

Class Hours: Mondays & Wednesdays: 9:35-10:50 a.m. (CCC Building, Room 322)

Instructor: Oluyomi A. Ogunnaike (Ph.D.)

Office: Room 448, CPS Building

Office Hours: 1-2 (Tues & Wed); & By Appointment

Phone: 715-346-4742

COURSE TEXTS:

✚ Grant, K.B. & Ray, J.A. (2013): Home, School, and Community Collaboration: Culturally-Responsive Family Engagement. 3rd Ed (2016)

✚ Supplementary Readings: TBD (Present Considerations: *Distributed in Class & on Electronic Reserve*)

Course Description: This course examines the relationship between the Home, School, and Community (Agencies) using Maslow’s Hierarchy of Needs and Epstein’s Framework on Home-School-Community Collaboration. The course also examines the role of fathers, school and home relationships, working with families, especially those from diverse cultural backgrounds, communication, and curriculum of local community agencies.

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Essential Questions Guiding the Course

- *What are those challenges currently experienced by the Home, School, & Community Agencies?*
- *How do the ideas proposed by Maslow and Epstein help us to understand and support the relationship between Home, School, & the Community?*
- *As educators of young children, how can we support Home (the family), School, & Community (Agencies)?*

Enduring Understandings: The student will understand that

- Changes in family structure and socio-economic status affect the Home, School, & Community Agencies.
- Maslow reinforces the importance and significance of basic needs while Epstein underscore practical steps in communicating and connecting with families.
- Respect for diverse families and the uniqueness of their needs serve as a starting point for supporting homes, schools, and the community.

Student’s Learning Outcomes (SLO):

- Students will be able to identify and describe different types of families and suggest how schools & community agencies can best meet the needs of these families.
- Students can identify and describe how specific types of fathers perceive themselves in their respective families.
- Acting as Agents of Change, students will prepare a “Framework of Action” that outlines step by step, how they plan to provide much needed support to homes, schools, and community (agencies) based on specified needs.
- Students can identify and describe how the ideas of Maslow’s Hierarchy of Needs and Joyce Epstein’s Keys of Communication are used in supporting home, school, and community (agencies).

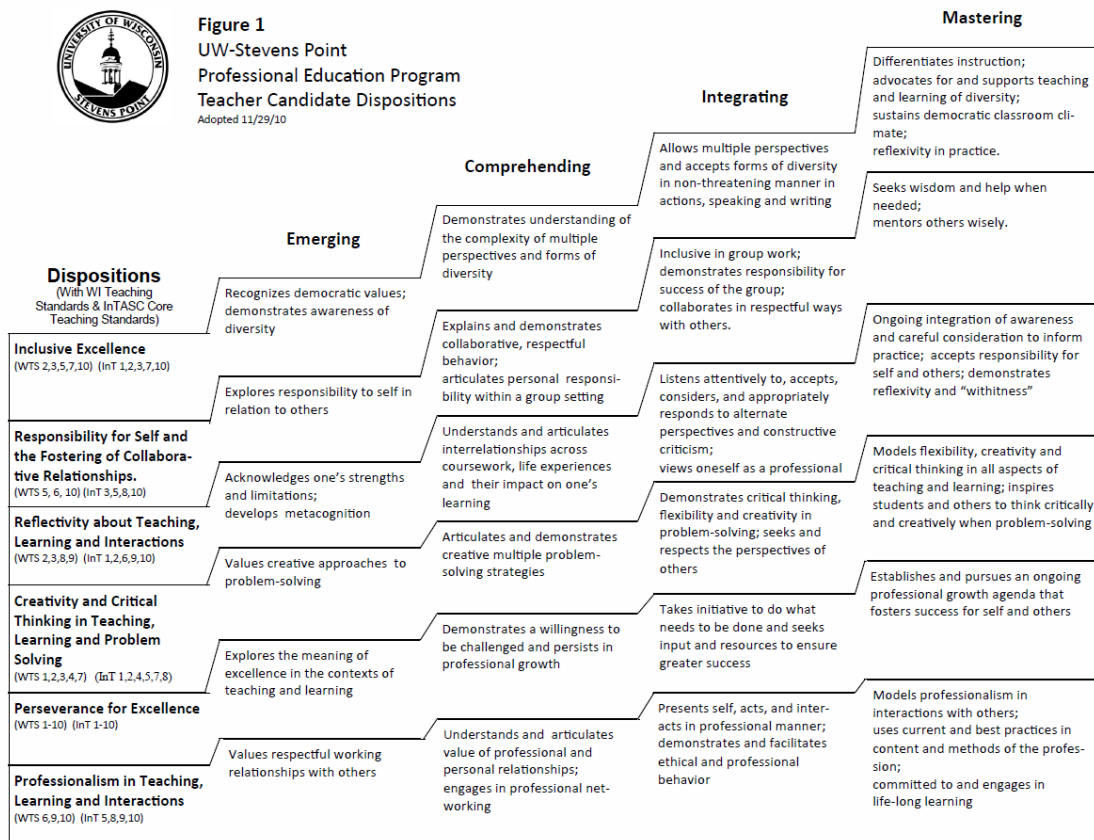
SOE Dispositions

As a teacher, I align my policies and choices with my department's expectations. The School of Education in 2010 adopted the Professional Education Program Teacher Candidate Dispositions (see below). Dispositions are an integral facet of professional preparation and influence one's success in the Professional Education Program. All students are expected to show continued progress in these dispositions focusing on Inclusive Excellence, Responsibility for Self and the Fostering of Collaborative Relationships; Reflectivity about Teaching, Learning, and Interactions; Creativity and Critical Thinking in Teaching, Learning, and Problem Solving; Perseverance for Excellence; and Professionalism in Teaching, Learning, and Interactions. I don't expect you to be at the final "Mastering" level in your dispositions. Instead, I offer this model for your own self-evaluation and goal-setting. Should the need arise; a tiered-approach is available and individualized to individual students.

InTASC 10:

-The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning (Disposition).

-The teacher embraces the challenge of continuous improvement and change (Disposition).



UWSP Community Bill of Rights and Responsibilities

UWSP values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student can succeed, a set of expectations have been developed for all students and instructors. This set of expectations is known as the Rights and Responsibilities document, and it is intended to help establish a positive living and learning environment at UWSP. For more information go to: <http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilites.aspx>.

The Rights and Responsibilities document also includes the policies regarding academic misconduct, which can be found in Chapter 14. A direct link can be found here: <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>.

Americans with Disabilities Act

The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP's policies, check here:

<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyinfo.pdf>.

If you have a disability and require classroom and/or exam accommodations, please register with the Disability Services Office and then contact me at the beginning of the course. I am happy to help in any way I can. For more information, please visit the Disability Services Office, located on the 6th floor of the Learning Resource Center (the Library). You can also find more information here: <http://www4.uwsp.edu/special/disability/>.

Detailed information about the InTASC Standards relevant to this course *ECE 460 – Home, School Community Agencies*, can be found on D2L space for ECE 460.

POLICY: ATTENDANCE, PARTICIPATION & ASSIGNMENTS,

✓ **Attendance Policy**

Except for rare cases of serious illness or family emergencies, a professional educator shows up at school every day, on time, fully prepared, with a strong sense of personal responsibility. When professionals can't meet their responsibilities due to unusual circumstances, they communicate with their supervisors and colleagues as soon as possible.

I expect you to honor your responsibilities, including attending every class meeting. However, I understand that you have a life beyond this course, and that unexpected problems or crises can interfere with your attendance or assignments. I also want you to be safe. If weather or other circumstances threaten your safety while traveling to or from class, I understand if you decide not to attend.

In general, the best way to avoid losing points is to contact me before an absence. When you contact me about an absence, please specifically suggest how you think we should handle the absence (e.g., turning in an assignment late without a penalty).

✓ **Class Climate & Honoring Difference**

The School of Education strives to honor the uniqueness of all learners. I am dedicated to creating safe, inclusive, welcoming experiences in which all students can succeed. I mindfully plan and teach this course in ways that promote pluralism: celebrating the coexistence of multiple identities, cultures, and belief systems.

This course is a group – based one conducted in a Safe Zone for everyone regardless of race, beliefs, and values. I will not condone disrespectful or discriminatory language or behavior. I extend an open- door invitation to all my students. If you feel unwelcome or unsafe in this course, or you have any concerns about your ability to succeed, please let me know. We can address the issue together, confidentially.

✓ **Assignments: General**

- (i) I expect you to complete all assignments on time. An assignment completed on time can receive 100% of the points possible.
- (ii) A successful completion of each assignment counts toward your final grade. Students are therefore advised to complete all assignments to the best of their ability.
- (iii) Rubrics are carefully prepared to guide the successful completion of each assignment.
- (iv) To ensure a fair evaluation of your assignment, attach designated rubrics to each assignment.

Late Work Policy: As Seniors in ECE, I expect you to complete and submit all assignments on time.

- i. Share your concerns about a timely completion of assignments prior to submission date.
- ii. Late submissions will attract a deduction starting with 5 points per day after the due date.
- iii. **Emailed assignments are NEITHER ACCEPTABLE NOR NEGOTIABLE.**

Specific: ECE 460 assignments: Each group is responsible for the following:

- a. Paying careful attention to instructions and directions for completing all assignments
- b. Submitting designated Forms & Rubrics along with specific assignments to ensure fair grading;
- c. Ensuring that all assignments are submitted promptly on the due dates;
- d. Ensuring that all papers are prepared as follows:
 - **Double-space,**
 - **Font size 12,**
 - **Past tense**
 - **<fewer than 10 spelling errors.**

Please note the following carefully:

- ✚ The grades outlined in this document are final and they decide the outcome of individual performances in this course.
- ✚ Revised Versions of ALL Signature Assessments must be posted BEFORE or by **April 15, 2019.** Send links to Dr. Ogunnaike ASAP
- ✚ Completion of PTO & Interview Assignments is affected by School Schedule.

Integrity Policy

I expect you to come to class promptly and regularly, prepared to actively and fully participate in the activities. I expect you to treat me, your colleagues, and anyone else with respect and tolerance. I expect you to take responsibility for managing your life so that you complete all assignments on time. If you are unable to meet these expectations, you are expected to contact everyone affected (e.g., your colleagues) as soon as possible. Such a meeting will be used to discuss a clear & fair plan to address the problem.

I expect you to complete your assignments with integrity. For most assignments, you will be free to use resources and people inside and outside of this course. Some assignments may even require this. However, I expect you to give proper credit for anything that isn't your own original work. I urge you to make intellectual integrity a central part of your professional identity. Professionals in a variety of fields routinely use other people's work (e.g., lesson plans in education). But accidentally or deliberately leaving off credit is professionally and morally wrong. I use anti-plagiarism tools. I do not expect my students to plagiarize others' work; rather, you can be confident that no one is plagiarizing your work (e.g., in a future class). If you are unclear on how to give proper credit, please ask me before turning in the assignment. I take cheating personally: it upsets and frustrates me. I care very much about your learning, not just scores. If you cheat, you hurt my feelings.

✓ **Attendance: Worth = 20 points**

- Inform me ahead of time in class and/or via voicemail (preferred) @ 715-346-4742. E-mail should be the last resort
- The course is largely group – oriented. Students who are absent should consult their group members to obtain missed class materials

✓ **Participation: Worth =30 points**

Each student is required to participate in class meetings, group work/discussions, and course assignments by doing the following:

- Sharing your ideas in class respectfully
- Contributing to group discussions & projects in and outside the class

ECE 460: Home, School, Community Agencies- Spring 2019

- Communicating with others in your group
- Ensuring fairness, honesty, and professionalism.
- WEEKLY REVIEWS: Each group is expected to complete class readings and be ready to share findings when called upon. A total of 20 points can be earned for consistency, clarity, & depth on the Reviews & Discussions.

FINAL GRADES WILL BE BASED ON THE FOLLOWING:

Assignments	Due date	Whom or Where	Points - Total	InTASC Standards
**Weekly Reviews & Presentations by groups	Weekly, One per group	<i>Class Presentation &</i>	20	# 9
Special Assignment #1 POVERTY	3/4	<i>Class Presentation Submitted to Dr. O</i>	30	#1, 2, 3,9, & 10
*PTO Meeting Report	2/ - OPEN	<i>D2L</i>	20	#1, 9, 10
Special Assignment # 2 - Community Agencies Interview	2/27	<i>Presented in class</i>	10	#10
*School Interview	2/ OPEN	<i>D2L</i>	50	#1, 9, 10
Summary of School Involvement	3/6 – 3/11	<i>D2L</i>	20	#9, 10
-Agents of Change Project =====	3/13 3/15	<i>Presented in class Submit to D2L</i>	50	# 1,9, 10
-Revised PTO, Interview, & Summary in Portfolio	4/15	<i>Send Links to Dr. O</i>		
Attendance			20	ALL
Participation			30	ALL
TOTAL			250 points	

COURSE GRADING OUTLINE

241 - 250 = A
 231 - 240 = A-
 221 - 230 = B+
 211 - 220 = B
 201 - 210 = B-
 191 - 200 = C+
 181 - 190 = C/C-
 <180 = D (fail - will need to repeat the course)

Students must receive a C- or better in all Education, Early Childhood, & Physical Education courses required for teacher certification. Failure to earn a C- or higher will result in the student needing to repeat the course.

* PLEASE NOTE: SCHOOL INVOLVEMENT – PTO, Interview

*Each group must set up an appointment with Dr. O to discuss and approve School Interview Questions

*Submission of PTO report & Interview findings remain OPEN to accommodate differences in schools' PTO schedules.

SUGGESTED WEB SITES & TOPICS

- www.urban.org/ (Social Policy on Families)
- www.childrensdefense.org (policy on children)
- www.naeyc.org (policy in early childhood, child care)
- <http://nccic.org> (welfare & other child care issues)
- www.ecdgroup.com (early childhood/family issues)
- www.eduplace.com (parents/teachers/children)
- www.fathersnetwork.org/mn/index1.html (Fathers & Special Needs)
- www.fatherhoodproject.org/ (Fathers)
- www.responsiblefatherhood.org/ (Fathers)
- www.ncoff.gse.upenn.edu/ (Fathers)
- www.welfareinfo.org (welfare information)
- www.edutopia.org
- www.pthvp.org

COURSE OUTLINE (TENTATIVE - subject to change)

- ✓ Tentative outline; can be modified anytime
 - ✓ Groups: Prepare weekly reviews + other Assignments
 - ✓ Supplementary Materials: *Class Distribution* or/ and *Electronic Reserve*
- H-S-C** refers to: Home, School, Community /Community Agencies

Date & Topic	Readings	Class Activities	Assignments
<p><u>1/23 (Wednesday)</u></p> <p>Course Introduction</p>	<p><i>None</i></p>	<p>Working Groups, Assignments, Final Projects</p> <p>Elementary schools =====</p> <p><i>Groups</i></p> <p>-3 PTO topics</p> <p>-*4 Qs on assigned topics for school interview</p>	<p>-Review next class readings</p> <p>-Distribute Maslow's EDUTOPIA article</p>
<p><u>1/28 (Monday)</u></p> <p>- Overview of Family</p> <p>-Framework for HSC Connection Bronfenbrenner, Epstein, & Maslow;</p>	<p>ALL Groups : Read- Grant & Ray (2016) Text</p> <p>- Chap 1 - 'Family Engagement & the Responsive Educator'.</p> <p>-Chap 2 - 'Theories & Models for Family Engagement'.</p> <p>-EDUTOPIA article on Maslow in the life of an Educator</p>	<p><i>Group 1 facilitates today's discussion</i></p> <p>-Discuss Framework: Similarities, Differences, & Connections to HSC</p> <p>-Discussion: PTO & Interview requirements</p>	<p><i>Readings & Video on Home Visit</i></p> <p>All groups-</p> <p>i. Read TEXT- Grant & Ray (2016) *page 285 -287</p> <p>ii. Watch the video on <i>Home Visit</i> on the *www.pthvp.org <i>Home visits & academic parent-teacher teams: A winning combination</i></p> <p>You can also find it on youtube.com</p>
<p><u>1/30 (Wednesday)</u></p> <p>-Families: Working Relationships with Others</p> <p>Home VISITS (video available on e-Reserve)</p>	<p>All groups: Read:</p> <p>- "Involvement or engagement"? by Ferlazzo, May 2011, Educ Leadership E-Reserve</p> <p>-<i>Family partnerships that count: How can schools meaningfully engage families in supporting student learning'</i> Allen, 2008; E-Reserve</p> <p>-D2L: <i>How Home visits Transformed My Teaching – through Yaafouri-Kreuzer (2017)</i></p>	<p><i>Group 2 facilitates today's discussion</i></p> <p>a. <u>Watch on your own Video</u></p> <p>*=www.pthvp.org</p> <p>* <i>Share charts of response to video</i></p> <p>B</p> <p>Work on Fathers' Project: Groups decide on</p> <p>a. <i>Topic & 4 questions on topic</i></p> <p>-Articles to read & use to prepare for Fathers' assignment.</p> <p><i>See Next Page-2/6</i></p>	<p>Share thoughts & questions:</p> <p>1.-www.pthvp.org <i>Home visits & academic parent-teacher teams: A winning combination</i></p>

Dates	Readings	Class Activities	Assignments
<p><u>2/4(Monday)</u></p> <p><i>Families: Types, Influence, & Challenges</i></p> <p><u>Groups 2-4: Find & review articles on assigned families</u></p>	<p>-Group 1 - “<i>Supporting Transnational Families</i>” by Cho, Chen, Shin (2010), <i>Young Children</i> -E-Reserve</p> <p>-Group 2 – <u>Latino OR Hispanic Families</u></p> <p>-Group 3 - <u>Hmong Families</u></p> <p>-Group 4 - <u>Asian families</u></p> <p>ALL Groups read: a. ‘<i>Today’s families : Who we are</i>’. King & Haugen, 2013 p.46-52 (E-Reserve)</p> <p>b.D2L article ‘<i>Families are changing</i>’ by Cohen 2017</p>	<p><i>Group 3 facilitates today’s discussion</i></p> <p>Discussion on Families</p> <p>Continue to work on Dads’ Project (See <i>Assignment Pamphlet</i>)</p>	
<p><u>2/6 (Wednesday)</u></p> <p><i>Parenting Influence: Role of Fathers</i></p> <p>Share instructions on Agent of Change Project</p>	<p>All Groups Read</p> <p>TEXT: Chap 4 -Structurally - diverse families.</p> <p>Groups – <i>Find an article on assigned Dads</i></p> <p>Grp 1: <u>Immigrant Dads</u></p> <p>Grp 2: <u>Teenage Dads</u></p> <p>Grp 3: <u>Single Dads</u> –by choice or resulting from divorce</p> <p>Grp 4: <u>Nuclear Dads</u></p>	<p>- Group Presents on DADS</p> <p>- Discuss <u>Agent of Change Project:</u></p>	
<p><u>2/11 (Monday)</u></p> <p><i>Family/Parenting Challenges:</i></p>	<p>All Groups Read</p> <p>TEXT-</p> <p>-Chapter 6- “Students of families in transition”</p> <p>-Chapter 7: “Families overcoming obstacles”</p> <p>=====</p> <p>PDK article: D2L/E-reserve - <i>Connecting the immigrant experience through literature.</i> Allen, G. E (2016)</p>	<p>- <i>Group 4 facilitates today’s discussion</i></p> <p>-Discuss Similarities in readings; -Connect to Maslow, Epstein</p>	

PLEASE NOTE:

Each group must set up an appointment with **Dr. O** to discuss and approve School Interview Questions

COURSE OUTLINE (TENTATIVE - subject to change)

- ✓ Tentative outline; can be modified anytime
- ✓ Groups: Prepare weekly reviews + other Assignments
- ✓ Supplementary Materials: D2L or/and Electronic Reserve

Date & Topic	Readings	Class Activities	Assignments
<p><u>2/13 (Wednesday)</u></p> <p><i>Culture, diversity & Involvement</i></p> <p><i>-Discussion of Final Project</i></p>	<p>All Groups Read</p> <p><u>TEXT:</u> Chapter 5 “Culturally-diverse families”</p> <p>D2L –<i>Family Values: An Immigrant teacher’s story. Akosua-Kayser, 2017</i> =====</p> <p>PDK article: D2L/E-reserve</p> <p>- <i>Stages of Immigrant Parent Involvement</i> by Young-chan Han & Love (2016)</p>	<p><i>Group 1 facilitates today’s discussion</i></p> <p>Video on: <u>Diversity & Parent Involvement (e-Reserve)</u></p> <p>- Time to discuss <u>Agent of Change Project:</u></p>	
<p><u>2/18(Monday)</u></p> <p><i>Home-School-Community Relationships: Focus: Working Together</i></p>	<p>All Groups Read</p> <p>D2L-<i>Family gatherings that build partnerships. Floyd 2013; 61-63</i></p> <p>PDK article: D2L/E-reserve <i>-Children of immigration. M. Suarez-Orozco & C. Suarez-Orozco (2016)</i></p>	<p>- <i>Group 2 facilitates today’s discussion</i></p> <p>-Watch VIDEO: <u>"Cultivating roots - Home/School partnerships"</u> (NAEYC # 870)</p> <p>Prepare Qs for our Guest Speaker on Schools</p>	

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H-S-C: Home, School, Community/Community Agencies

Date & Topic	Readings	Class Activities	Assignments
<p><u>2/20 (Wednesday)</u></p> <p><i>H-S-C Relationships</i> <i>Focus: A local School</i></p> <p>Guest Speaker: School Administrator TBA</p>	<p>All Groups:</p> <p><i>Looking out, looking in: A partnership approach - Pushor, 2011;</i></p> <p><i>Building partnerships through classroom events. By Zacarian & Silverstone 2017</i></p>	<p>- <i>Group 3 facilitates today's discussion</i></p> <p>Discuss <u>Agent of Change Project:</u></p>	<p>Begin discussing Poverty Assignment</p> <p>Groups- bring Assignment Pamphlet</p> <p><i>Dr. O will bring & share Communication Game Handout</i></p>
<p><u>2/25 (Monday)</u></p> <p><i>Home-School-Community Relationships</i> <i>Focus: Effective Communication Strategies</i></p>	<p>ALL Groups : Read</p> <p>TEXT : Chap 10 - "Teacher as communicator facilitator"</p> <p>D2L – <i>Engaging parents through better communication system. Kraft (2017)</i></p>	<p>- <i>Group 4 facilitates today's discussion</i></p> <p>Communication Game – (if time permits)</p>	<p>Work on Poverty Assignment – Groups:</p> <p>-Read Instructions -Bring your Qs</p>
<p><u>2/27 (Wednesday)</u></p> <p><i>Home-School-Community Relationships</i> <i>Focus: Effective Advocacy</i></p> <p><u>Guest Speaker (TBD)</u></p>	<p>ALL Groups : Read</p> <p>TEXT : Chap 12- "Teacher as a Family Resource & Advocate" p.292-298</p>	<p>-Special Assignment on Community Agencies</p>	<p><i>Special Assignment #2 on Community Agencies Presented in Class</i></p>
<p><u>3/4 (Monday)</u></p> <p><i>POVERTY - Research & presentation of findings</i></p> <p>Special Assignment 1</p>	<p>See <u>Assignment Pamphlet</u> for description & instructions</p>	<p>- Group Presentations on <u>Poverty</u></p> <p>Discuss <u>Agent of Change Project:</u></p>	<p><i>Presentation of Assignment on Poverty</i></p>

Examples of Community Agencies to interview: Places of Worship; Community Libraries, Community Museums, State/Local Agencies e. g *Police Dept, Health & Human Services, Parks & Recreation.* **DO NOT INTERVIEW:** YMCA, BBBS, BOYS & GIRLS club, Salvation Army

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H-S-C: Home, School, Community/Community Agencies

Date & Topic	Readings	Class Activities	Assignments
<u>3/6 (Wednesday)</u> NO CLASS	NONE Visit ICB Placements? Work on Final Project		<i>Summary of School Involvement DUE into D2L</i>
<u>3/11 Monday)</u> NO CLASS	NONE Visit ICB Placements? Work on Final Project		<i>Summary of School Involvement DUE into D2L</i>
<u>3/13 (Wednesday)</u> <i>Presentation of Final Projects</i>	Present Final Projects	-Final Projects	Final Projects due into D2L by <u>3/15/19</u> Each student posts the following in her portfolio by <u>4/15</u> : -Synopsis -Paper i. Revised PTO Report, ii. Revised Interview Reports, & iii. Revised School Summary -Send Links to Dr. O
3/16-3/24	Spring Break		
3/25	ICB Experience begins		

Examples of Community Agencies to interview:

- Places of Worship;
- Community Libraries,
- Community Museums,
- State/Local Agencies_e. g *Police Dept, Health & Human Services, Parks & Recreation.*

PORTAGE COUNTY HEALTH & HUMAN SERVICES DEPT: Provides a variety of services geared towards enhancing a better lifestyle. Services include intervention, family counseling, respite care, elderly care & developmental disability program.

Address: 817 Whiting Avenue, S-P. Phone # = 345-5350

CAP (Community Action Programs) SERVICES: A network of local organizations that provide a variety of services to low-income population. Examples of services include Education (Head Start), Economic & Business Development, and Transitional Housing.

Contact CAP Services @345-5200

**** DO NOT INTERVIEW:** YMCA, BBBS, BOYS & GIRLS club, Salvation Army