REQUIREMENTS:


OAKS Readings, Powerpoints, and Videos

FOR REFERENCE:


This course is designed to help the participants understand the relationships that exist in the educational triad of home, school, and community. Strategies for increasing communication and collaboration between parents and schools.

This course provides early childhood education candidates an opportunity to plan and teach multiple subjects to diverse young learners. Candidates examine the early childhood teacher’s role in establishing and maintaining a
will be addressed and the skills needed to be an advocate for young children will be explored. Topics include: effective home-school partnerships; family involvement strategies; family demographics; the abused child; the parent community; advocacy, and rights and responsibilities. Actual work with parents and the community is required.

**Course Outcomes:**

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<tr>
<th>Element of Teacher Competency</th>
<th>Corresponding NAEYC Standards</th>
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<tr>
<td>#1: Understanding and valuing the learner</td>
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<tr>
<td>1. To develop an awareness, understanding, and sensitivity to different family structures and cultural backgrounds (NAEYC 2a; EHHP VI);</td>
<td>1a. Developing knowledge and understanding of young children's characteristics and needs.</td>
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<tr>
<td>2. Recognize and describe how culture, class, gender, communication patterns, and disability influence all areas of development (NAEYC 1, 4; EHHP I);</td>
<td>1b. Developing knowledge and understanding of the multiple influences on development and learning.</td>
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<td>3. To identify issues related to home, family, school, and community that affect children, their needs and interests, and their home experiences (NAEYC 2a; EHHP V, VII);</td>
<td>1c. Beginning to use developmental knowledge to plan for healthy, respectful, supportive, and challenging learning environments.</td>
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<td>4. To communicate in a meaningful way to parents and other adults the consequences of stress and trauma (child abuse and neglect), protective factors and resilience, the development of mental health, and the importance of caring and supportive relationships. (NAEYC 1 a, b, c; EHHP V).</td>
<td>2a. Developing knowledge and understanding of family and community characteristics.</td>
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<td></td>
<td>2c. Knowing about, developing understanding, and beginning to use effective approaches, strategies, and tools for early education.</td>
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**Related Assignments**

| System Model; Reflections; Field Notebook, Reflections |
| Element of Teacher Competency #2: Knowing what and how to teach and assess and how to create an environment in which learning occurs |

**EDEE 620**

5. To develop an awareness of the significant effect families play in their child's progress in school (NAEYC 2a,b, c; 3c; EHHP VI); 2a. Developing knowledge and understanding of family and community characteristics. 2c. Observing and developing
1. To explore a variety of ways of involving families in assessing and planning for their child and their child’s total education (NAEYC 3 b, c, d; EHHP VI);
2. To communicate in a meaningful way to parents and community what is happening to children in schools (NAEYC 2b,c; EHHP V);
3. To consider realistic roles for parents, teachers and the community to play in education (NAEYC 2c; EHHP VII);
4. Demonstrate knowledge and plan strategies for incorporating discipline and content areas into the goals from IEP’s and IFSP’s into daily activities (NAEYC 3b,d; EHHP)

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<td>3. Identify and discuss current research in interdisciplinary inquiry and apply the learning to classroom settings.</td>
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<td>4. Plan and teach activities integrating content from multiple disciplines.</td>
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<td>5. Design and conduct assessments that evaluate integrated learning.</td>
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<td>6. Integrate technology to meet diverse student learning needs.</td>
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| 3a. Developing understanding of goals, benefits, and uses of assessment. |
| 3b. Knowing about and developing the use of observation, documentation, and other appropriate assessment tools and approaches |
| 3c. Developing understanding of and using the practice of responsible assessment. |
| 3d. Understanding and beginning to establish assessment partnerships with families and other professionals. |
| 4b. Developing knowledge, understanding, and the use of positive relationships and supportive interactions. |
| 4c. Developing knowledge and understanding of the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines. |
| 4d. Developing the use of knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum for positive outcomes. |

Related Assignments: **Readings, Teaching; Field Notebook; Books and Activities**

**Element of Teacher Competency #3:**

**Understanding ourselves as Professionals**

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<td>10. To establish and maintain positive collaborative relationships with families and to facilitate communication among teachers, parents and community (NAEYC 4a; EHHP 7);</td>
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<td>2b. Observing and developing understanding of the importance of supporting and empowering families and communities through respectful, reciprocal relationships.</td>
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11. To develop in educators an awareness of community resources and their responsibility in effective utilization of such resources (NAEYC 5b, e; EHHP VII);
12. To acquaint educators with appropriate procedures for contacting resource personnel and arranging visits to community facilities (NAEYC 2b and 5b; EHHP IV);
13. To plan and enact a method of child advocacy (NAEYC 5e; EHHP IV).

111. Observing and developing understanding of how teachers involve families and communities in their children’s development and learning.
5b. Knowing about and developing demonstration of ethical standards and other professional guidelines
5c. Developing demonstration of engagement in continuous, collaborative learning to inform practice
5d. Beginning to integrate reflective, knowledgeable, and critical perspectives on early education
5e. Beginning to engage in informed advocacy for children and the profession.

1. Plan for family involvement
2. Use the ADEPT teacher evaluation system as a self reflection and peer assessment tool
3. Participate in advocacy activities that support young children.

2a. Developing knowledge and understanding of family and community characteristics.
2b. Developing understanding for the importance of supporting and empowering families and communities through respectful, reciprocal relationships.
2c. Developing understanding how teachers involve families and communities in their children’s development and learning.
5b. Developing knowledge and upholding of ethical standards and other professional guidelines.
5c. Developing engagement in continuous, collaborative learning to inform practice.
5d. Developing integration of knowledgeable, reflective, and critical perspectives on early education.
5e. Developing engagement in informed advocacy for children and the profession.

**Related Assignments**

| Work with Family; Readings; ADEPT with Peer; Field Notebook; Advocacy Project; Dispositions |

**Dispositions and Responsibilities**

NAEYC Code of Ethics (on OAKS)
Demonstration of EHHP Dispositions and how they are expressed in this course:

- belief that all students can learn (attitudes expressed about students and learning)
- value and respect for individual differences (insights drawn from observations)
- value of positive human interactions (participation in class discussions and respectful behavior in schools and classrooms)
- exhibition and encouragement of intellectual curiosity, enthusiasm about learning, and willingness to learn new ideas (participation in class discussions; inquisitiveness in field experiences; performance on field studies and papers)
- dedication to inquiry, reflection, and self-assessment (performance on field studies and papers; active participation in class discussions)
• value of collaborative and cooperative work (respectful behavior in field experiences; taking initiative to help students and teachers)
• sensitivity toward community and cultural contexts (insights in field studies and papers; respectful behavior in schools and classrooms)
• engagement in responsible and ethical practice (performance on field studies and papers; respectful behavior in schools and classrooms)
• development of professional mastery over time (performance over time on all assignments)

Completion of all assigned readings and projects on time

Responsibility for all course content (lecture, text, outside reading, handouts, research)

Responsibility for all missed assignments/notes from someone in class, not the instructor

Utilization of internet, word processing, email, and WebCT

**Dispositions will be evaluated at the end of the semester using the School of Education dispositions website by your cooperating teacher and your supervisor.**

| Grading Scale | A      =     93 – 100% | C+    =     81-84% |
|               | B +    =     89 – 92% | C      =     77-80% |
|               | B      =     85 - 88% | F      =     76% or lower |

**Honor Code**

Candidates are expected to adhere to the “College of Charleston’s Student Handbook: A Guide to Civil and Honorable Conduct” as well as to the NAEYC Code of Ethics on WebCT. See WebCt for the latter and, for the former: [http://www.cofc.edu/studentaffairs/general_info/studenthandbook.htm](http://www.cofc.edu/studentaffairs/general_info/studenthandbook.htm)

**Attendance Policy**

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The attendance policy for the Department of Elementary and Early Childhood Education requires that for a graduate course meeting once per week, no more than two (2) absences will be allowed. If more than two absences occur, the instructor has the option of submitting a grade of W/A as well as dropping the student from the course.

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- More than two (2) absences (i.e., one absence from a college session and one from a field session) will result in WA/F.
- Three tardies (i.e., arrival between 11:30 and 11:40 a.m.) equals one absence.
- Arrival after 11:40 equals an absence.
- Leaving before 2:15 pm equals an absence.
- If you miss one field session and have provided acceptable written documentation, you are required to make up the session on one of the designated make up days. This session must be arranged with the college supervisor and the cooperating teacher.
- Call your partner and college supervisor (cell) and leave messages about your absence before 9:00 AM.

**Assignments**

**Class Participation and Readings:** Quality, excellence, and depth are expected in your work and in your interactions with classmates, faculty, and school staff. Consistent preparation and attendance are expected, as is active participation and engagement in class discussions and activities. Reading assignments for each week are included on the course schedule. You are expected to complete the reading - thoughtfully engaging with and making connections between your own schooling, your experiences in the field, and the text. Readings listed in the syllabus should be completed BEFORE coming to class on the date listed. See rubric.  

45 points

**Family Work and Systems Model:** The purpose of this assignment is for you to gain increased understanding of the impact of family and community on the development of a child. You will work with a family from your assigned school for a minimum of three hours in the family home or on outing with them (if necessary). You will develop a family model based on what you learn about the child and his/her connections in the home, at school, and in the community. Based on what you learn about the family and
child, you will develop an ecological model and highlights about systemic influences.

**Reflective Teaching Blog:** As you did in your other field courses, you will be expected to continue the blog you created for the purpose of sharing your reflections, reactions, and questions about what occurs in class, your readings, and fieldwork. You will be assigned to a blogging group and will be responsible for reading and responding thoughtfully to each other’s blogs in addition to writing your own blog. Starting the second week of classes, you will be expected to write a blog entry once a week and post one response to one colleague once a week. Blog entries must be posted no later than Tuesday night and responses by Wednesday night of each week to receive full credit. Key questions for reflecting on your field experience include, but are not limited to:

- What did you find surprising or puzzling during this week’s class, field experience, and/or readings?
- What non-Lemov teaching strategies/techniques/activities work well for your students? How could you tell?
- What Lemov technique did you try and how did it work?
- How have course readings informed your experiences in the field?
- How have your children’s parents been involved this week?
- What have you noticed or learned about parent involvement that you want to try?

Occasionally, you will be asked to respond to questions or quotes you choose from the text, when doing so please type the question/quote at the beginning of your entry so your readers can be clear what you’re responding to. See rubric. **168 points**

**Book and Activities:** The purposes of this assignment are to 1) familiarize you with good early childhood literature and those related to home, school, and community themes, 2) match a book with a young child’s needs and/or interests; and 3) enable you to know more about each and to use that information to share with parents in ways that can help them help your student. See rubric. **50 points**

**Reading Reflections:** The purpose of your reading reflections is to serve as a way to enable deep reflection as part of the internalization process. Use it to direct your learning and to ask questions. In it, reflect on the readings and our class discussions and use it to explore ideas and changes in your thinking. **40 points each**

**Advocacy Project (Pamphlet and Public Advocacy):** This assignment requires a group to identify an early childhood issue in your field school that is relevant to parents or the school/community. You will create a pamphlet to highlight and document the issue, suggest possible improvements and how they/it will help children, and specific measures to take that will improve the situation. The project entails taking that information and publicly advocating for it/about it. See associated description and rubric. **100 points**

**Teaching Assignments and Field Notebook**

You will be expected to plan and conduct three lessons of increasing length in your assigned classroom across the semester. You will be expected to turn in a field notebook with the original lesson plan, ADEPT Evaluation form, a 1-2 page lesson reflection, a revised lesson plan for each of the three teaching experiences, a disposition form signed by you, your cooperating teacher, and college supervisor, and a final reflection relating what you have learned to the NAEYC standards. See associated information and rubric. **150 points**

**THIS IS SUBJECT TO CHANGE.**