

## **ECED 460- Home, School, and Community Agencies**

**Instructor:** Breanna Cychosz

**Phone #:** 715-321-1487

**Email address:** [bcychosz@uwsp.edu](mailto:bcychosz@uwsp.edu)

**Office:** CPS 433

**Office Hours:** By appointment

**Class Sessions:** 4:30-6:30 Mondays (virtual classroom on Zoom)

**Credits:** 3

**Required Text:** Grant, K.B. & Ray, J.A. (2019): *Home, School, and Community Collaboration- Culturally Responsive Family Engagement*. 4th edition. (Rental)

**Supplemental Readings:** Available in Canvas, if applicable

### **Course Description and Student Learning Outcomes (SLO's):**

**Course Description:** This course examines the relationship between the Home, School, and Community Agencies using Maslow's Hierarchy of Needs and Joyce 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.

#### **Student Learning Outcomes:**

- Students will be able to identify and describe different types of families and suggest how schools and community agencies can best meet the needs of these families.
- Students can identify and describe how the ideas of Maslow's Hierarchy of Needs and Epstein's Keys of Communication are used in supporting home, school, and community agencies.
- Students will identify the impact of poverty and prepare research-based practices in ECE classrooms that support all learners.

**Standards:** This class uses the NAEYC (National Association for the Education of Young Children) and InTASC (Interstate New Teachers Assessment and Support Consortium) standards to connect learning to real-life teaching and application.

### **In-TASC Standards**

**Standard #1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable

each learner to meet high standards.

**Standard #3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

**Standard #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

**Standard #5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Standard #6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

**Standard #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Standard #8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Standard #9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Standard #10: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

## **NAEYC Standards:**

### **Standard 1: Promoting 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, 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 Classroom**

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 through 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 and as members of the early childhood profession.

## **Professionalism:**

**Technology:** It is understood that we all have lives outside of class, and emergencies do happen. If you have an important phone call that you must take, please leave quietly and without attracting attention to take it in the hall. Cell phones must be silenced at all times in class. Please refrain from using your cell phone and computer for anything other than class discussion.

Since our class will be only virtual at this time, please come to each class and turn your camera **on**. This will be the only way we can engage and interact with each other, so let's make the most of it. Please have yourself muted unless you are speaking to cut down on background noise.

**Participation in Class:** Please be respectful and courteous of others as they are talking or listening. Refrain from side conversations that can distract from the lecture and information given. Please dress appropriately when coming to class; use this time to dress as a professional or how you want to be seen as a future teacher and role model for children.

## **Course Requirements:**

**Attendance and Participation:** With our new and uncertain times during COVID-19, attendance will be taken each class period, but you will not be graded on attendance alone. That being said, please make every attempt to attend class. If you are not able to attend class, please email Mrs. Cychoz before class if possible. Participation will be taken by your weekly discussion posts on Canvas.

**Weekly Assignments:** Come to class with the reading assignments done so that discussion of the chapters and supplemental readings can be done in class. Along with the required readings, there will be a Canvas discussion that you will need to participate in. A question or prompt will be posted weekly in the Modules in Canvas. You will need to post a response and also respond to no less than 3 classmates' posts as well. Your post should be at least one paragraph long. Paragraphs should be at least 5-7 sentences long, with correct grammar/punctuation. When responding to your classmate's posts, write at least 3 sentences. Be respectful of others opinions and thoughts. We can agree to disagree, but it should be in a respectful, professional

manner. Emojis can be used to show emotions that may be hard to convey in writing, but don't overuse them.

### **Assignment 1: Poverty Research**

The purpose of this assignment is to examine "poverty" to the best of your ability in order to know how to recognize and act proactively about it in your classroom and interactions (with children and families). To complete this assignment, each person is required to:

**Conduct research** on POVERTY:

1. Consult at least 3 Academic articles (published between 2010 and 2015). Examples of a few websites of academic journals include [www.ascd.org](http://www.ascd.org); [www.naeyc.org](http://www.naeyc.org), [www.nccp.org](http://www.nccp.org); [www.kappanmagazine.org](http://www.kappanmagazine.org); and Urban Institute.
2. At least 2 Newspaper or Magazine articles; e.g. New York Times, Milwaukee Sentinel, US Today
3. Literature - at least One Children's book and/or Adult novel on POVERTY

**Consider the following Questions** as you prepare the paper:

- a. DEFINITION: What is "poverty"? - Provide a working definition, characteristics or traits, population, percentages of children, adults, and families that live in poverty in the US.
- b. EFFECT or IMPACT of poverty -How does poverty affect the Home, School, Community, and Community Agencies or programs? What are the consequences of poverty on children? Community, schools?
- c. SOLUTIONS: -What are those "**practical, serious, down-to earth**" STEPS or PRACTICES that you must implement in your classroom to combat the impact of poverty in the lives of children and families? Make sure that these practices are backed by research.

Prepare a 4-5 page paper (double-spaced, 12 size font) on the above questions. Be sure your paper follows APA-style formatting. Submit the paper to Canvas for points. This will be due by **Monday, February 8.**

### **Assignment 2: Father Interview**

To prepare for this assignment, each person is required to do the following:

- Find a father to interview. This can be your own father, stepfather, family friend, uncle, brother, etc.
- Think of a topic you wish to explore about the father you chose e.g. to find out how fathers balance work and family; learn about dads' coping strategies; explore biases against certain types of dads;
- Based on your goal, come up with 3 – 5 simple Qs;
- Find your assigned father and interview him;
- Prepare a short video (3-5 minutes) of the interview. Introduce the father, ask your questions, record his answers. Submit this video in Canvas. This interview is due by **Monday, February 15.**

### **Assignment 3: Families in America (Individual Reflections)**

Requirements for Assignment:

- a. Find and Read at least 2 articles related to Families in Present Day America. *You may use class readings*
- b. Choose any type of family to focus on.
- c. Conduct research and identify common biases or stereotypes commonly associated with this type of family. (*you may wish to interview the family for detailed data*)
- d. Identify and discuss your personal thoughts about such biases.
- e. Describe how you will ensure that such biases are NOT perpetuated in your program.
- f. Discuss how you will support or empower ALL families in your program.
- g. Prepare a 3-4 page paper (double-spaced, size 12 font) on a-f.

**\*NOTE:** Tenses & Grammar - Please pay careful attention to the use of tenses and grammar. For example, consider the following:

- ✓ Use PAST tense to describe family and the integration of research findings on family
- ✓ Use PRESENT CONTINUOUS tense to describe/discuss how you will empower families and ensure that biases are not practiced in your classroom.

Submit this paper on Canvas for points. This paper is due by **Monday, March 1.**

### **Assignment 4: Interview with a Community Agency**

1. Identify a Community Agency in your area.
2. Conduct an interview with either the Program Director or an Employee on the following:
  - How long has your agency been in operation?
  - What are the various types of resources or services provided to the Home, Schools, & the Community?
  - How does your agency relate to FAMILIES, SCHOOLS, & Other COMMUNITY Agencies in your areas of service?
  - What are some of the challenges and/or issues affecting these relationships?
  - What are some challenges affecting the Quality of the Services provided to homes, schools, and community?
  - How has COVID-19 affected your work with families and/or schools?
3. Use the provided response sheet to write down/type the answers. Present your findings in class on **March 8 or March 15** (Mrs. Cychosz will assign you a day to present). Look at the rubric to determine how best to present your work. Turn in the response sheet to Canvas by **March 15.**

### **Grading (Total Points Possible):**

**Weekly Discussions:** Your original post (5 points) + response to 3 peers posts (10 points) = 15 points possible per week. 8 weeks x 15 points: 120 points

**Poverty Research Assignment:** 50 points

**Father Interview:** 50 points

**Families in America Assignment:** 50 points

**Interview with a Community Agency:** 50 points

**Grading Scale: Out of 320 points possible**

**A: 300-320**

**A-: 280-299**

**B+: 260-279**

**B: 240-259**

**B-: 220-239**

**C+: 200-219**

**C: 180-199**

**C-: 160-179**

**D (Failure): Anything below 160**

**Note:** Students must receive a C- or better in all education, early childhood, and physical education courses required for teacher certification. Failure to earn a C- or higher will result in the student needing to repeat the course.

**Late Work Policy:** Late work will need to be cleared with the instructor by email or phone call before class begins the day the assignment is due. Late work that is turned in will not be eligible for full credit; a maximum of 85% will be given for late assignments.

**Equal Access for Students with Disabilities:**

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

*If modifications are required due to a disability, please inform the instructor and contact the [Disability and Assistive Technology Center](#) to complete an Accommodations Request form. Phone: 346-3365 or Room 609 Albertson Hall.*

**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:

<https://www.uwsp.edu/disability/Pages/legalInformation/index.aspx>

If you have a disability and require classroom and/or exam accommodations, please register with the Disability Services & Assistive Technology 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 & Assistive Technology Office, located on the 6<sup>th</sup> floor of the Learning Resource Center (the Library).

**SOE Dispositions Model:**

As a teacher, I align my policies and choices with my department's expectations. The School of Education has adopted a model of the dispositions we expect from our students and graduates.

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.

## COVID-19 Guidelines and Policies:

### Face Coverings on Campus and in UWSP Buildings:

#### Face Coverings:

- At all UW-Stevens Point campus locations, the wearing of face coverings is mandatory in all buildings, including classrooms, laboratories, studios, and other instructional spaces. Any student with a condition that impacts their use of a face covering should contact the [Disability and Assistive Technology Center](#) to discuss accommodations in class. Please note that unless everyone is wearing a face covering, in-person classes cannot take place. This is university policy and not up to the discretion of individual instructors. Failure to adhere to this requirement could result in formal withdrawal from the course.

#### Other Guidance:

- Please monitor your own health each day using [this screening tool](#). If you are not feeling well or believe you have been exposed to COVID-19, do not come to class; email your instructor and contact Student Health Service (715-346-4646).
- Maintain a minimum of 6 feet of physical distance from others whenever possible.
- Do not congregate in groups before or after class; stagger your arrival and departure from the classroom, lab, or meeting room.
- Wash your hands or use appropriate hand sanitizer regularly and avoid touching your face.
- Please maintain these same healthy practices outside the classroom.

## Course Schedule:

Below is a tentative schedule for the semester. These dates/topics may change due to unforeseen circumstances.

Week:	Date:	Topics Covered:	Assignments Due:
1	1/25/2021	<ul style="list-style-type: none"> <li>● Course introduction</li> <li>● Get to know each other</li> <li>● Go over syllabus/assignments</li> <li>● Maslow's Hierarchy of Needs</li> <li>● Joyce Epstein's Framework of Communication/Involvement</li> </ul>	<ul style="list-style-type: none"> <li>● Canvas discussion</li> <li>● Read Chapters 1 &amp; 2 in textbook</li> </ul>
2	2/1/2021	<ul style="list-style-type: none"> <li>● Maslow/Epstein similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>● Canvas discussion</li> <li>● Read Chapter 3 in textbook</li> </ul>
3	2/8/2021	<ul style="list-style-type: none"> <li>● Parenting styles</li> <li>● Parenting in today's world</li> <li>● Children's development</li> </ul>	<ul style="list-style-type: none"> <li>● Canvas discussion</li> <li>● Read Chapters 4 &amp; 5 in textbook</li> </ul>



		<ul style="list-style-type: none"> <li>Resources for parents</li> </ul>	<ul style="list-style-type: none"> <li>Poverty Assignment due</li> </ul>
4	2/15/2021	<ul style="list-style-type: none"> <li>Types of families</li> <li>Diversity in families</li> </ul>	<ul style="list-style-type: none"> <li>Canvas discussion</li> <li>Read Chapter 6 in textbook</li> <li>Father Interview due</li> </ul>
5	2/22/2021	<ul style="list-style-type: none"> <li>Families in transition</li> <li>ACE's in children/students</li> </ul>	<ul style="list-style-type: none"> <li>Canvas discussion</li> <li>Read Chapters 7 &amp; 8 in textbook</li> </ul>
6	3/1/2021	<ul style="list-style-type: none"> <li>Obstacles families face</li> <li>Local resources</li> </ul>	<ul style="list-style-type: none"> <li>Canvas discussion</li> <li>Read Chapters 9 &amp; 10 in textbook</li> <li>Families in America assignment due</li> </ul>
7	3/8/2021	<ul style="list-style-type: none"> <li>Family engagement</li> <li>How to engage parents at school and at home</li> <li>Teachers as communication facilitators</li> </ul>	<ul style="list-style-type: none"> <li>Canvas discussion</li> <li>Read Chapter 11 in textbook</li> <li>Findings on Community resources due (½ the class)</li> </ul>
8	3/15/2021	<ul style="list-style-type: none"> <li>Communicating with families who have children with exceptional needs</li> </ul>	<ul style="list-style-type: none"> <li>Canvas discussion</li> <li>Findings on Community resources due (½ the class)</li> </ul>

The best way to get in touch with Mrs. Cychosz is by email. Email will be checked at least once daily, though a reply may not happen until after 4:00.