ECED 404.001 Engaging Families of Diverse Young Learners
3 Credits, Spring 2017
Monday/ 4:30 – 7:20 pm
Robinson A 106, Fairfax Campus

Faculty

Name: Debra Fulcher
Office Hours: By Appointment
Office Location: Thompson Hall 1252
Office Phone: 703-993-2017
Email Address: dfulche1@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
Spotlight Discussion	Ongoing	10

Home Visit Project
   • Part 1 Characteristics Memo
   • Part 2 Families Analysis and Reflection
   • Full Home Visit Project uploaded to Tk20 on Bb
	February 27
	March 27
	April 17
		20
		20

Statement of Philosophy (Draft to Peer)	April 17	
Statement of Philosophy (Final)	May 1	25
Family Story Presentation (in class)	May 1	10
TOTAL		**100**

- **Assignments and/or Examinations**

***Spotlight on Young Children and Families* Discussion (10 points)**
Students, along with a peer, 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 (40 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.

Family Story Presentation (10 points)
Students will present what they have learned as a story. Each student presentation will be a total of eight minutes, with five to six minutes for the presentation of the family story and two to three minutes for peer/instructor questions and discussion. The presentation should not sound like a clinical case presentation. Students should be creative with their story presentation and consider how they would like their own story to be told.

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.

- **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.

Written Assignments
All formal written assignments will be evaluated for content <u>and</u> 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 <u>http://infoguides.gmu.edu/content.php?pid=39979</u>. 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
D = 60 – 69   F = < 60

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 23	Intro to Course & Family Engagement	
UNIT 1: Research, Theories, and Tools for Understanding Diverse Families and Communities		
January 30	Defining Family Intro to Ecological Model and Family Systems Theory	Grant & Ray, pp. 32-46 Choose **one:** Stewart (2007) *Who is Kin* Weigel (2008) - *The Concept of Family*
February 6	Contemporary Families: Demographics, Structures, and Functions	Grant & Ray, Chapter 4 Spotlight I on YC and Families, pp. 4-11 *Applying Family Systems Theory to Early Childhood Practice* Choose **one:** Casper & Bianchi (2002) *Changing Families in a Changing Society* Walsh (2003) *Changing Families in a Changing World*
February 13	Developmental Process of Parenting	Grant & Ray, Chapter 3 Spotlight II on YC and Families, pp. 16-19 *Sharing the Care of Infants and Toddlers* Choose **one:** Lareau (2008) *Excerpts from 'Unequal Childhoods'* Bianchi, Robinson, & Milkie (2006) *Parenting: How has it changed?*
February 20	Family Diversity: Implicit Bias & Sociocultural Perspective	Spotlight III on YC and Families, pp. 38-43 *Culture and the Promotion of Inclusion in Child Care* View: **Tricia Rose Keynote on Structural Racism (on**

		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 Choose **one**: Lea (2012) *Cultural reciprocity as a transformative journey in research and practice.* Graue & Hawkins (2010) *"I always feel they don't know anything about us": Diverse families talk about their relations with school.* Wlazlinski & Cummins (2011) *Using family stories to foster parent and preservice teacher relationships.*
February 27	Family Diversity: Immigration, Low-Income Families, Single-Parent Families	Grant & Ray, Ch. 5 Spotlight IV on YC and Families, pp. 44-49 *Working with Diverse Families to Enhance Children's Early Literacy Development* Anderson (2003) *The Diversity, Strength, and Challenges of Single-parent Households* **DUE to Bb – Part 1 Diverse Family and Community Characteristics Memo**
March 6	Family Diversity: Families With Children With Disabilities, Inclusion	Grant & Ray, Chapter 11 Spotlight V on YC and Families, pp. 28-37 *A Team Approach: Supporting Families of Children with Disabilities in Inclusive Programs* Riojas-Cortez (2011) *Culture, Play, and Family: Supporting Children on the Autism Spectrum*
March 13	*No Class: GMU Spring Break*	Have a safe and restful spring break!
March 20	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 *Creating Safe, Just Places to Learn for Children of Lesbian and Gay Parents* Choose **one:** Gates (2008) *Diversity among Same-sex Couples and*

		their Children Moreno, Lewis-Menchaca, & Rodriguez (2011) *Parental involvement in the home: Critical view through a multicultural lens*
March 27	Additional Family Theories & Tools for Understanding Diverse Families: Family Stress Theory, Family Resiliency Framework, Culturagram	Spotlight VII on YC and Families, pp. 20-23 *Mapping Family Resources and Support* Ingoldsby, Smith, & Miller (2004) *Exploring Family Theories (Ch. 6)* **DUE to Bb – Part 2 Understanding, Supporting, and Engaging Families Analysis and Reflection**
	Unit 2: Partnering with and Engaging Diverse Families	
April 3	Historical and Contemporary Perspectives on Partnering With Families	Grant & Ray, pp. 1-16 & 46-57 Spotlight VIII on YC and Families, pp. 50-54 *Leave No Parent Behind* Halgunseth et al (2009) *Family engagement, diverse families, and early childhood education programs: An integrated review of the literature*
April 10 **Online Class**	**No Face-to- Face class tonight** Family Engagement: Cultural Competence	Grant & Ray, pp. 79-88 & Ch. 9 Vesely & Ginsberg (2011) *Strategies and Practices for Working with Immigrant families in Early Education Programs*
April 17	Family Engagement: Communication and Navigating Systems	Grant & Ray, Ch. 10 Spotlight IX on YC and Families, pp. 12-15 *Partnerships for Learning: Conferencing with Families (No presentation)* **DUE to TK20 on Bb – Home Visit Project (Parts 1 and 2 compiled)** *Statement of Philosophy Draft Due to Share with Peer Reviewer in Class*
April 24	Family-Teacher Community Connections	Grant & Ray, Ch. 12 or 13 Spotlight X on YC and Families, pp. 55-57 *Family Involvement in an International School (No presentation)*
May 1	**Student Presentations**	**DUE to Bb: Statement of Philosophy (final draft)**

| May 8 | *No Class: Reading Day* | |
| May 15 | *No Class: Finals Week* | |

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://coursessupport.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/.