COURSE SYLLABUS

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>EEC 3404</th>
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</thead>
<tbody>
<tr>
<td>Prerequisite(s):</td>
<td>EEC 3402</td>
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<tr>
<td>Course Credit:</td>
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<tr>
<td>Course Title:</td>
<td>Family and Community Partnership</td>
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<td>Course Hours:</td>
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<td>College:</td>
<td>Education</td>
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<td>Department:</td>
<td>Elementary Education</td>
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<tr>
<td>Faculty Name:</td>
<td>Gwendolyn Dixon</td>
</tr>
<tr>
<td>Term and Year:</td>
<td>Spring 2011</td>
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<tr>
<td>Place and Time:</td>
<td>Bldg. 63 Rm. 200 MWF 3:35-4:25</td>
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<tr>
<td>Office Location:</td>
<td>Old DRS Bldg 166 Rm. 208.3</td>
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<tr>
<td>Telephone:</td>
<td>599-3152</td>
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<tr>
<td>e-mail:</td>
<td><a href="mailto:Gwendolyn.dixon@famu.edu">Gwendolyn.dixon@famu.edu</a></td>
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Course Description

This course prepares pre-service teachers to work effectively with parents and communities in partnership for the education of young children. It analyzes Federal/State mandates and their implication for program development, rights and responsibilities, and services to families of young children. There are opportunities for field observation and participation in area programs and agencies serving children.

Course Purpose

In response to Florida’s demand for accountability from their public schools, the 1997 State Legislature created the Florida System of School Improvement and Accountability, which is designed to improve student performance. The Elementary Education Department, in response to this initiative, strives to make a positive impact by ensuring that it produces high quality professional teachers who are committed to improving student performance and who will assist students in meeting the Florida Sunshine State Standards. The Elementary Education Department endeavors to provide a quality program through the implementation of an integrated curriculum based on the guidelines and competencies aligned with the Florida Sunshine State Standards, Florida Accomplished Practices, Florida Adopted Subject Area Competencies, Association for Childhood Education International, National Association for the Education of Young Children, and those of other learned organizations.

The conceptual framework which guides the work in the Elementary Education Department and the Preschool and Prekindergarten/Primary Program is heavily tied to the integrative education principles and thinking which

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result in the development of the “Exemplary Professional.” The conceptual framework is grounded in a combination of theories by philosophers such as Dewey, social scientists such as Erikson and DuBois, practitioners such as Bethune, and developmental constructivist theorists such as Piaget and Vygotsky.

Conceptual Framework

The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework:

- **CF 1**
  - Through this focal area, the FAMU professional education candidate will:

| CF: 1.2 (S,D) | Acquire the skills & dispositions to understand & support diverse student learning. | F: 5,7 | I: 3,8 |

- **CF 2**
  - Through this focal area, the FAMU professional education candidate will:

| CF: 2.3 (K) | Know fundamental concepts in technology. | F: 12 | I: 1,6 |
| CF: 2.5 (S) | Use fundamental concepts in technology. | F: 12 | I: 6 |

- **CF 3**
  - Through this focal area, the FAMU professional education candidate will:

| CF: 3.1 (S) | Work with colleagues in a professional manner. | F: 6 | I: 2,5 |
| CF: 3.2 (S) | Interact with students, families and other stakeholders in a manner that reflects ethical and moral standards. | F: 11,6 | I: 9,10 |

**CRITICAL THINKING**

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- CF 4
  • Through this focal area, the FAMU professional education candidate will:

  | CF: 4.3 (D) | Value critical thinking and self-directed learning as habits of mind. | F: 4 | I: 1,4 |
  | CF: 4.5 (S) | Demonstrate the use of higher order thinking skills. | F: 8 | I: 4 |

**PROFESSIONALISM**

- CF 5
  • Through this focal area, the FAMU professional education candidate will:

  | CF: 5.1 (K) | Know the content | F: 8 | I: 1 |
  | CF: 5.3 (D) | Demonstrate commitment to professional growth & development. | F:3,7 | I: 9 |
  | CF: 5.7 (S,D) | Display appropriate code of conduct including dress, language, and respective behavior. | F: 9 | I: 5,9 |

**URBAN/RURAL EDUCATION**

- CF 6
  • Through this focal area, the FAMU professional education candidate will:

  | CF: 6.3 (K) | Understand the conditions of both rural and urban students and families. | F: 5, 11 | I: 2,3 |

**[Academic Learning Compact]**

#1 **FEAP Communication** - Students will demonstrate the essential knowledge, skills, and dispositions required of teachers to effectively communicate with all children age three through eight and their families.

#2 – **FEAP Diversity** - Students will demonstrate the essential knowledge, skills, and dispositions required of teachers to effectively deal with diversity of all children age three through eight and their families.

#3 **FEAP Ethics** - Students will have the knowledge, skill, and disposition to adhere to the Professional Code of Ethics for Early Childhood Educators.

#4 **FEAP Human Development and Learning** - Students will demonstrate the essential knowledge, skills, and dispositions required of teachers to effectively plan and facilitate a positive learning environment that supports intellectual, personal, and social development.

#5 **FEAP Learning Environments** - Students will demonstrate the essential knowledge, skills, and dispositions required of teachers to create and maintain a positive learning environment in which students are actively engaged in learning, social interaction, cooperative learning, and self motivation.

#6 **FEAP – Assessment** - Students will demonstrate the essential knowledge, skills, and dispositions required of teachers to assess students and use the data to plan and provide learning activities and evaluate outcomes.

#7 **FEAP Critical Thinking** - Students will demonstrate the essential knowledge, skills, and dispositions required of teachers to support students in using higher level cognitive skills including problem solving and critical thinking.

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Overall Goals of the Course

Students will be able to understand methods for involving families in the education and development of their children and providing resource referrals that assist them in optimizing their role. With this understanding, students will formulate and apply a positive attitude toward all families and children, regardless of individual differences such as language, culture, gender, age, socioeconomic level, and sexual orientation. Students will be committed to supporting families as they assist children in early care and learning.

Specific Behavioral Objectives

Students will be able to increase their knowledge and skill in the following areas:

1. Issues and practices to promote family and community involvement in programs serving infants, toddlers, and preschoolers.

2. Family systems and practices for encouraging and facilitating family and community involvement in all phases of programs.

3. Procedures for advocating on behalf of children and their families.

4. Appropriate procedures for facilitating the transitions of children and their families between and among programs, agencies, and providers.

5. Practices to promote collaboration among all professionals working with children and their families.

6. State and federal initiatives serving children and their families, including ESOL

7. Practices to assist families in identifying their strengths, resources, and needs.

8. Issues and practices to promote family and community involvement in programs serving children age three (3) through grade three (3)

9. Practices for encouraging and facilitating family and community involvement in all phases of school

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10. Recognize the major differences and similarities among the different cultural groups in the United States
11. Develop and implement strategies for using school, neighborhood, and home resources in the ESOL curriculum
12. Identify major attitudes of local target groups toward school, teachers, discipline, and education in general that may lead to misinterpretation by school personnel; and methods to reduce cross-cultural barriers between students, parents, and the school setting.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Behavioral Objectives</th>
<th>Professional Organization-NAEYC</th>
<th>FEAP</th>
<th>FTCE</th>
<th>Conceptual Framework</th>
<th>ESOL</th>
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<td>7</td>
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<td>2,11</td>
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<td>1,2,6</td>
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<td>3.3</td>
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<td>2,8,11</td>
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<td>2.5</td>
<td>2,4,5,10,11</td>
<td>7.3</td>
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<td>2,8,9</td>
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<td>2,5,6,8</td>
<td>5.7</td>
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**National, State and Institutional Standards Addressed in the Course**

**Professional Organization/Learned Society Standards**

**NAEYC.3**

- FAMILY AND COMMUNITY RELATIONSHIPS -- Programs prepare early childhood professionals who:
  - NAEYC.3.1 Establish and maintain positive, collaborative relationships with families
  - NAEYC.3.2 Demonstrate sensitivity to differences in family structures and social and cultural backgrounds
  - NAEYC.3.3 Apply family systems theory, knowledge of the dynamics, roles, and relationships within families and communities
  - NAEYC.3.4 Link families with a range of family-oriented services based on identified resources, priorities, and concerns
  - NAEYC.3.5 Communicate effectively with other professionals concerned with children and with agencies in the larger community to support children's development, learning, and well-being

**NAEYC.5**

- PROFESSIONALISM -- Programs prepare early childhood professionals
  - NAEYC.5.2 Demonstrate an understanding of conditions of children, families, and professionals; current issues and trends; legal issues; and legislation and other public policies affecting children, families, and programs for young children and the early childhood profession
  - NAEYC.5.4 Demonstrate awareness of and commitment to the profession's code of ethical conduct
  - NAEYC.5.6 Establish and maintain positive, collaborative relationships with colleagues, other professionals and families, and work effectively as a member of a professional team
  - NAEYC.5.7 Serve as advocates on behalf of young children and their families, improved quality of programs and services for young children, and enhanced professional status and working conditions for early childhood educators

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Florida Educator Accomplished Practices (FEAPs)

FEAP.2
ACCOMPLISHED PRACTICE #2: Communication

FEAP.2.PRE.j
> Sample Key Indicator: Identifies communication techniques for use with colleagues, school/community specialists, administrators, and families, including families whose home language is not English.

FEAP.4
ACCOMPLISHED PRACTICE #4: Critical-thinking

FEAP.4.2
STANDARD: Critical-thinking -- Uses appropriate techniques and strategies which promote and enhance critical, creative, and evaluative thinking capabilities of students.

FEAP.5
ACCOMPLISHED PRACTICE #5: Diversity

FEAP.6
ACCOMPLISHED PRACTICE #6: Ethics

FEAP.8
ACCOMPLISHED PRACTICE #8: Knowledge of Subject Matter

FEAP.10
ACCOMPLISHED PRACTICE #10: Planning

FEAP.10.PRE.p
> Sample Key Indicator: Develops a community resource file for use in planning instructional activities.

FEAP.11
ACCOMPLISHED PRACTICE #11: Role of the Teacher

FEAP.11.1
EXPECTATION: The preprofessional teacher communicates and works cooperatively with families and colleagues to improve the educational experiences at the school.

FEAP.11.2
STANDARD: Role of the Teacher -- Works with various education professionals, parents, and other stakeholders in the continuous improvement of the educational experiences of students.

FEAP.11.PRE.a
> Sample Key Indicator: Develops and expands strategies that are effective in fulfilling the role of student advocate and is familiar with the laws (State and Federal) and court-ordered Consent Decrees which assure the rights of students.

FEAP.11.PRE.j
> Sample Key Indicator: Communicates with families of culturally and linguistically diverse backgrounds.

Florida Teacher Certification Examination (FTCE) Subject Area Examination (SAE) Competencies and Skills

5 Knowledge of issues with and strategies for family and community involvement

1. Apply strategies for encouraging and facilitating family and community partnerships in all phases of school programs.

3 Knowledge of research, standards, and trends

3. Demonstrate knowledge of current issues, trends, and educational innovations and legislation relating to the field of early childhood (PreK–3) education.

7 Knowledge of the diverse needs of all children and their families

3. Select resources and procedures that support children with diverse needs and their families.

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**FAMU PEU Conceptual Framework (CF)**

**FL-FAMU-CF.1**
Diversity. The exemplary professional understands diverse student backgrounds and has the skills, and disposition to employ this understanding to support student learning. He/she accepts and fosters diversity. The candidate practices strategies such as acceptance, tolerance, resolution and mediation, and establishes a comfortable environment in which all students can learn.

**FL-FAMU-CF.2**
Technology. The exemplary professional makes use of available technology to support student learning and uses technology to manage, evaluate and improve instruction. The candidate knows, understands, and uses fundamental concepts in technology and facilitates access to the use of electronic resources for students. The candidate uses technology to manage, evaluate and improve instruction.

**FL-FAMU-CF.3**
Values. The exemplary professional values the worth and dignity of every person. He/she works with colleagues in a professional manner and interacts with students, families and other stakeholders in a manner that reflects ethical and moral standards. The candidate shows respect for varied talents and perspectives and is committed to individual excellence. The candidate values the role of the students in promoting each other’s learning and recognizes the importance of peer relationships in establishing a climate for learning.

**FL-FAMU-CF.4**
Critical Thinking. The exemplary professional understands and uses a variety of instructional strategies to encourage students’ development of critical thinking and performance. The candidate values critical thinking and self-directed learning as habits of mind.

**FL-FAMU-CF.5**
Professionalism. Exemplary professionals know the content and uses appropriate pedagogy to provide all students with the opportunity to learn. The exemplary professional is committed to professional growth and development. The candidate uses major concepts, principles, theories, and research related to development of children to construct learning opportunities that support students’ development and acquisition of knowledge and motivation. The candidate displays effective verbal and nonverbal communication techniques to foster valuable interaction in the classroom.

**FL-FAMU-CF.6**
Urban/Rural Education. The exemplary professional is prepared to work in school settings with limited resources as well as settings that focus on rural/urban contexts with opportunities and challenges that these environments provide. Exemplary professionals have the ability to understand the plight of both rural and urban students and demonstrate a propensity to communicate with them and their parents.

**Topical Outline**

**COURSE OUTLINE**

I. Introduction, Overview

II. Family Diversity

III. Nature of Partnership

IV. Family Involvement
   A. Historical Perspective
   B. Legal Mandates

V. Benefits of Partnership

VI. Barriers to Partnership

VII. Successful Partnership

VIII. Beginning the Partnership

IX. Communication
   A. Informal Methods of Communication
   B. Formal Methods of Communication

X. Families in the Classroom

XI. Family, School, Community Partnership
   A. Linkages
   B. Corporate Involvement

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C. Legislative Initiatives

XII. Diversity Issues

Teaching Methods

The instructor utilizes an array of instructional techniques designed to build a foundation of knowledge and skill. Course material will be covered through direct instruction by the instructor and discussion by the students. Audiovisual materials including videotapes, overhead transparencies, powerpoint and materials will be incorporated into instruction. Students will actively participate in planning and role-playing activities that they will use with families.

Higher level critical thinking and learning will then be facilitated through the application of content in case studies. During field placement, students will apply knowledge in regard to children and families. During clinical practice sessions, specific, real-life examples from students’ field experiences will be presented and discussed.

FIELD EXPERIENCE (8 hours)
Students will be required to complete at least 8 hours of introductory field experience in several areas: interviewing a teacher, site visiting a community agency serving children, families and school, and site visiting a community agency serving children and families.

Methods of Evaluation

Assignment 1
Teacher Interview Artifact 1

Students must select one teacher who has at least 3 years of teaching experience in a childcare center or school working with children ages birth through eight, including children with special needs and ESOL. You must spend 2 hours interviewing the teacher regarding home-school interaction with emphasis on parent involvement. You must type up a summary of this interview, in at least 4-5 double-spaced pages, and present this information to the class. You are to use the Q & A interview format provided and posted on blackboard. Always ask for additional information or elaboration on statements made by the interviewee that need further clarification or explanation. Also add any question that you deem appropriate to the topic.

Assignment 2
Family, School, Community Partnership Agency Project
Student will visit a community agency that provides collaborative services to families and Schools. The visitation format is listed below and posted on blackboard.

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Family, School, Community Partnership Agency Report
The goal of this assignment is to document the nature of collaboration between families, schools and or agencies and the outcome for young children; to understand public policy and current practices. Select an agency from the approved list (or present your choice to the instructor for approval). Contact the agency to obtain permission to attend one of the agency’s scheduled meetings. Obtain as much information as possible making sure to address each of the items on the report form. A major focus will be on how the agencies work with diverse cultural and linguistic families, services that are provided, involvement of the family; try to gather written materials such as brochures, agenda, minutes etc. Prepare to share this information in a 10 minute class presentation.

Assignment 3
Family Support and Resource Agency Project   Artifact 2
This assignment consist of two parts. Part I requires the student to visit an agency or organization that provides direct services to children and families. Part II. Requires the student to compile a family support and resource file.

Part I. Student will locate and visit an agency that provides direct services to children and families. The goal of this assignment is to document the nature of services and resources that community agencies provide to families of school age children. Obtain as much information as possible; gather written materials such as brochures, agenda, minute, newsletters etc. This information is used to develop an Agency Profile Folder, which you will submit as part of the assignment. This may also include documents downloaded from the Internet, videos or pictures you have taken. You are expected to spend a minimum of 3 hours observing and participating in activities of the agency. The instructor must approve the agency prior to the field experience. The report form is listed here and posted on black board.

Part II. Students will compile a resource file that includes information on agencies and institutions (minimum of 10) that partner in the child’s education. The list must include at least five different categories of local and state of Florida partnerships: economic, social, special medical care, education and recreation, advocacy, emergency services, special needs, parenting, youth leadership and service. Data should include:

Name of agency
Description of operation
Description of resources and services provided to families and schools, including those for culturally and linguistically diverse families
Address, phone number (and contact person, if possible)
Cost

Assignment 4
Mock Parent-Teacher Conference

Student will partner with two-three peers and video themselves conducting a mock parent-teacher conference based on a case study provided by the instructor. Needs of the child and parent-teacher collaboration will be a primary focus. At the end of the tape provide information that clearly articulates appropriate accommodations to be made for a family for whom English is a second language.

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Assignment 5
Home-School Communication Project
Student will develop a portfolio of activities that will be used to communicate and partner with parents (including ELLs). Artifacts must include:
   a. Parent Newsletter
   b. Parent bulletin board
   c. Volunteer form
   d. Homework Help
   e. Classroom Guest Specialty

Grading
Grading Scale:

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<td>59 and below</td>
<td>F</td>
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Course Requirements:

Teacher Interview               10% pts.
Family, School, Community Agency Project 10% pts.
Family Support and Resource Agency Project 15% pts.
Home-School Communication Project 15% pts.
Mock Parent-Teacher Conference   10% pts.
Test                             20% pts
Final Exam                       20 % pts

*Grade of “I” (incomplete) must have met guidelines outlined in University Catalog, no exceptions.

Course Policies

Dispositions- As a component of student assess, the College of Education has instituted a system for monitoring the professional dispositions: Professionalism, Effective Communication, Respectful Behavior, Ethical Behavior, and Reflective Behavior. At the end of each instructor will fill an assessment instrument for each which will be tuned in to the department and kept in the student’s file. If a problem arises during the semester, a disposition feedback form may be completed by an instructor or school personnel and turned in to the student’s department chair. The severity of the behavioral deficiency will influence the chairperson’s handling of the situation. (See Assessment Instrument for Dispositions and Disposition Feedback Form, for more detailed information. This policy includes provisions for professional dress, attendance, punctuality, use of cell phones, etc.)

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CLASS ATTENDANCE IS COMPELLSORY FOR ALL STUDENTS (SEE FAMU CATALOG, PP. 26-27).

ALL ASSIGNMENTS ARE DUE AT THE BEGINNING OF THE CLASS PERIOD.

STUDENTS ARE RESPONSIBLE FOR ALL ASSIGNMENTS, QUIZZES, AND EXAMINATIONS AT THE TIME THEY ARE DUE AND MAY NOT USE THEIR ABSENCE FROM CLASS AS A PLEA FOR EXTENSIONS OF TIME TO COMPLETE ASSIGNMENTS OR FOR PERMISSION TO TAKE MAKE-UP EXAMINATIONS OR QUIZZES.

ABSENCE FROM CLASS FOR CAUSE INCLUDES PARTICIPATION IN RECOGNIZED UNIVERSITY ACTIVITIES, PERSONAL ILLNESS PROPERLY CERTIFIED, OR EMERGENCIES (properly certified) CAUSED BY CIRCUMSTANCES OVER WHICH THE STUDENT HAS NO IMMEDIATE CONTROL. Assignments due during such absence must be submitted within one (1) week upon returning to class. EXCEPTIONS ARE RARE AND CARRY A 5 POINT PER DAY PENALTY

THE RESPONSIBILITY FOR PROMPT CLASS ATTENDANCE AND PARTICIPATION IS CONSIDERED AN IMPORTANT ELEMENT OF THE STUDENT’S DEVELOPMENT AND TRAINING AS AN EXEMPLARY PROFESSIONAL. PROMPT CLASS ATTENDANCE AND PARTICIPATION ARE IMPORTANT FOR THE SUCCESSFUL COMPLETION OF THIS COURSE. COURSE GRADE WILL BE NEGATIVELY AFFECTED BY ABSENCE, TARDINESS, EARLY EXIST FROM CLASS AND DISRUPTIVE BEHAVIOR. Disruptive behavior includes, but not limited to, use of profanity, verbal outburst, and conversations between students (verbal or written).

CELLULAR PHONES, PAGERS AND OTHER DISTRACTING COMMUNICATION DEVICES ARE DISRUPTIVE AND ARE NOT PREMITTED IN CLASS. USE WILL RESULT IN AN AUTOMATIC 20 POINTS FROM COURSE GRADE FOR EACH INFRACTION.

ACADEMIC DISHONESTY WILL RESULT IN NO VALUE FOR THE ASSIGNMENT OR COURSE WORK. INCLUDED, BUT NOT LIMITED TO, ARE PLAGIARISM, CHEATING ON EXAMS, SUBMITTING WORK DONE BY SOMEONE ELSE OR FROM THE INTERNET. ACADEMIC DISHONESTY WILL BE REPORTED TO THE DEAN OF THE COLLEGE.

ALL ASSIGNMENTS MUST BE TYPED UNLESS SPECIFIED BY THE PROFESSOR.

ASSIGNMENTS WITH MULTIPLE PAGES MUST BE SECURED TO EACH OTHER.

ALL ASSIGNMENTS WILL BE ASSESSED FOR CORRECT SPELLING, GRAMMAR AND NEATNESS. REPEATED ERRORS WILL BE PENALIZED.

Policy Statement on Non-Discrimination It is the policy of Florida Agricultural and Mechanical University to assure that each member of the University community be permitted to work or attend classes in an environment free from any form of discrimination including race, religion, color, age, disability, sex, marital status, national origin, veteran status and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the University and employment.

Academic Honor Policy

Academic Honor Policy The University’s Academic Honor Policy is located in the FANG Student Handbook, under the Student Code of Conduct- Regulation 2.012 section, beginning on page 55-56.

ADA Compliance

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### ADA Compliance
To comply with the provisions of the Americans with Disabilities Act (ADA), please advise instructor of accommodations required to insure participation in this course. Documentation of disability is required and should be submitted to the Learning Development and Evaluation Center (LDEC). For additional information please contact the LDEC at (850) 599-3180.

### Tentative Course Calendar

#### EEC 3404 Topical Calendar  Spring 2011

**Text:** Gestwicki

<table>
<thead>
<tr>
<th>Date</th>
<th>Content</th>
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<tr>
<td>Week 1 Jan 4</td>
<td>Introduction, Course overview Families</td>
<td>Chapter 2</td>
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<td>Week 3 *1/17</td>
<td>Family Involvement</td>
<td>Chapter 4</td>
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<td>Week 5 1/31</td>
<td>Barrier to Partnership</td>
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<td>Test 1</td>
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<td>Week 7 2/14</td>
<td>Beginning the Partnership</td>
<td>Chapter 8</td>
<td>Family, School, Community Agency Visit Report</td>
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<td>Week 8 2/21</td>
<td>Communication</td>
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<td>Test 2</td>
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**F=Florida Educator Accomplished Practices Standards (FEAPS)**

**I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)**

**(K)=Knowledge  (S)=Skill  (D)=Disposition**

Approved/Revised 10/30/07
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<tr>
<th>Date</th>
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</table>

*The instructor reserves the right to change dates when deemed necessary. When possible, students will be involved in the process.

Test Day: Wednesday  
Assignment Due Day: Monday  All assignments are due at the beginning of the class period.

References

Reference List  


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(K)=Knowledge (S)=Skill (D)=Disposition


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I = Interstate New Teacher Assessment and Support Consortium Standards (INTASC)
(K) = Knowledge (S) = Skill (D) = Disposition

*Approved/Revised 10/30/07*


Souto-Manning, Mariana. (2010).Family involvement:Challenges to consider, strengths to build on. Young Children 65(2) 82-88.


**Artifacts**

**Artifact 1**

**Teacher Interview**

**Artifact 2**

**Family Support And Resource Agency Project**

**Artifact 3**

**Family, School Partnership Resource Project**

**Standards**

**FL-FAMU-CF.3**

Values. The exemplary professional values the worth and dignity of every person. He/she works with colleagues in a professional manner and interacts with students, families and other stakeholders in a manner that reflects ethical and moral standards. The candidate shows respect for varied talents and perspectives and is committed to individual excellence. The candidate values the role of the students in promoting each other’s learning and recognizes the importance of peer relationships in establishing a climate for learning.

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FL-FAMU-CF.5
Professionalism. Exemplary professionals know the content and uses appropriate pedagogy to provide all students with the opportunity to learn. The exemplary professional is committed to professional growth and development. The candidate uses major concepts, principles, theories, and research related to development of children to construct learning opportunities that support students' development and acquisition of knowledge and motivation. The candidate displays effective verbal and nonverbal communication techniques to foster valuable interaction in the classroom.

FL-FAMU-CF.6
Urban/Rural Education. The exemplary professional is prepared to work in school settings with limited resources as well as settings that focus on rural/urban contexts with opportunities and challenges that these environments provide. Exemplary professionals have the ability to understand the plight of both rural and urban students and demonstrate a propensity to communicate with them and their parents.

Standards
FEAP.3
ACCOMPLISHED PRACTICE #3: Continuous Improvement
FEAP.6
ACCOMPLISHED PRACTICE #6: Ethics
FEAP.9
ACCOMPLISHED PRACTICE #9: Learning Environments
FEAP.11
ACCOMPLISHED PRACTICE #11: Role of the Teacher

National Association Standards
NAEYC.3
FAMILY AND COMMUNITY RELATIONSHIPS -- Programs prepare early childhood professionals who:

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