Bias Review (Kirwan Institute) [pp. 30-34]: http://kirwaninstitute.osu.edu/docs/SOTS-Implicit_Bias.pdf DUE to Bb – Part 1 Diverse Family and Community Characteristics Memo
Online	Family Diversity: Immigration, Low-Income Families, Single-Parent Families	Grant & Ray, Ch. 5 Spotlight IV on YC and Families, pp. 44-49
February 15	Family Diversity: Families With Children With Disabilities, Inclusion	Grant & Ray, Chapter 11 Spotlight V on YC and Families, pp. 28-37 View: <i>The Sibling Project</i> (in Bb) DUE DB Post #3: Saturday 2/18 by midnight
Online	Family Diversity: LGBT Families, Families in Transition	Grant & Ray (choose to read Ch. 6, 7, or 8) Spotlight VI on YC and Families, pp. 24-27
February 22	Additional Family Theories & Tools for Understanding Diverse Families: Family Stress	Spotlight VII on YC and Families, pp. 20-23 Spotlight on YC and Families, pp. 4-11 (no student presentation) DUE to Bb – Part 2 Understanding, Supporting,

	Theory, Family Resiliency Framework, Culturagram	and Engaging Families Analysis and Reflection
Online	Historical and Contemporary Perspectives on Partnering With Families	Grant & Ray, pp. 1-15 & 46-59 Spotlight VIII on YC and Families, pp. 2-3 DUE DB Post #4: Saturday, 2/25 by midnight
March 1	Family Engagement: Cultural Competence	Grant & Ray, pp. 79-100 & Ch. 9 Spotlight IX on YC and Families, pp. 50-54 Optional: Culturagram: http://nrceps.org/wp-content/uploads/Missouri-Ecogram1.pdf AND http://socialworkpodcast.blogspot.com/2008/12/visual-assessment-tools-culturagram.html DUE to Bb – Statement of Philosophy Draft
Online	Family Engagement: Communication and Navigating Systems	Grant & Ray, Ch. 10 Spotlight X on YC and Families, pp. 12-15 DUE to TK20 on Bb by March 5 – Home Visit Project (Parts 1 and 2 compiled) DUE to Bb by March 5 – Online Family Resource
March 8	Family-Teacher Community Connections	Grant & Ray, Ch. 12 or 13 Spotlight XI on YC and Families, pp. 55-57 DUE to Bb Discussion Forum – Family Story Presentation
Online	Family Story Presentations	View and comment on Family Story Presentations in assigned Discussion Board Forum by March 11 DUE to Bb March 10 – Statement of Philosophy (final draft)

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/>.