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EDEC 410.01: Families, Communities, and Culture

Danielle L. Bailey

University of Montana, Missoula, danielle.bailey@umontana.edu

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University of Montana
Early Childhood Education Endorsement
EDEC 410 - Families, Communities, and Culture

INSTRUCTOR: Danielle Bailey

Danielle.bailey@umt.edu

CREDITS: 3 Semester Credits

LOCATION: This is a face-to-face course meeting in room: ED147 on Tuesdays from 1:30pm to 3:20pm.

OFFICE HOURS: By appointment. Feel free to e-mail me during the day and on weekends. I will get back to you ASAP to set up a time to meet face to face, over zoom or on the phone to answer your questions.

Course Details: EDEC 410 Families, Communities, and Culture (3 credits)
Course meeting time is reduced to integrate teaching with LAB practicum.

Prerequisite: Admission to the Teacher Education Program. This class must be taken concurrently with Level 2 courses and is restricted to students who have completed coursework in Level 1.

Course Description: This course explores the dynamics of working together with families of young children in early care and education settings. Assigned readings, course discussion and activities set the stage for students to engage in meaningful work with families in their practicum setting and beyond. Students will work closely with children and their families to implement a guided process of relationship building, needs assessment, resource coordination, support implementation and evaluation that documents their process of identifying and providing support services to meet the unique needs and goals of the family.

Practicum Requirement: For this course, the University has selected the Learning and Belonging Preschool as the early childhood practicum setting. Students are required to attend LAB one day a week for a full morning or afternoon class session. This experience is scheduled through the LAB school director.

Required Textbook(s):

- [Weiss, Heather B., Lopez, L. Elena, Kreider, Holly, Chatman-Nelson, Celina \(2014\). Preparing educators to engage families: Case studies using an ecological systems framework. Washington D.C.: Sage.](#)

- Additional readings may be distributed, or posted, over the course of the semester.

NAEYC and Montana ECE Standards this Course Addresses:

As a required course for the Early Childhood Education Endorsement Program, this course is designed to prepare students for professional competencies which have been endorsed by the NAEYC and Montana ECE Standards. This course attends to and introduces each of the following standards:

NAEYC Standard 2 Building Family and Community Relationships:

- 2a: Knowing about and understanding diverse family and community characteristics*
- 2b: Supporting and engaging families and communities through respectful, reciprocal relationships*
- 2c: Involving families and communities in young children's development and learning*

NAEYC Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families:

- 4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children*
- 4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology*
- 4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches*
- 4d: Reflecting on own practice to promote positive outcomes for each child*

NAEYC Standard 6 Growing As a Professional:

- 6a: Identifying and involving oneself with the early childhood field*
- 6b: Knowing about and upholding ethical standards and other early childhood professional guidelines*
- 6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.*
- 6d: Integrating knowledgeable, reflective, and critical perspectives on early education*
- 6e: Engaging in informed advocacy for young children and the early childhood profession*

Conceptual Framework:

Please review the following *Themes of a Learning Community* for an understanding of the College's conceptual framework for professional education programs.

Integration of Ideas

Members of a learning community look beyond the traditionally segmented curriculum and think creatively about the interrelationships among subject areas. They work with a variety of fields of study and search for unifying themes that cross disciplinary lines. There is an emphasis on explaining realities and dealing with actual problems in contextual learning situations.

Cooperative Endeavors

In a learning community, knowing and learning are viewed as communal acts, and all members can learn from each other. There is a commitment to engage all learners cognitively and emotionally in acquiring and sharing knowledge that is personally meaningful. In the process, members create a culture that encourages personal responsibility and active commitment to the group and its learning goals.

Respect for Diversity and Individual Worth

By definition, a learning community embraces diversity, requiring and valuing the input of all voices present. The ethics of care and mutual respect are viewed as essential for supportive learning environments that enhance each member's self-esteem and foster risk-taking, creative conflict, and excellence.

Course Outcomes, Assignments, and Assessments

Course Outcomes	Assignments
1. Students will identify, describe, and apply knowledge of family-centered principles.	<ul style="list-style-type: none"> ● Case Study Reflections ● Ecological System Project ● Family Needs Assessment and LAB Night
2. Students will identify the strengths, resources, and needs of families for promoting positive outcomes for young children.	<ul style="list-style-type: none"> ● Case Study Reflections ● Family Needs Assessment and LAB Night
3. Students will demonstrate knowledge of cultural issues, effective help giving, communication and interviewing, and problem-solving skills necessary for working with families in partnership.	<ul style="list-style-type: none"> ● Parent Teacher Conference Observation ● Case Study Reflections ● Family Needs Assessment and LAB Night
4. Students will demonstrate the abilities to utilize self-reflection as a tool for enhancing their ability to more fully understand and collaborate effectively with families.	<ul style="list-style-type: none"> ● Case Study Reflections ● Family Needs Assessment and LAB Night

Assignments:

Students are expected to turn in assignments prior to the beginning of class on the day the assignment is due. Please submit all assignments via Moodle, unless otherwise noted in the assignment description. **Assignments are expected to be of professional quality--this means thoughtful, descriptive, complete, utilizing strength-based language and relatively few if any grammatical and spelling errors.** Assignments that are *not* of professional quality are subject to a loss of points.

This course will utilize a variety of instructional strategies. All course activities have been designed to facilitate student learning and thus the acquisition of the course objectives. Thus, student participation (in-class) will be reflected in the student's final course grade.

Assignments	Total Course Percentage
1. Classroom Participation and Engagement	10%
2. Case Studies and Application Activities	30%
3. Family Needs Assessment and LAB Night with Follow-Up Reflection	15%
4. Parent Teacher Conference Observation	15%
5. Ecological Systems Final Project	30%
Total:	100%

Grading Scale: Total Assignment Points Will Be Converted to a Percent Score in Moodle									
A	95-100	B+	87-89	C+	77-79	D+	67-69	F	>60
A-	90-94	B	84-86	C	74-76	D	64-66		
		B-	80-83	C-	70-73	D-	60-63		

Course Requirements and Policies:

1. **Late Work Policy:** If a student does not achieve approval from the instructor prior to the late submission, 10% of the possible total points will be deducted per day, up to 3 days.
2. **Policy on Cell Phone Usage:** The use of cell phones for anything beyond class activities is prohibited during class except with Professor permission. Cell phones should be turned off (or on vibrate) and stored out of view. Students who use their cell phones for out of class activities may be asked to leave class and lose points for the day's in-class work. Students who are designated as emergency caretakers or in an emergency situation may use this technology with respect for others. Please inform your Professor before each class if you are the emergency caretaker or in a situation where you must have access to your phone.
3. **Conduct Code:** Students are expected to know, understand, and comply with the academic honesty policies as described in the University of Montana Student Conduct Code. An unabridged copy of this code is available at <https://www.umt.edu/safety/policies/default.php>. If there are questions about how the code applies to a class activity, please consult with the course instructor prior to engaging in that activity.
4. **Academic Honesty:** Students are expected to know, understand, and comply with the academic honesty policies as described in the University of Montana Student Conduct Code. An unabridged copy of this code is available at <http://www.umt.edu/student-affairs/>. If there are questions about how the code applies to a class activity, please consult with the course instructor prior to engaging in that activity.
5. **People-First Language:** As a field, we have adopted the use of "people-first language" when referring to people with identified disabilities. That means that we emphasize the person before the disability. For example, we would say, "child with autism" not "autistic child". For a more elaborate description of the language to use when describing people with disabilities, please consult page 72 of the Publication Manual of the American Psychological Association, 6th Edition.
6. **Accommodations:** If you are a student with a disability and wish to request reasonable accommodations for this course, contact me privately to discuss the specific modifications. Please be advised, I may request that you provide a verification letter from Disability Services for Students. If you have not yet registered with Disability Services, located in Lommasson Center 154, please do so in order to coordinate your reasonable modifications. For more information, visit the Disability Services website at www.umt.edu/disability.

Additional Notes: Please note that this document serves as a guide. I welcome student input and reserve the right to adjust this guide as the semester proceeds. Changes will be written and distributed to the class.

EDEC 410 Course Schedule

Week	Topic	Readings with Reflection Questions Due Prior to Class
1. 1/17	<ul style="list-style-type: none"> • Syllabus Overview 	
2. 1/24	<p>Introduction to Bronfenbrenner's Ecological Systems Theory</p> <p>Toolkit Section 1.1 Reflecting on Beliefs and Assumptions</p> <ul style="list-style-type: none"> • Part 1 Family Engagement Tool Kit: Activity 1.1.1 <i>Thinking About Family Engagement</i> 	Text Introduction
3. 1/31	<p>The Microsystem</p> <ul style="list-style-type: none"> • Part 1 Family Engagement Tool Kit: Activity 1.1.2 <i>Exploring Cultural Influences</i> • Part 1 Family Engagement Tool Kit: Activity 1.1.3 <i>Understanding Beliefs about Family and Community Engagement</i> <p>*In Class: Family Room Assessment</p>	Chapter 1: Theoretical Perspectives on the Microsystem
4. 2/7	<p>Toolkit Section 1.2 Getting to Know School Families</p> <ul style="list-style-type: none"> • Part 1 Family Engagement Tool Kit: Activity 1.2 <i>Investigating Demographic Data and Other Characteristics</i> <p>*In Class: Family Room Action</p>	<p>Chapter 2</p> <ul style="list-style-type: none"> • Case 1 Supporting Ignacio • Case 2 A Special Education Plan for Anabela

	Case Scenario Reflections	
5. 2/14	<p>Toolkit Section 1.3 Understanding the Influence of a Cultural Lens</p> <p>The Mesosystem</p> <ul style="list-style-type: none"> Part 1 Family Engagement Tool Kit: Activity 1.3.1 <i>Building Cultural Awareness</i> Part 1 Family Engagement Tool Kit: Activity 1.3.2 <i>Understanding Salient Features of Individualism and Collectivism</i> 	<p>Chapter 3: Theoretical Perspective on the Mesosystem</p> <p>*Family Night Needs Assessment</p>
6. 2/21	<p>Toolkit Section 1.4 Acknowledging Cultural Differences</p> <ul style="list-style-type: none"> Part 1 Family Engagement Tool Kit: Activity 1.4 <i>Exploring Cultural Influences on Traditional Family and Community Engagement</i> <p>Case Scenario Reflections</p>	<p>Chapter 4</p> <ul style="list-style-type: none"> Case 4 Lunchtime at Sunnydale Elementary Case 5 Defining "Fine" Case 6 Family Engagement in Language and Literacy
7. 2/28	<p>Toolkit Section 2.1 Tapping into the Strengths of Families and Communities</p> <p>The Exosystem</p> <ul style="list-style-type: none"> Part 2 Family Engagement Tool Kit: Activity 2.1 <i>Identify Family and Community Strengths 1-2-4-ALL</i> 	<p>Chapter 5 Theoretical Perspectives on the Exosystem</p>

8. 3/7	<p>Toolkit Section 2.2 Establishing Roles for Building Family and Community Engagement</p> <ul style="list-style-type: none"> Part 2 Family Engagement Tool Kit: Activity 2.2 <i>Planning for School, Family, and Community Partnerships Jigsaw</i> <p>Case Scenario Reflections</p>	<p>Chapter 6</p> <ul style="list-style-type: none"> Case 8 After School for Cindy
9. 3/14	<p>Toolkit Section 3.1 Cross-Cultural Communication in a School Community</p> <p>The Macrosystem</p> <ul style="list-style-type: none"> Part 3 Family Engagement Tool Kit: Activity 3.1.1 <i>Reflecting on Building Trusting Relationships with Families</i> Part 3 Family Engagement Tool Kit: Activity 3.1.2 <i>Understanding Community Strategies to Enhance Family and Community Engagement</i> 	<p>Chapter 7 Theoretical Perspectives on the Macrosystem</p>
10. 3/21	No Class Spring Break	
11. 3/28	<p>Toolkit Section 3.2 Preparing Educators for Two-Way Communication with Families</p> <ul style="list-style-type: none"> Part 3 Family Engagement Tool Kit: Activity 3.2 <i>Planning for Two-Way Communication at Parent-Teacher Conferences</i> <p>Case Scenario Reflections</p>	<p>Chapter 8</p> <ul style="list-style-type: none"> Case 10 What Words Don't Say Case 11 Raising Children Alone

12. 4/4	Family Night Preparation	Chapter 9 Theoretical Perspectives on the Chronosystem
4/6	Family Night Preparation	*Family Night Tonight*
13. 4/11	<p>Toolkit Section 4.1 Determining What Student Data are Important to Share with Families and Community Members</p> <ul style="list-style-type: none"> Part 4 Family Engagement Tool Kit: Activity 4.1.1 <i>Reviewing Data Terms and Their Definitions</i> <p>Toolkit Section 4.2 Presenting Student Data in Meaningful Ways</p> <ul style="list-style-type: none"> Part 4 Family Engagement Tool Kit: Activity 4.1.3 <i>Reflecting on Data Sharing with Families</i> 	<p>Chapter 10</p> <ul style="list-style-type: none"> Case 13 Bridging Worlds Case 14 Tomasito is Too Big to Hold Hands <p>*Family Night Reflection Due</p>
14. 4/18		
15. 4/25	Let's Play the Brain Architecture Game!	*Parent Conference Observation Reflection Due
16. 5/2	Student Presentations	*Ecological Systems Model Presentations