**CAMPBELLSVILLE UNIVERSITY**

 **COURSE SYLLABUS**

# PLEASE TYPE. DATE 1/26/2017

ACADEMIC UNIT School of Education

Please check to indicate this course has a service learning component.

FACULTY Goodwin, M/Hundley, S.

Discipline Course# Section

Title of Course Credit Hours Cross Reference

(if applicable)

 IEC 626 (G-5) Collaboration & Communication in IECE 3

TEXTBOOK **Required** See Syllabus Not Required

Author

Title \_

Publisher

Date of Publication

PLEASE ANSWER THE FOLLOWING QUESTIONS ON A SEPARATE SHEET OF PAPER AND ATTACH TO THIS FORM.

See Syllabus

1. DESCRIPTION OF COURSE: Develop a brief description of the course as it will appear in the Catalog.
2. STUDENT LEARNING OBJECTIVES: List the student learning objectives for the course. Please relate these objectives to the mission and goals of the University and the Academic Unit. For general education courses, please indicate which student learning objectives address general education goals and the intended method of assessment. A minimum of four of the seven general education goals must be included.

*Example: Students will demonstrate their ability to compare and contrast two types of basket weaving. (Goal: Oral and Written Communication; Evidence: research paper and class presentation)*

1. COURSE OUTLINE: Outline the topics/units that are to be taught.
2. EVALUATION: How do you plan to determine the grade in the course? Please include grading scale.
3. REQUIREMENTS:
	1. Examinations: State when tests are to be administered, including unit, mid-term, and final examinations.
	2. Reports: How many, length required, and what type (Oral, term and/or research, book critiques).
	3. Supplemental reading assignments or outside work required.
	4. Supplemental instruction aids: Audio visual aids, field trips, guest speakers, etc.
4. BOOKLIST

DEAN: Beverly Ennis Date Copy Received

VICE PRESIDENT FOR ACADEMIC AFFAIRS Date Copy Received

FORM FH-E.2.7A; rev. 12/21/10

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IEC 626 (G-5 Term)

Collaboration and communication in interdisciplinary Early Childhood education

**Online (March 20 – May 12, 2017) Web Number: 52073**

# School of Education Theme: Empowerment for Learning

# Conceptual Framework Model



**Sharon Hundley, Ed.D. Marilyn Goodwin, Ph.D.**

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\*Meeting times may vary and specific dates may be arranged.

**Marilyn Goodwin Office Hours (EST)**

**Somerset**:

**M: 3:00 – 5:00 P.M. Alternating Weeks**

**Campbellsville**:

**M: 2:00 – 4:00 P.M. Alternating Weeks**

**T: 2:00 – 4:00 P.M.**

**W: 2:00 – 4:00 P.M.**

**R: 2:00 – 4:00 P.M.**

**F: Meetings**

**other Hours by appointment or Virtual**

**Sharon Hundley Office Hours (EST)**

**Campbellsville**:

**M: 2:00 – 4:00 P.M Alternating Weeks**

**t: 1:00 – 4:00 p.m.**

**W: 9:00 – 10:00 a.m.**

**Fridays: campus meetings**

**Elizabethtown**:

**M: 2:00 – 4:00 p. m. Alternating Mondays**

**W: 3:00 – 5:00 p. m. Wednesdays**

**other Hours by appointment**

**Thursdays: Seminars, observations to be scheduled**

**Description**:

This course provides a comprehensive and practical understanding of the processes to engage in effective collaboration with families, early childhood professionals, and the larger community. Strategies for effective partnerships and interagency alliances to support young children and families are examined. Strengthening interpersonal communication and teaming skills for effective collaboration is emphasized. Content includes plans to support transitions of young children across settings and programs. The role of early childhood professionals as advocates is considered. Prepares early childhood professionals for specialized and leadership roles in collaborative processes. **Field Hour Requirement: 6 hours**

**Course Credit:** 3 credits

**Course Objectives:** Upon completion of this course, the student will be able to:

1. Discuss and demonstrate positive interpersonal communication skills needed to work collaboratively with families, colleagues, and others in professional roles; [*NAEYC AP Standards 2, 4a, 5; IECE KTS II, VI, VII, VIII*] InTASC Category 1
2. Utilize specific knowledge to develop meaningful partnerships with children’s families and develop reliable alliances in school and community settings; [*NAEYC AP Standards 2, 4a, 5; IECE KTS II, VI, VII, VIII*] InTASC Categories 1, 2
3. Design and implement a plan for effective home-school family partnerships; [*NAEYC AP Standards 2, 4a, 5; IECE KTS I, II, VI, VII, VIII*] InTASC Category 4
4. Discuss resolution of barriers to effective collaboration and negotiation of complex issues; [*NAEYC AP Standards 2, 4a, 5; IECE KTS VI, VII, VIII*] InTASC Category 2
5. Explain policies and regulations that govern collaboration between preschool programs and community agencies; [*NAEYC AP Standards 1,2, 3, 4a, 5; IECE KTS IV,VI,VIII,X*] InTASC Category 2
6. Plan for the successful transitions of young children including those with special needs; [*NAEYC AP Standards 1,2, 3, 4a; IECE KTS IV, VI, VIII*] InTASC Category 1
7. Articulate and apply ethical guidelines and professional standards in partnerships and collaborative processes; [*NAEYC AP Standards 2, 4a, 5; IECE KTS VI, VII, VIII, X*] InTASC Category 4
8. Demonstrate the ability to evaluate and reflect on professional decisions and interactions with families and education professionals; [*NAEYC AP Standards 2, 4a, 5; IECE KTS V, VI, VII, VIII*] InTASC Category 4
9. Explain the different kinds of advocacy and describe methods for building capacity; [*NAEYC AP Standards 2, 4a, 5; IECE KTS I, V, VI, VII, VIII, IX, X*]
10. Identify local, state, and national resources to support young children and their families, including those with disabilities; [*NAEYC AP Standards 2, 4a, 5; IECE KTS VI, VII, VIII InTASC Category 4*
11. Demonstrate an understanding of legislative, non-legislative, and regulatory processes for supporting young children and families; [*NAEYC AP Standards 2, 4a, 5; IECE KTS I, V, VI, VII, VIII, IX*] and InTASC Category 4
12. Discuss the function of advocacy and leadership opportunities within the early childhood profession. [*NAEYC AP Standards 2, 5; IECE KTS VI, VII, VIII, X*] InTASC Category 4

# Required Course Textbook:

Gestwicki. (2013). *Home, school, and community relations* (9th Ed.). Cengage. ISBN #978-1- 305-08901-3

# Course Requirements:

# Task #1: Reflective Responses 15 points per week = 120 points

Students read and complete the reflective responses in each of the eight modules. ***(PGES 1, 2, & 4).***

# Task #2: Family Images 50 points

Create a power point to present yourself and family using 4 slides: 1. Tell about the family in which you were raised. 2. Tell about the community in which you were raised. 3. Tell about your costumes, values, likes, dislikes. 4. What makes an ideal family? (***PGES 1, 2, 4)***

# Task #3: Classroom of Excellence (COE) Parent Guides Action Plan 100 points

Students will create an action plan outline on how Parent Guides from the Kentucky Early Childhood Standards will be used with families in your classroom or professional practice. Select between *0 – 3 Parent Guide* or the *3 - 4 Parent Guide.* Focus should be on how these can involve families in supporting their child’s learning and development.

# Task #4: Family Involvement Interview: Field Experience 3 Hours 200 points

Students will interview several teachers and find out the following:

* 1. How they define parent or family involvement
	2. What activities and strategies they use to involve families
	3. How much time each week or month they would estimate they spend working with parents
	4. Their opinion of the value of family involvement, considering the time involved

## (PGES 1, 2, 3, 4)

**Task #5: COE Family Introduction Form 50 points**

The firststep in a COE application is preparation of a letter to families of the children in your classroom. Prepare a sample letter that you might send to families that includes the following information:

* Introduction of yourself and instructional staff.
* Description of your class and student learning expectations.
* How families are involved.
* When and how children’s continuous progress is communicated to families.

 ***(PGES 1, 2, 3, 4)***

# Task #6: Source of Evidence (SoE) 6 Records and Communication 80 points

## Complete the SoE 6 for your classroom or professional setting. If you do not work directly with families, interview a teacher in a classroom setting or a developmental interventionist to complete the form. You may also choose to complete this on a hypothetical classroom. If you complete an interview be sure to count the field hours.

##  (PGES 1, 2, 4)

**Task #7: Family Questionnaire Field Experience 3 Hours 200 points**

**Part 1:** Students will create questionnaire with a minimum of 10 questions that could be used with families to learn more about their child-rearing ideas and home practices. Consider questions that could help you as a teacher/administrator/developmental interventionist to get insights from families about holidays and celebrations. (100 points)

**Part 2:** You will distribute and collect the questionnaires. You will then write a summary about what you learned and how it can be applied. (100 points)

**(PGES 1, 4)**

# Task #8: Advocacy Plan 100 points

Students will select one early childhood topic in which you could serve as an advocate.

* Define and describe the topic.
* List 5 resources (websites can be used) that could assist in developing an advocacy plan.
* Tell the story including its importance and how you can make the issue visible within your school and community.
* Identify at least a three month plan include the steps you would take to implement this plan.

 ***(PGES 1, 4)***

# Tests or Quizzes 50 points for two tests = 100 points

**GRADING SCALE**:

A = 90-100%

B = 80 - 89%

C = 70 - 79%

D = 60 - 69%

F = below 60%

# Class Session Outline

1. Interpersonal Communication for Education Professionals
	1. Positive communication strategies
	2. Interpersonal communication, interview skills
	3. Teaming and collaboration terminology, concepts, philosophy
	4. Across various types of programs and service delivery options
	5. Adult learning principles
	6. Informal and nonverbal communication
	7. Formal communication
	8. Two-way communication, effective listening
	9. Interpersonal problem-solving and resolving conflicts
	10. Professional competencies and skills for collaboration
	11. Co-Teaching, coaching, mentoring, consultation
	12. Appropriate and effective use of media, including social
	13. Codes of Ethics and issues related to educational collaboration
2. Family Partnerships
	1. Teacher-Family Partnerships in early education and intervention
	2. Role of families
	3. Strategies for meaningful family involvement
	4. Benefits and barriers
	5. Effective resources
	6. Cultural and linguistic diversity
	7. Significant events
		* Preparation, home visits
		* Starting school
		* Family/teacher conferences
		* Parent education
		* Vertical and horizontal transitions
		* Special events
3. Collaboration with the Teaching Community
	1. Professional interactive teaming
	2. Teacher consultation
	3. Instructional and assessment issues pertaining to inclusive class
	4. Preschool/Kindergarten Collaboration
	5. Strategies to extend roles: collaboration, preparation, instruction, management
	6. Teams, co-teaching, mentoring, coaching
	7. Para-educators
	8. Professional Learning Communities
	9. Preschool and Kindergarten within larger educational community
	10. Research, reflection, and evaluation of collaborative efforts
4. School-Community and Interagency Collaboration
	1. Alliances for Empowerment
	2. Head Start
	3. First Steps, Early Intervention Services
	4. Regional Training Centers
	5. Foundation and Corporate Alliances
	6. Early Childhood Councils
	7. Institutions of Higher Education
	8. Child Care Agencies
5. Community Approach to Transitions
	1. Interagency teams and structure
	2. Developing and evaluating the plan
6. Advocacy
	1. Building capacity
	2. Ethical and legal implications to the workplace
	3. Legislative process
	4. Local opportunities
	5. Media and other resources

# Bibliography as appropriate (listings should include author, title, publication date, and an indication as to whether the Montgomery Library currently holds this item)

**Resources:**

1. Articles in: Duncan, J. & Conner, L. (Eds.). (2013). *Research partnerships in early childhood education: Teachers and researchers in collaboration.* : Palgrave Macmillan.
2. Barrera, I., Kramer, L., & Macpherson, D. ((2012). *Skilled dialogue: Strategies for responding to cultural diversity in early childhood* (2nd Ed.). Baltimore, MD: Paul H. Brookes. ISBN 978-1-59857-164-6
3. Barrera, I., Kramer, L., & Macpherson, D. (2012). *Strategies for responding to cultural diversity in early childhood* (2nd Ed.). Baltimore, MD: Paul H. Brookes.
4. Blau, G. M., & Magrab, P. R. (2010). *The leadership equation: Strategies for individuals who are champions for children, youth, and families.* Baltimore, MD: Paul H. Brookes.
5. Buysse, V., & Wesley, P. W. (2004). *Consultation in early childhood settings.* Baltimore, MD: Paul H. Brookes.
6. Chen, D., Haney, M., & Cox, A. (2011). *Supporting cultural and linguistic diversity in early intervention and early childhood special education: A cross-cultural video library.* Baltimore, MD: Paul H. Brookes. ISBN 978-1-59857-218-6
7. Coleman, M. (2012). *Empowering family-teacher partnerships: Building connections within diverse communities.* : Sage. ISBN-13: 978-1412992329
8. Cook, R., E., & Sparks, S. N. (2008). *The art and practice of home visiting: Early intervention for children with special needs and their families.* Baltimore, MD: Paul H. Brookes. ISBN 978-1-55766-885-1
9. Diss, R. E., & Buckley, E. K. (2004). *Developing family and community involvement skills through case studies and field experience.* Upper Saddle River, NJ: Pearson. ISBN- 13: 978-0130486226
10. Early Childhood Technical Assistance Center [www.ectacenter.org/enotes/enotes.asp](http://www.ectacenter.org/enotes/enotes.asp)
11. Ensher, G. L., & Clark, D. A. (2011). *Relationship-centered practices in early childhood: Working with families, infants, and young children at risk.* Baltimore, MD: Paul H. Brookes.
12. Hanson, M. J., & Lynch, E. W. (2013). *Understanding families: Supportive approaches to diversity, disability, and risk* (2nd Ed.). Baltimore, MD: Paul H. Brookes.
13. Hyson, M. L. (Ed.). (2003). *Preparing early childhood professionals: NAEYC’s standards for programs.* Washington, DC: NAEYC.
14. Kagan, S. L., & Tarrant, K. (2010). *Transitions for young children.* Baltimore, MD: Paul

H. Brookes.

1. Kentucky Department of Education. (2010). *Preschool coordinator’s resource manual.*

Frankfort, KY: Author.

1. Klass, C. S. (2008). *The home visitor’s guidebook* (3rd Ed.). Baltimore, MD: Paul H. Brookes.
2. McDermott. D. (2007). *Developing caring relationships among parents, children, schools, and communities.* Thousand Oaks, CA: Sage Publications. ISBN-13: 000- 1412927862
3. McWilliam, P. J. (2000). *Lives in progress: Case stories in early intervention.* Baltimore,

MD: Paul H. Brookes.

1. Olson, G. W., & Fuller, M. L. (2011). *Home and school relations: Teachers and parents working together* (4th Ed.). Boston, MA: Pearson Education.
2. Pianta, R. C., & Kraft-Sayre, M. (2003). *Successful kindergarten transition: Your guide to connecting children, families, and schools.* Baltimore, MD: Paul H. Brookes.
3. Richardson-Gibbs, A. M., & Klein, M. D. (2014). *Making preschool inclusion work: Strategies for supporting children, teachers, and programs.* Baltimore, MD: Paul H. Brookes.
4. Rous, B. S., & Hallam, R. A. (2006). *Tools for transition in early childhood: A step-by- step guide or agencies, teachers, and families.* Baltimore, MD: Paul H. Brookes.
5. Rush, D. D., & Shelden, M. L. (2011). *The early childhood coaching handbook.* Baltimore, MD: Paul H. Brookes. [Downloadable forms available at <http://forms.brookespublishing.com/store/books/pianta-6156/index.htm>
6. Shelden, M., & Rush, D. D. (2012). *The early intervention teaming handbook: The primary service provider approach.* Baltimore, MD: Paul H. Brookes. ISBN-13: 978- 1598570854

# Website Resources:

1. Association of Early Childhood Education International (ACEI) [www.acei.org](http://www.acei.org/)
2. National Association for the Education of Young Children (NAEYC) [www.naeyc.org](http://www.naeyc.org/)
3. Kentucky Young Advocates. [www.kyyouth.org](http://www.kyyouth.org/)
4. First Steps <http://chfs.ky.gov/dph/firststeps.htm>
5. Southern Early Childhood Association (SECA) <http://www.southernearlychildhood.org/>
6. The Council for Exceptional Children: Division of Early Childhood (DEC) <http://www.dec-sped.org/>
7. The Pritchard Committee. [www.pritchardcommittee.org](http://www.pritchardcommittee.org/)
8. Zero the Three <http://www.zerotothree.org/>
9. Frank Porter Graham Child Development Institute <http://fpg.unc.edu/>
10. National Center for Early Development and Learning (NCEDL) [https://www.woodfords.org/library/education/national-center-for-early-development-and- learning-ncedl/](https://www.woodfords.org/library/education/national-center-for-early-development-and-learning-ncedl/)

# Performance Standards/Competencies

## IECE Teacher Standards:

* + IECE Standard I: Designs/Plans Instruction
	+ IECE Standard II: Creates/Maintains Learning Environment
	+ IECE Standard IV: Assesses & Communicates Learning Results
	+ IECE Standard V: Reflects/Evaluates Professional Practices
	+ IECE Standard VI: Collaborates with Colleagues/Families/Others
	+ IECE Standard VII: Engages in Professional Development
	+ IECE Standard VIII: Supports Families
	+ IECE Standard IX: Implements Technology
	+ IECE Standard X: Provides Leadership within School, Community, and Community

***InTASC Categories:***

* Category #1: Learner and Learning
* Category #2: Content Knowledge
* Category #3: Instructional Practice
* Category #4: Professional Responsibility

      ***CEC Special Education Standards:***

* Standard #1: Learner Development and Individual Learning Differences
* Standard #2: Learning Environments
* Standard #6: Professional Learning and Ethical Practice
* Standard #7:    Collaboration

## NAEYC Advanced Program Standards:

* + Standard #1: Promoting Child Development & Learning
	+ Standard #2: Building Family & Community Relationships
	+ Standard #4: Teaching and Learning
	+ Standard #5: Becoming a Professional
	+ Standard #6: Conduct Self as Professional, Ethical, Collaborative
	+ Standard #7: Field Experience and Clinical Practice

## NAEYC Essential Professional Tools in Advanced Programs:

* + - Cultural Competence – Tasks 3, 4, 6, 7, 8
		- Knowledge and Application of Ethical Principles – Tasks 2, 3
		- Communication Skills – Tasks 3, 4, 5, 6, 7, 9
		- Mastery of Relevant Theory and Research – Task 9
		- Skills in Identifying and Using Professional Resources – Tasks 5, 8, 9, 10
		- Inquiry Skills and Knowledge of Research Methods – Task 9
		- Skills in Collaborating, Teaching, and Mentoring –Tasks 3, 4, 5, 9
		- Advocacy Skills – Tasks 5, 8, 10
		- Leadership Skills – Tasks 3,10

 ***CAEP Standards:***

* Standard #1: Content and Pedagogical Knowledge
* Standard #2: Clinical Partnerships and Practice

# PGES – Framework for Teaching (Charlotte Danielson Model): <http://education.ky.gov/teachers/PGES/Pages/PGES.aspx>

**Domain 1: Planning and Preparation**

1a: Knowledge of content/pedagogy

1b: Demonstrates knowledge of students 1c: Setting Instructional outcomes

1d: Demonstrating knowledge of resources 1e: Designing coherent instruction

1f: Designing student assessment

# Domain 2: Classroom Environment

2a: Creating environment of respect and rapport 2b: Establishing culture of learning

# Domain 3: Instruction

3a: Communicating with students

3b: Using questioning and discussion techniques 3c: Engaging students in learning

3d: Using assessment in instruction

3e: Demonstrating flexibility and responsiveness

# Domain 4: Professional Responsibility

4a: Reflecting on teaching

4b: Maintaining accurate records

4e: Growing and developing professionally 4f: Demonstrating professionalism

**The following schedule is tentative and subject to change at the discretion of the instructor**

# ALL ASSIGNMENTS ARE DUE on SUNDAYS except Week 8, which is DUE on FRIDAY.

|  |  |  |
| --- | --- | --- |
| **Dates** | **Topics** | **Weekly Assignments** |
| **Mar 20-26**Module 1 | **Introduction to Families****Task 1: Reflective Responses****Task 2: Family Images** | **Read:** Chapter 1**Due:** Responsive Reflection 1 |
| **Mar 27-****April 2** Module 2 | **Families Today and Parenting****Task 5: COE Family Introduction Form****Task 7: Family Questionnaire (Field Experiences)** | **Read:** Chapters 2, 3**Due:** 1. Responsive Reflection 22. Task 2 |
| **April 3-9**Module 3 | **Family Partnerships in Early Education****Task 3: COE Parent Guides Action Plan****Task 4: Family Involvement Interview (Field Experience)** | **Read:** Chapters 4, 5, 6**Due:** 1. Responsive Reflection 32. Task 53. Task 7 Part 1 |
| **Apr 10-14**Module 4 | **Good Beginning with Parents and Children****Informal Communications with Families****Task 6: SoE 6 Records and Communication** | **Read:** Chapters 7, 8**Due:**1. Responsive Reflection 42. Task 33. Test 1 |
| **Apr 17-23**Module 5 | **Parent-Teacher Conferences****Families in the Classroom****Task 8: Advocacy Plan** | **Read:** Chapters 9, 10**Due:** 1. Responsive Reflection 52. Task 6 |

|  |  |  |
| --- | --- | --- |
| **Dates** | **Topics** | **Weekly Assignments** |
| **Apr 24-30**Module 6 | **Parent Education****It takes a Village: Teachers, Families and Communities** | **Read:** Chapters 11, 12**Due:** 1. Responsive Reflection 62. Task 4 |
| **May 1-7**Module 7 | **Working with Families from Diverse Backgrounds and Particular Circumstances** | **Read:** Chapters 13, 14**Due:** 1. Responsive Reflection 72. Task 8 |
| **May 8-12**Module 8 | **Working to Resolve Challenging Attitudes and Behaviors** | **Read**: Chapter 15**Due:** 1. Responsive Reflection 82. Task 7 Part 23. Test 2 |