



Channel Islands  
CALIFORNIA STATE UNIVERSITY

**Creating and Supporting Reciprocal Family and Community Networks**  
Early Childhood Studies 463 (3 units)  
School of Education  
Spring 2017

**Professor:** Dr. Annie White

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**Class Meeting Time:** Weekly Classes Open Monday 8:00 am and Closes Sunday, 11:59PM

**Class Meeting Location:** Online

**Office Location:** 1616 Madera Hall

**Office Hours:** Mondays 3:15- 4:15PM, Tuesdays 12:15-1:15PM (Note: during these office hours, I am available face-to-face and via Zoom); or by individual Zoom appointment

**Course Website:** <https://csuci.instructure.com>

### **MISSION STATEMENT**

Placing students at the center of the educational experience, California State University Channel Islands provides undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches, emphasizes experiential and service learning, and graduates students with multicultural and international perspectives.

### **COURSE DESCRIPTION**

Strategies for effectively collaborating, communicating and working in partnership with teachers, school administrators, general and special education teachers, specialists and paraprofessionals, and community agencies, and related service personnel. Planning for seamless transitions for children and families.

### **LEARNING OBJECTIVES**

- 1) Describe the characteristics, variations and systems for families with young children in multiple contexts.
- 2) Illustrate roles, responsibilities, complexities, and reciprocal influences of families and professionals in the education process.
- 3) Explain and apply techniques and skills used in individual and group process facilitation, problem solving, decision-making, collaboration, communication and team-building in order to effectively work in partnership with families, professionals, and the community.

- 4) Describe professional best practices that are sensitive and empowering to diverse students and their families when developing and implementing individualized educational services for young children and families.
- 5) Explain and describe professional collaborative models for ensuring successful inclusion of students with varying abilities, strengths and needs. Understand collaboration and coordinated services for families with young children who have disabilities and/or special needs.

### **REQUIRED TEXTS:**

1. Ernst, J. *The Welcoming Classroom: Building Strong Home-to-School Connections for Early Learning*. Gryphon House, Inc. ISBN: 978-0-87659-482-7
2. Carr, M., & Lee, W. (2012). *Learning stories: Constructing learner identities in early education*. Sage.

Note: *you will need to purchase or rent the required text*

### **OPTIONAL TEXTS:**

1. Carr, M. (2001). *Assessment in early childhood settings: Learning stories*. Sage
2. Henderson, A., Mapp, K., Davies, D. & Johnson, V. (2007). *Beyond the bake sale: The essential guide to family-school partnerships*. New York: New Press.

Note: \*Optional text will be posted on Canvas. In addition, additional articles will be provided and posted in Canvas.

### **CLASS FORMAT:**

The content delivery portion of the class will be structured in a “Problem-posing” format reflective of Critical Theory. The format encourages participation by students and professors, the acknowledgement of multiple histories and sources of knowledge, and transformative action connecting class learning and practice. The Listening, Dialogue, and Action class activities include large group activities, small group activities, individual work, and lecture as learning methods. During this class, the activities will be structured to facilitate the connections among the course content.

- This course is an online course which will be offered through [Canvas](#) Learning Management System (LMS).
- This Canvas course requires regular engagement throughout each Weekly online Modules
- Review the due dates for the assignments to orient yourself to the flow of the course activities
- You are expected to log into Canvas on the first day of each learning unit (starting with day 1 of the course) to assess the new learning unit, orient yourself to the due dates for the week, and plan your study time
- Online classes are deceiving. Often new online students expect the online course to be easier than face-to-face classes and are surprised to learn how challenging they can be. If you find yourself needing assistance, it is your responsibility to reach out for extra help. I am here to help you as needed, but I need you to maintain open communications with me throughout the class
- Ensure you schedule enough time each week to spend on this class and take time to identify where and when you'll do your learning activities

- Due dates are listed below in Course Calendar. You need to complete all weekly activities and assignments, following the Course Calendar scheduled timelines.

**Service Learning:** Service learning combines community service with academic instruction, focusing on critical, reflective thinking and personal and civic responsibility. This course includes a service learning component which involve students in activities that address community-identified needs, while developing their academic skills and commitment to their community. Service learning will occur at an *Oxnard School* for a total of approximately three hours. Students will experience putting theory into practice by supporting relationships between parent, child, families, school, and community through facilitating hands-on activities that support STEM learning. Students will implement best practices that are sensitive and empowering to diverse students and their families when developing and implementing individualized educational services for young children and families. Students will not be given points for the service hours performed. However, students will earn points for learning that happens because of the service learning experience which is demonstrated through student reflection assignments (journal writing, discussions, and learning stories).

### **NATURE OF COURSE DELIVERY:**

The course will be taught online through Canvas. However, students will be required to attend a face-to-face service learning project and the Social Justice Conference. Also, students may meet on occasion face-to-face. Students are expected to complete all online work and readings as stated in the course calendar (see last page) for each week prior to each session so as to engage in active dialogue, productive learning, and critical reflection. Activities will include instructor presentations, small-group work, project-based learning, and student presentation via VoiceThread, videos, and Canvas Discussion Boards to support learning. In addition, Canvas online activities are required. If you have any questions regarding comprehension of the class content including reading assignments, it is your responsibility to ask the instructor for clarification in a timely manner.

Students will gain participation points for being prepared and actively engaged in the online classes, and lose points for lack of participation in weekly sessions. Students are responsible for all material, information, and announcements.

### **ALIGNMENT OF STANDARDS FOR EDUCATOR DEVELOPMENT TO FOSTER STUDENT LEARNING**

In our preparation of professional educators, we have given extensive consideration to the alignment of professional standards and assessments as articulated by professional associations, certification agencies and learned societies. In particular, this course aligns with standards established by the National Association for the Education of Young Children (NAEYC).

The National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE) believe that *early learning standards can be a valuable part of a comprehensive, high-quality system of services for young children* if they:

- emphasize significant, developmentally appropriate content and outcomes;
- are developed and reviewed through informed, inclusive processes;
- are implemented and assessed in ways that support all young children's development; and
- are accompanied by strong supports for early childhood programs, professionals, and families.

## **Commitment To Infusion Of Competencies To Address The Needs Of All Children**

The Teacher Education Program Faculty is committed to infusing language, culture, special education/exceptionality, gender and technology competencies across the curriculum. These competencies are drawn from the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs.

### **POLICIES:**

#### **1. Academic Honesty**

Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The university reserves the right to take disciplinary action, up to and including dismissal, against any student who is found guilty of academic dishonesty. Any student judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and for the course. (Academic dishonesty includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or outside of the university; and nondisclosure or misrepresentation in filling out applications or other university records.) Please refer to the CSUCI Catalog for more detailed information regarding standards for student conduct. For more information regarding CSUCI academic dishonesty policy, please open this link: [CI Academic Dishonesty](#).

#### **2. Plagiarism Policy**

All work that students submit as their own work must, in fact, be their work. For example, if a paper presents language taken from other sources – books, journals, web sites, people, etc. – must be cited. In accordance with the CSU Channel Islands policy on academic dishonesty, students in this course who submit the work of others as their own (plagiarize), help other students cheat or plagiarize, or commit other acts of academic dishonesty will receive appropriate academic penalties, up to and including failing the course. Individual course assignments with plagiarized ideas or language will be graded “F”. Students are encouraged to consult with the professor on when and how to document sources.

#### **3. Attendance Policy**

Attendance and your online presence is required. If you miss more than two week online class sessions, you will not be able to earn a passing grade in ECS 463, unless extenuating circumstances and the quality of work are strong enough to warrant an Incomplete.

#### **4. Submission of Written Work**

All assignments are due on the dates indicated. Assignments must be typewritten/word processed, double-spaced, with standard 1” margins. It is expected that all assignments will reflect university-level composition and exposition. Use of electronic spelling and grammar checking is required. Points will be deducted for typographical and grammatical errors on all papers.

## **5. Submission of Late Work**

You may make arrangements with me to turn in assignments *up to one week* past their due dates. Assignments may be submitted late for 10% penalty. All assignments must be submitted via Canvas. No emailed assignments will be accepted.

### **INSTRUCTOR COMMUNICATION POLICY**

If you need to contact the instructor, please email at [annie.white@csuci.edu](mailto:annie.white@csuci.edu) using your Dolphin email. Expect responses within 24 hours during weekdays, and 48 hours on weekends. If you prefer to meet live, let me know and we'll arrange a videoconference in [ZOOM](#).

### **TECHNOLOGY REQUIREMENTS**

- All content materials will be provided to participants in Canvas
- This course will use [VoiceThread](#), which will require you to use a computer with either a microphone or webcam
- Participants must have regular access to a computer
- A recently upgraded web browser
- Regular access to the internet

### **TECHNICAL SUPPORT**

If you run into technical problems in this course, you should do the following:

1. Clear your browser's cache
2. Try a different browser (Firefox, Safari or Chrome)
3. Shut down and restart your computer

Contact the University Help desk [helpdesk@csuci.edu](mailto:helpdesk@csuci.edu) or 805-437-8552

### **WRITING REQUIREMENT**

Effective written and oral communication at advanced levels is important for full participation and success in this course. This course meets the requirement of upper division intensive writing. The American Psychological Association (APA) format need to be used for all citation of sources. Please use professional resources only. The source must be from is an accredited academic or scientific institution and the information based on sound research methodology. Students are encouraged to utilize the CI library and the writing center to help aid in APA standards. (CI Writing Center at <http://www.csuci.edu/writingcenter/> and APA.org are references for guidance on citing sources).

### **STUDENTS WITH DISABILITIES**

Cal State Channel Islands is committed to equal educational opportunities for qualified students with disabilities in compliance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. The mission of Disability Accommodation Services is to assist students with disabilities to realize their academic and personal potential. Students with physical, learning, or other disabilities are encouraged to contact the Disability Resource Programs at Bell Tower 1541. Email- [accommodations@csuci.edu](mailto:accommodations@csuci.edu), phone- (805) 437-3331, for personal assistance and accommodations. Online assistance and services are available from [www.csuci.edu/drp](http://www.csuci.edu/drp).

## CLASS ASSUMPTIONS

- The process of learning is an on-going process for all involved in this class and requires constant critique, reflection, and action.
- Learning is seen to be a collective process, where participants share and analyze experiences together in order to address concerns, and relying on each other's strengths and resources rather than either addressing problems individually or relying totally on outside experts to solve them.
- Content in this process is emergent. Students have to be involved not only in determining content, as well as explicitly reflecting on what counts as knowledge, how learning takes place, and their own roles in the process. The "bank" from which content is drawn is the social reality of students' lives and experiences in conjunction with expert opinion, research and practice. It may range from the very immediate context of the classroom itself, of family and community context, and/or to broader political issues.
- Progress is seen to be cumulative and cyclical rather than occurring in discrete, linear steps.

## COURSE ORGANIZATION, REQUIREMENTS AND ASSIGNMENTS

All assignments must be completed to pass the course. The instructor reserves the right to make any changes to the syllabus.

| Requirements                                   | Points Possible |
|--|-----------------|
| 1. School Interview                            | 10              |
| 2. Family Interview                            | 10              |
| 3. Service Learning Reflection                 | 10              |
| 4. Journal Reflections                         | 20              |
| 5. Discussion Boards                           | 15              |
| 6. Learning Stories (3)                        | 15              |
| 7. Family to School Collaboration Presentation | 10              |
| 8. Social Justice Conference                   | 10              |
| TOTAL POSSIBLE                                 | 100             |

### 1. School Interview (10 points)

Students will complete a school interview. Students will complete questionnaire regarding the school relationship and collaboration with parents/guardian. Students will complete the school interview assessment guide. Students will share school interview outcome online through [VoiceThread](#).

### 2. Family Interview (10 points)

Students will complete a parent interview. Students will complete questionnaire regarding the parent school participation, relationship and collaboration with teachers/school. Students will complete the parent interview assessment guide. Students will share parent interview outcome online through [VoiceThread](#).

### 3. Service Learning Reflection (10 points)

Service Learning Reflection assignment will be written reflection of your service work and related to course readings and discussions. Your written Service Learning Reflection will be directly related to the service learning experience that connects with the course content. Students will write a three page summary of the service learning reflection with connection to course readings, using APA citation, and turn in following the course calendar timeline.

### 4. Journal Reflections (20 points)

Students will write journal reflections throughout the semester. Journal reflections will focus student reflective and critical analysis in understanding how to create and support reciprocal family and community networks. The journal reflections is a way to think about the integration of course readings and implementation of culturally responsive practices that support family and community networks.

**5. Discussion Boards (15 points)**

Students are required to actively participate in all Discussion Board Forums. Weekly activities must be completed before posting to the Discussion Board Forum for the corresponding week. Assigned reading must be read prior to each Weekly session.

**6. Learning Stories (15 points)**

The Learning Story Assessment will focus on your service learning experience. You will develop *three* learning stories. Two will be based from your observation during your service learning experience. One learning story will be from a child of your choice i.e. - work, family, friend, etc. Each learning story will focus on one activity and a different child/family for each story, if possible.

**Learning Story Requirements:** Child's first name, approximate age, and date.

**Title and Photo:** Include a title for your learning story and a minimum of one photo.

**Observation:** Includes some information on the child from anecdotal notes.

What happened during the observation? How was the experience set up and what did the child do while engaged in the experience? Be specific in your observations, but let it flow like a story.

**What It Means?**

What have you learned about this child's development and learning? What Foundations are evident in the child's learning? Be specific. Look at various areas of development and include in your interpretation. If possible, include photos.

**Opportunities and Possibilities**

What are possible next experiences for this child to continue their growth and learning? What ways could the child's experience be enhanced next time?

**Response-**

Response from parent and/or family members. Include a response of parent reflection of the child observation. Note: For the two learning stories from the Service Learning event, a peer response will be needed to be included, instead of the parent response.

**7. Family and School Collaboration Video: (10 Points)**

Students will work to develop a video that reflects their understanding of School and Family Collaboration. The Family and School Collaboration video will be between 3-5 minutes in length. The video will be creative including multiple visual tools, music, and text.

**8. Social Justice Conference at CI: (10 Points)**

Students will register and attend this conference. **“First Do No Harm”: Challenging Laws, Policies and Practices that Undermine Social Justice in Education** is scheduled for Saturday, **April 1st, 2017 8:00am-3:00pm** in the Grand Salon on the CI campus. To register for the Social Justice Conference. Open the link:

[go.csuci.edu/soju](http://go.csuci.edu/soju) Proof of attendance is required. <http://education.csuci.edu/justice-conference/>. Students will write a Social Justice Reflection paper.

| Grading Scale |                          |
|---------------|--------------------------|
| Grade         | Total Points/Percentages |
| A             | 95 – 100                 |
| A-            | 90 – 94                  |
| B+            | 87 – 89                  |
| B             | 83 – 86                  |
| B-            | 80 – 82                  |
| C+            | 77 - 79                  |
| C             | 73 - 76                  |
| C-            | 70 – 72                  |
| D+            | 67 - 69                  |
| D             | 63 - 66                  |
| D-            | 60 - 62                  |
| F             | 59 – or lower            |



## ECS 463 COURSE SCHEDULE

(Reading Key: WC=*The Welcoming Classroom: Building Strong Home-to-School Connections for Early Learning*; LS= *Learning stories: Constructing learner identities in early education*; \* AECS = Assessment in early childhood settings: Learning stories)

| WK  | DATE   | TOPIC / ASSIGNMENT INTRODUCED   | READINGS DUE   | ASSIGNMENTS DUE  |
|-----|--------|---|--|--|
| 1.  | Jan 23 | Introductions, Syllabus, Calendar, Service-Learning Orientation   |  |  |
| 2.  | Jan 30 | The Role of Educators in Engaging Families  | WC 1   | <b>Due:</b> Journal #1   |
| 3.  | Feb 6  | Engaging Families in Authentic Dialogue   | *ACES 6  | <b>Due:</b> Journal #2   |
| 4.  | Feb 13 | Communication and Collaboration Skills  | WC 2; LS 1   | <b>Due:</b> Journal #3   |
| 5.  | Feb 20 | Social Identities and Cultural Frameworks   | WC 3   | <b>Due:</b> Journal #4   |
| 6.  | Feb 27 | Culturally Competent Communication  | WC 4   | <b>Due:</b> Journal #5<br><b>Due:</b> School Interview                       |
| 7.  | Mar 6  | Building Relationships  | Assigned Article: "Beyond the Bake Sale"   | <b>Due:</b> Journal #6   |
| 8.  | Mar 13 | Culturally Effective Organizations  | WC 5   | <b>Due:</b> Journal #7   |
| 9.  | Mar 20 | Spring Break- No Class  |  |  |
| 10. | Mar 27 | Culturally Effective Classrooms   | WC 6   | <b>Due:</b> Journal #8<br><b>Due:</b> Family Interview                       |
| 11. | Apr 3  | <b>Alternative Class: CI Social Justice Conference- Saturday, April 1<sup>st</sup></b>  | "David Berliner" reading   | <b>Due:</b> Journal # 9  |
| 12. | Apr 10 | Family Engagement through Ongoing Assessments   | "Family Engagement and Ongoing Child Assessment"   | <b>Due:</b> Journal # 10<br><b>Due:</b> Social Justice Conference Reflection |
| 13. | Apr 17 | Shared Decision-Making  | NAEYC 6 <a href="#">Principles for Effective Practices</a>                                     | <b>Due:</b> Journal #11  |
| 14. | Apr 24 | Diverse Voices and Perspectives   | Assigned Article: "Come walk with Me"  | <b>Due:</b> Journal # 12   |
| 15. | May 1  | Best Practices: Collaboration Models into Practice  | Assigned Article: "Skilled Dialogue Weaving Webs of Connected"                                 | <b>Due:</b> Journal #13<br><b>Due:</b> Learning Stories                      |
| 16. | May 8  | Supporting Home to School Collaboration with varying abilities<br><br><b>Extra Credit Option: Wendy Lee Learning Stories Presentation 6-9PM.</b> location at <i>CDR: 231 E Ventura Blvd, Oxnard, CA 93036</i> | Handout "Involving Immigrant Parents of Students with Disabilities in the Educational Process" | <b>Due: Service Learning Reflection</b><br><b>Due:</b> Journal #14           |
| 17. | May 15 | Final Class Presentation  |  | <b>Due: Family to School Collaboration Presentation</b>                      |

This schedule is subject to change. Variations from above dates and topics will be announced in Canvas. Students are responsible for staying abreast of such changes. Assignments are considered late if submitted past due date.

\* These readings are available on Canvas