EDEE 363 Final
Spring, 2010

I understand that I am to take this exam by myself and will receive an F if I do not.

Signed (Name)_____________________________________________________

Read carefully: Each short answer is worth 5 pts., each multiple choice ½ pt., and the last question 10 pts. for a total of 100. Pay attention to “or” and “and” and words in bold type. Remember to use powerpoints, readings, and class discussions/notes in answering. DOUBLE-CHECK your answers before submitting to the WebCt Assignment Icon by 11 PM on Mon., May 3.

Multiple Choice: Please make bold the correct answer.
1. A stressor for both children and adults in families is:
   a. Developing independence of children
   b. Transitions to childcare or school
   c. The less predictive nature of family life
   d. All of the above

2. Which of the following are important aspects of asking parents for input on assessment and planning?
   a. Teachers should ask for input if parents do not voluntarily make suggestions.
   b. Teacher and parent should discuss what parents can do to help the child at home.
   c. The parent’s input is more important than the child’s input about assessment and planning.
   d. A & B

3. The significant adjustments faced by a “blended family” include:
   a. New schedules and routines
   b. New roles and relationships
   c. New friends and social networks
   d. All of the above

4. The benefits of family involvement in schools do not usually include:
   a. More positive attitudes and behavior on the part of children
   b. More confidence in ability to help with education on the part of parents
   c. More positive evaluations of teachers by parents
   d. Higher test scores
   e. Higher pay for teachers

5. A common quality of the home life of families whose children experience success in school:
   a. Daily family routines like household chores, bedtimes, and meals together
   b. No television watching or neighborhood play
   c. Consistent rewards for children’s efforts and accomplishments
   d. All of the above
6. The NAEYC guidelines for involving families call for reciprocal relationships between teachers and families. What are the implications of those relationships?
   a. More frequent parent conferences and open house programs
   b. Improved information for families at conferences
   c. Increased opportunities for shared responsibility and decision-making
   d. All of the above

7. An example of family involvement in assessment is the following:
   a. Families contribute to children’s work in portfolios
   b. Families comment on children’s report card
   c. Families observe children in their program
   d. Families compare individual child with peers

8. Which of the following attribute describes an effective partnership between families and educational programs?
   a. Relationships change and require much attention
   b. Children are key participants
   c. Practices respond to the diversity of families
   d. All of the above

9. The stresses of poverty have the following impact on parents:
   a. Emotional distress on the part of the adults
   b. Less sensitivity to children’s needs
   c. Inconsistency in interactions with children
   d. All of the above

10. Discuss how drug abuse, addiction, family violence, child abuse, or child neglect can impact three of the following family functions:
    a. Love and affection
    b. Daily care and health
    c. Economic support
    d. Identity development
    e. Socialization and guidance
    f. Educational and vocational development
    g. Recreation, rest, and recuperation
11. About your case study child and family: discuss what boundary crossings you noticed between any of the systems: micro, meso, or exo. In other words, explain how influences from one affected another. Make sure and give specific examples.

12. Describe two culturally relevant practices you look forward to using in your classroom.

13. Per the Driscoll and Nagy reading on Families (Reading #23), answer I a and b OR II a and b:

   I. A. How can you use what you learned from the reading about stress in families and children to help you be a better teacher, **and**

      B. How would you answer the question on 175 about what you would encounter if you went to Erica’s home?
II. A. How can you use what you learned from the reading about divorce and single parenting to help you be a better teacher; and

B. What new ideas did you get about engaging fathers?

14. Describe two ways you will build partnerships with children’s families.

15. How can teachers support families in poverty?

16. Use the Hanhan article on Parent-Teacher Communication (Reading #26) to discuss barriers AND aids to effective two-way communication.
17. Your principal has asked you to make three relevant points to share at a faculty meeting from the article “Class Matters - In and Out of School (Reading #27) about how teachers can be effective advocates for all children.

1. 

2. 

3. 

18. Define active listening.

19. Describe one activity you should use in each of the following:
   a. Get ready for a parent-teacher conference

   b. Do in the conference

   c. Do after the conference
20. Parents, regardless of their income level, educational background, family structure, or past experience with schools, want to be actively involved with their children. What are two of the common factors found in programs that are successful in reaching out to families and forming productive school-family partnerships?

21. According to the National Center for Children in Poverty (2003), a reduction in poverty would have the following advantages (Hanson & Lynch, p.126, Reading # 31):
   o Children would enter schools more able to learn.
   o Schools would be more successful.
   o Children would have better health, placing less stress on health care systems.
   o Less strain would be placed on the juvenile justice system.
   o Child hunger and malnutrition would be reduced.
You have been appointed by the Governor as a member of the State Coalition to Fight Poverty. From what you know from this reading, list four suggestions you would bring to this prestigious Board to which you have been named.
22. Hanson and Lynch (Ch. 5- Families in Poverty, Reading #31) discussed the different “faces” of poverty using the examples of Cecilee, Ge, Lamont, Jose, Dawn and David. We also watched a video about a woman, Tammy, living in a trailer with her sons.

Address two of the following:
   a) Describe three likely impacts of poverty on child development.

   b) What is the relationship of poverty to early brain development.

   c) What are the emotional and behavioral outcomes of a child who grew in poverty?

   d) What is the effect of family structure on income levels?

23. List five ways you will gather information about the families in your classroom. Discuss how you will use this information in planning for the child’s learning and development.
24. Joyce Epstein (Reading #30) has categorized effective home, school, community partnerships as having six types of involvement:

- Basic responsibilities of families
- Communication
- Volunteering
- Learning at home
- Decision making
- Collaborating with the community

A. Describe ONE sample activity for each type above

And
B. What does that article say is the main reason the research results it presents on school-family- and community partnerships are important?

25. Once initial communication with families has been established, methods of building and maintaining a communicative relationship need attention. Chapter 6 by Hanhan in Olson and Fuller’s book (Reading #26) talks about informal communication, written communication, school-home journals, and parent-teacher conferences as examples of how to do this. Describe how you will make two of these particularly effective in your future teaching.
26. Answer 1 a and b, OR 2 and b, OR 3 a and b below from the chapter on “Developing Caring Relationships” (Reading # 1):

1. a) What has research identified as the four major categories of competent and confident caring (i.e., care of self, etc.)?

b) What are two specific characteristics of each of those?

2. Nurturing is a major focus of many programs that support parents.
   a) What affects one’s ability to nurture?

b) What are related skills?
OR

3.
   a) Samerof and Feil’s work (1985) compares parental thinking to Piaget’s stages of intellectual development. Describe those stages.

   b) What does Newberger and Cook’s (1983) research say about parents’ levels of awareness?

27. Write here the resources you think are present for Otis and Vangie, scenario #2, Reading #37.
   Financial
   Emotional
   Mental
   Spiritual
   Physical
   Support Systems
   Role Models

28. Cut and paste for the last page of this exam a one-page parent newsletter for your class for whatever grade level and time of year you choose.