

Course: **TECA 1303-151 Families, School & Community**
 Semester: Fall 2022
 Instructor: Stephanie Deering
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“South Plains College improves each student’s life.”

General Course Information

Course Description

A study of the relationship among the child, family, community, and schools, including parent education and involvement, family and community lifestyles, child abuse and current family life issues. Course content is aligned with State Board for Educator Certification Pedagogy and Professional Responsibilities Standards. Requires students to participate in a minimum of **16 hours field experience** with children from infancy through age 12 in a variety of settings with varied and diverse populations.

Student Learning Outcomes

*See NAEYC Standards page attached.	NAEYC Standards
Analyze parenting styles and techniques	S2
Identify interrelated issues between families and communities	
Examine characteristics of diverse cultures and lifestyles	
Practice ways to communicate and interact with parents and families.	
Identify signs of abuse and neglect; and choose strategies and resources for supporting children and families in abusive and neglectful situations.	

Course Objectives: Scans and Foundations list attached.

1. Examine literature on parenting styles and effective parenting techniques. (C5, F8)
 - a) Define different parenting styles. (C4, F11)
 - b) Describe family structures and interaction patterns and how they influence growth and development. (F12)
 - c) Explain developmental stages of parenting and the effect on growth and development of children and parents. (C7, F11)
 - d) Describe changes in parenting and family life over time. (C7, C10, F11)

2. Analyze ways in which factors in the home and community (e.g. parent expectations, availability of community resources, community issues) impact learning, including an awareness of social and cultural factors to enhance development and learning.(C7, C9, F9, F17)
 - a) Analyze current issues as they relate to families and parenting.(C5,F11)
 - b) Explain the importance of being sensitive to differences in family structures as well as social and cultural backgrounds as they relate to child rearing practices.((C10, F7, F10)
 - c) Describe needs & challenges of families caring for children with special needs. (C10, F7)
 - d) Advocate on behalf of early childhood issues relating to families and communities.(C4, C5, C14, F6, F8, F15)

3. Discuss diverse cultures and lifestyles. (C14)
 - a) Understand diverse personal and & characteristics (e.g. those related to ethnicity gender, language background, exceptionality) and the significance of diversity for teaching, learning, & assessment.(C14, F5, F15)
 - b) Describe ways to enhance awareness and appreciation of languages and cultures. (C10, F6, F11, F15)
 - c) Develop activities to enhance understanding of diverse cultures and lifestyles. (C10, F11)

4. Understand the importance of family involvement in education and effective interaction and communication with families. (C 13)
 - a) Apply knowledge of appropriate ways (including electronic communication) to communicate effectively with families in various situations. (C8, C11, C18, F10, F15)
 - b) Observe and/or participate in activities that engage families, parents, guardians, and other caregivers in various aspects of the education program. (C9)
 - c) Simulate conducting effective conferences with parents, guardians, and other caregivers. (C13)
 - d) Explain the importance of respecting parents' choices and goals for their children (F7, F15)
 - e) Describe how to involve parents in planning for their individual children. (F7, F15)
 - f) Simulate interacting appropriately with all families, including those that have diverse characteristics, backgrounds and needs.(C14, C15)
 - g) Simulate communicating effectively with families on a regular basis (e.g. to share information about individual progress) and respond to their concerns. (C7, C11)
 - h) Discuss legislation and public policies affecting children and families, including children with special needs. (C4, C5, F8)
 - i) Demonstrate an ability to work effectively as a member of a professional team. (C9, C15)

5. Recognize signs of abuse and neglect and describe ways to work effectively with abused and neglected children and their families or primary care providers.(C7, C12, F5, F9, F13, F17)
 - a) Examine statistics on abuse and neglect. (C5, F1)
 - b) List types of abuse and neglect, and behaviors which might be indicators of such abuse/neglect.(C7, F9)
 - c) Explain statutes regarding responsibilities in reporting suspected abuse and neglect. (C5, F6, F11, F13)
 - d) List steps in reporting suspected abuse and neglect. (C15, F8, F17)
 - e) Identify strategies that deter abusive behaviors. (C5, F11, F9)
 - f) Describe caregivers' role in helping abused and neglected children.(C10,C16)

Evaluation Measures

- Class discussions/weekly assignments
- Chapter Quizzes
- Sixteen hours field experience, with written documentation
- Key Assessment – Family Involvement Project
- Exams

Academic Integrity

It is the aim of the faculty of South Plains College to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present as his or her own, any work which he or she has not honestly performed, is regarded by the faculty and administration as a most serious offense and renders the offender liable to serious consequences and possibly suspension.

Cheating: Dishonesty of any kind on examinations or on written assignments, illegal possession of examinations, the use of unauthorized notes during an examination, obtaining information during an examination from the textbook or from the examination paper of another student, assisting others to cheat, alteration of grade records, and illegal entry or unauthorized presence in an office are examples of cheating.

Plagiarism: Offering the work of another as one's own, without proper acknowledgement, is plagiarism. Therefore, any student who fails to give credit for quotations or essentially identical expression of material taken from books, encyclopedias, magazines and other reference works, or from the themes, reports or other writings of a fellow student, is guilty of plagiarism.

Exams: In this course the instructor reserves the right to require exams in a proctored setting, should it be deemed necessary to maintain the integrity of the coursework

Scans and Foundations Skills

Resources
Information

Interpersonal Skills
Systems

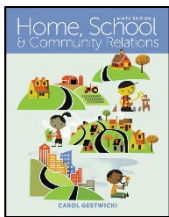
Technology
Basic Skills

Thinking Skills
Personal Qualities

Verification of Workplace Competencies – Capstone Experience

Students will design Family Involvement Project as key assessment in this class. Copy will be included in **Professional Portfolio** designed in CDEC 1292 capstone course.

Specific Course Requirements



Textbook & Materials

Gestwicki, Carol. (2016) **Home, School, and Community Relations**, 9th Ed.
Cengage Learning

Three-ring notebook with dividers for course materials
Folder for Field Experience documentation
Storage for saving assignments electronically –USB drive, etc.

Computer Requirements: It is the responsibility of the student to have the necessary computer resources and skills to take this class. Students are not required to purchase their own computer but must have access to one that meets specifications. Computer labs are available for student use on the Levelland, Lubbock, & Reese campuses.

You will need:

- Microsoft Word
- Adobe Reader
- Anti-Virus Software

See SPC Instructional Technology Resources:

<http://www.southplainscollege.edu/instructional-technology/instructional-technology.php>

FREE Office 365 for students <https://www.microsoft.com/en-us/education/products/office>

Adobe Acrobat Reader - <https://get.adobe.com/reader/>

Attendance Policy

Students in this course attend class online. Attendance includes logging into the course **2-3 times per week**, as documented through the Blackboard system.


If a student finds that he/she cannot complete the requirements of this course in a successful manner, it is the responsibility of that student to communicate with the instructor and then follow through with the drop process.

Course withdrawals are done through Student Support offices on all South Plains College campuses.

Last drop date for the college is **December 1, 2022**.

Assignment Policy

All assignments will be completed and/or submitted in Blackboard. This includes posting to discussion, submitting work in the assignment tool, and/or sending attachments to your instructor in course messages.

 Assignments are due on the dates specified in the course calendar, by 12:00 midnight. Late assignments will be docked 10% of the value per week unless prior arrangements have been made with instructor.

Please do not wait until the last minute to turn in assignments, or you may have problems.

Remember the saying, "Technology happens!"

Grading Policy

Attendance / Participation	
• Discussion posts + replies	150 points
• Chapter quizzes (average)	100 points
Exams (3@100 points)	300 points
Field Experience (16 hours)	150 points
Written Assignments (4@25)	100 points
Family Involvement Project	200 points
	1000 points

900 – 1000	90%	A
800 – 899	80%	B
750 – 799	75%	C
700 – 749	70%	D
699 & below		F

Students must earn a C or better for course to be applied to Child Development degree or certificate.

Communication Policy

- Primary communication between instructor and students in this course should take place through **Blackboard**.
- Outside Blackboard, electronic communication will be through the South Plains College email. Students are encouraged to check SPC email regularly.

Student Conduct

All students are expected to abide by the standards of student conduct as defined in the **SPC Student Guide**.

Campus Concealed Carry Statement

Texas Government Code 411.2031 et al. authorizes the carrying of a concealed handgun in South Plains College buildings by individuals and in accordance with Texas Government Code 411.209 (a). **All holders of a valid Texas License to Carry may carry on their person a handgun that is concealed in accordance with Texas Penal Code 46.03 (a-2).** Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and South Plains College policy. Individuals may not carry a concealed handgun in restricted locations. For a list of locations and Frequently Asked Questions, please refer to the Campus Carry page at: <http://www.southplainscollege.edu/campuscarry.php>

Other Requirements

- ➔ Students are responsible for completing **field experience** in appropriate environments, with specific documentation. **Sixteen hours of FE is required.**

Course Outline

- I. **Introduction to Families**
 - A. Diversity of Family Experience
 - B. Families Today – Definitions, Demographics, and Trends
 - C. Parenting – Roles and Emotions
- II. **Teacher-Family Partnerships**
 - A. Family Involvement
 - B. Benefits and Barriers in Teacher-Family Partnerships
 - C. Foundations of a Successful Partnership
- III. **Methods for Developing Partnerships**
 - A. Good Beginnings
 - B. Informal Communication Methods
 - C. Parent-Teacher Conferences
 - D. Families in the Classroom
 - E. Parent Education
 - F. “It Takes a Village” – Teachers, Families, and Communities
- IV. **Making a Partnership Work**
 - A. Working with Families from Diverse Backgrounds
 - B. Working with Families in Particular Circumstances
 - C. Working to Resolve Challenging Attitudes and Behaviors

Accommodations

Diversity Statement

In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

Disabilities Statement

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Coordinator of Disability Services. For more information visit the Disability Services Office at Reese Center, Building 8, or call 806-716-4654.

Pregnancy Accommodations Statement

If you are pregnant, or have given birth within six months, Under Title IX you have a right to reasonable accommodations to help continue your education. To activate accommodations you must submit a Title IX pregnancy accommodations request, along with specific medical documentation, to the Director of Health and Wellness. Once approved, notification will be sent to the student and instructors. It is the student's responsibility to work with the instructor to arrange accommodations. Contact the Director of Health and Wellness at 806-716-2362.

SCANS COMPETENCIES

RESOURCES

- C-1 TIME – Selects goals-relevant activities, ranks them, allocates time, prepares and follows schedules.
- C-2 MONEY – Uses or prepares budgets, makes forecasts, keeps records and makes adjustments to meet objectives.
- C-3 MATERIALS AND FACILITIES – Acquires, stores allocates, and uses materials or space efficiently.
- C-4 HUMAN RESOURCES – Assesses skills and distributes work accordingly, evaluates performances and provides feedback.

INFORMATION – Acquires and Uses Information

- C-5 Acquires and evaluates information.
- C-6 Organizes and maintains information.
- C-7 Interprets and communicates information.
- C-8 Uses computers to process information.

INTERPERSONAL – Works with Others

- C-9 Participates as members of a team and contributes to group effort.
- C-10 Teaches others new skills.
- C-11 Serves Clients/Customers – works to satisfy customer's expectations.
- C-12 Exercises Leadership – communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.
- C-13 Negotiates – works toward agreements involving exchanges of resources; resolves divergent interests.
- C-14 Works with Diversity – works well with men and women from diverse backgrounds.

SYSTEMS – Understands Complex Interrelationships

- C-15 Understands Systems – knows how social, organizational, and technological systems work and operates effectively with them.
- C-16 Monitors and Corrects Performance – distinguishes trends, predicts impacts on system operations, diagnoses systems performance and corrects malfunctions.
- C-17 Improves or Designs Systems – suggests modifications to existing systems and develops new or alternative systems to improve performance.

TECHNOLOGY – Works with a Variety of Technologies

- C-18 Selects Technology – chooses procedures, tools, or equipment, including computers and related technologies.
- C-19 Applies Technology to Task – understand overall intent and proper procedures for setup and operation of equipment.
- C-20 Maintains and Troubleshoots Equipment – prevents, identifies, or solves problems with equipment, including computers and other technologies.

FOUNDATIONS SKILLS

BASIC SKILLS—Reads, Writes, Performs Arithmetic and Mathematical Operations, Listens and Speaks

- F-1 Reading—locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.
- F-2 Writing—communicates thoughts, ideas, information and messages in writing and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.
- F-3 Arithmetic—performs basic computations; uses basic numerical concepts such as whole numbers, etc.
- F-4 Mathematics—approaches practical problems by choosing appropriately from a variety of mathematical techniques.
- F-5 Listening—receives, attends to, interprets, and responds to verbal messages and other cues.
- F-6 Speaking—organizes ideas and communicates orally.

THINKING SKILLS—Thinks Creatively, Makes Decisions, Solves Problems, Visualizes and Knows How to Learn and Reason

- F-7 Creative Thinking—generates new ideas.
- F-8 Decision-Making—specifies goals and constraints, generates alternatives, considers risks, evaluates and chooses best alternative.
- F-9 Problem Solving—recognizes problems, devises and implements plan of action.
- F-10 Seeing Things in the Mind's Eye—organizes and processes symbols, pictures, graphs, objects, and other information.
- F-11 Knowing How to Learn—uses efficient learning techniques to acquire and apply new knowledge and skills.
- F-12 Reasoning—discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

PERSONAL QUALITIES—Displays Responsibility, Self-Esteem, Sociability, Self-Management, Integrity and Honesty

- F-13 Responsibility—exerts a high level of effort and perseveres towards goal attainment.
 - F-14 Self-Esteem—believes in own self-worth and maintains a positive view of self.
 - F-15 Sociability—demonstrates understanding, friendliness, adaptability, empathy and politeness in group settings.
 - F-16 Self-Management—assesses self accurately, sets personal goals, monitors progress and exhibits self-control.
 - F-17 Integrity/Honesty—chooses ethical courses of action.
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National Association for the Education of Young Children (NAEYC)
Professional Standards and Competencies for Early Childhood Educators

Standard 1: Child Development and Learning in Context

1a: Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development.

1b: Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices.

1c: Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities.

1d: Use this multidimensional knowledge – that is, knowledge about the developmental period of early childhood, about individual children and about development and learning in cultural contexts – to make evidence-based decisions that support each child.

Standard 2. Family-Teacher Partnerships and Community Connections

2a: Know about, understand and value the diversity of families.

2b: Collaborate as partners with families in young children’s development and learning through respectful, reciprocal relationships and engagement.

2c: Use community resources to support young children’s learning and development and to support families, and build partnerships between early learning settings, schools, and community organizations and agencies.

Standard 3. Child Observation, Documentation, and Assessment

3a: Understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings.

3b: Know a wide range of types of assessments, their purposes, and their associated methods and tools.

3c: Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child.

3d: Build assessment partnerships with families and professional colleagues.

Standard 4. Developmentally, Culturally, and Linguistically Appropriate Teaching Practices

4a: Understand and demonstrate positive, caring, and supportive relationships and interactions as the foundation of early childhood educators’ work with young children.

4b: Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children.

4c: Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.

Standard 5. Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum

5a: Understand content knowledge – the central concepts, methods and tools of inquiry, and structure – and resources for the academic disciplines in an early childhood curriculum.

5b: Understand pedagogical content knowledge – how young children learn in each discipline – and how to use the teacher knowledge and practices described in Standards 1-4 to support young children’s learning in each content area.

5c: Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources and their pedagogical content knowledge.

Standard 6. Professionalism as an Early Childhood Educator

6a: Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession.

6b: Know about and uphold ethical and other early childhood professional guidelines.

6c: Use professional communication skills, including technology-mediated strategies, to effectively support young children’s learning and development and to work with families and colleagues.

6d: Engage in continuous, collaborative learning to inform practice.

6e: Develop and sustain the habit of reflective and intentional practice in their daily work with young children as members of the early childhood profession.