“When programs and initiatives focus on building respectful and trusting relationships among school staff, families and community members, they are more effective in creating and sustaining connections that support student achievement.” (Henderson & Mapp, 2002)

I. COURSE INTENT

The focus of this course is on understanding how families and communities are significant contexts for children’s development and school success (Weiss, Lopez, & Kreider, 2003). We will work to appreciate diversity within varied students’ home lives by building bridges of understanding between schools, families and communities. Through practicum experiences, readings, reflections, projects and class discussions, we will investigate and enact the role of the professional in supporting all diverse families and their children.

NOTE: To help us focus on course content, cell phones must be turned off and put away during class. Please do not use your cell phone during class unless instructed by the professor. If there is a special circumstance please see the professor prior to the start of class.

A. Course Outcomes

The purpose of this course is to provide you with an opportunity to:

1) analyze diversity within your family’s culture and other cultural groups, in order to understand and value other families’ funds of knowledge in your future classroom or CFS agency, (Family Cultural Memoir, Family-School-Community Partnership Goals)

2) develop cross-cultural competence by identifying and appreciating variations in families’ beliefs, traditions, and values, (Cultural Responsive Inquiry, Discussion Circles, Family-school Practicum, Essay Exams)

3) consider community resource organizations in order to understand diverse families’ needs, (Community Resource for CRI)

4) address the unique needs of learners, their families, and teachers, (Family-School practicum, Culturally Responsive Inquiry)

5) learn to listen and respect families and build competent partnerships with them through multiple forms of communications (i.e. Family Surveys & Newsletters, Family-school Practicum).
B. Early Learning Standards for NAEYC
In relation to learning standards developed by the National Association for the Education of Young Children, our class will examine the implications of these guidelines for our work with children across home, school and community settings.

C. Pennsylvania Department of Education Academic Standards for Early Childhood Education and Core Standards
In relation to the Pennsylvania Department of Education Learning Standards and Pennsylvania Core Standards for Early Childhood (2014) our class will examine the implications of these guidelines for our work with children across home, school and community settings.
http://www.pdesas.org/Standard/CommonCore

II. COURSE TEXTS and READINGS
A. Amatea, E.S. (2013). Building culturally responsive family-school relationships. (2nd ed.). Pearson Publishers. 9780132657051
C. Children’s picture books
D. Teaching Tolerance, teacher resource magazine http://www.tolerance.org/ (order week 2 of class online)

III. COURSE ORGANIZATION
Mondays & Wednesdays (and two Friday class meetings in lieu of Wednesdays)  10:30-11:30 a.m. and 10 practicum hours
10:30  Mondays – Mindfulness exercise & Weekly syllabus overview
Wednesdays - Introduce family and diversity resource, i.e., children’s book, video, technology site…
10:40  Explore weekly course readings & topic, Discussion Circles
11:10  Explore course projects – Weeks 6-10 Discuss Head Start insights
11:25  Mondays - Questions and answers
Wednesdays – Review of weekly course topic

You must have active Westminster College digital accounts and access to e-mail, D2L and related tools to fulfill course requirements. You are responsible for learning the required skills to succeed in a digital environment. Please seek help on the use of D2L, e-mail or technological tools necessary for this course from LIS Help Desk, McGill Library.

IV. CLASS LEARNING EXPERIENCES
Consider using several key course learning experiences to use as evidence for your Sophomore Portfolio, due after Spring break in early March. Your Head Start practicum and CRI project can add depth to your portfolio.
A. Attendance, Participation, and Professionalism – 30 points

- The success of this course strongly relies on student's attendance and active participation. Please punctually arrive to class and be prepared to discuss the scheduled topic of the day and participate in group activities. Ten points will be deducted for every class missed unless you have a valid reason of absence, which you explained in person or via email before missed class (e.g. documentation from medical or student services, athletic team game).
- Students will complete all required assignments, on time and in an honest and comprehensive fashion (See Academic Honesty Guidelines at end of syllabus). Every day an assignment is late, 5% of the project points will be deducted, unless an alternative plan has been discussed with the instructor ahead of time.
- Students will leave all personal “crises” at the door. Class discussions are reserved for topics related to course content.
- Professional behavior is always expected. Therefore, students will be respectful, honest and open with one another. Everyone’s participation and efforts will be welcomed, heard and valued. To practice professionalism required at your practicum, please do not use your cell phones during class times.
- Final grades will be affected by the discretion of the instructor regarding tenets of these class requirements.

PDE Learning Standards for Early Childhood Education

V. Professionalism – A. Demonstrate knowledge of and competence in fostering professionalism in school and community settings. C. Know about and uphold ethical standards and other professional guidelines, 1, 2 & 3. I. Use their knowledge and understanding about diversity, 2. K. Become effective communicators and collaborators, 2. L. Stay current on research and apply new strategies and techniques, 1.

Disability Services and Resources: If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the director of Disability Resource Services, Mrs. Faith Craig, Director of Disability Support Services, 209 Thompson-Clark Hall, 724-946-7192, within the first two weeks of the term.

B. Discussion Circles – 50 points

Course Texts
Talking about our course readings with others is one important way to think about and reflect on what you are learning while also hearing other interpretations. **Come prepared to actively participate in discussions every class session.**

Preparation for Discussion Circles
Bring to class evidence of your reactions, questions and concerns about each reading in response to my two Guiding Questions posted for each reading on D2L Content as well as adding your own insights. These notes will help you review for mid term and final essay exams and help you develop your Family-School-Community Partnership Goals for finals. I will randomly collect and evaluate these reading responses via D2L Discussions 5 times. 10 points each

PDE Learning Standards for Early Childhood Education

IV. Child Development - D. Know the following approaches, strategies, and tools used to promote development and learning, 5.
V. **Family and Community Collaboration Partnerships** -- C. Know and understand strategies to partner with families: 1, 4, 5 & 6.

C. **Family/School/Community Reflections – 35 points**

**Family/School/Community Diversity Memories** – Due week 2

Begin by reflecting on your own experiences in school, relating positive and/or negative ways your family may or may not have been involved with teachers and school activities.

Also explore the diversity you have/have not encountered in your family and community. Cite Amatea chapter 1 (i.e. Amatea, 2014, p. 9). Complete Edwards’ Demographic School Profile, p. 16, to help you examine your school’s diversity or lack of diversity.

Lastly consider the types of diversity experiences you feel you need to experience to prepare yourself for working with an array of diverse children in coming years. Writing mechanics, spelling and well-formulated paragraphs are required. 2 pages, font 11, double-spaced. 10 points

**Family/School Cultural Memoir** – Due week 4

Study your own culture by exploring various issues related to your own family and environment, educational experiences, extra-curricular activities, parent involvement, values, languages, religion, gender, sexual orientation, socio-economics, and/or disabilities. See Amatea p. 147.

Using a technology tool, prepare a visual story about your culture (Funds of Knowledge) to share in class using social media like Flickr, Tumblr, video, etc. Consider including photos, poems, songs, video clips, quotes, etc. to portray your story.

Take time to search for ways in which your family and culture experienced diversity or how you’ve pondered reaching out to experience diversity, in order to become a global citizen and future teacher/child and family professional. You will share your memoir in four minutes, so your choice of representation should be to the point. Use insights from course readings week 1-3. Creativity is encouraged! 25 points

PDE Learning Standards for Early Childhood Education

I. **Child Development** - B. Know and understanding multiple influences on development and learning, 2 & 5.

IV. **Family and Community Collaboration Partnerships** – C. Know family systems and roles of families in children’s development, 1, 4, 5 & 6.

C. **Professionalism** – E. Integrate knowledgeable, reflective and critical perspectives on early education, 3. F. Integrate knowledgeable, reflective and critical perspectives on early education, 1 & 2. I. Use their knowledge and understanding about diversity.

D. **Family-School Practicum**- 135 points, Due weeks 4, 6, 9 and 11

Classroom teachers, coaches, parent volunteers, even adoptive parents are required to obtain state and federal clearances. Obtain and submit your 4 clearances to the Education office by week 4. 25 points

You will attend a training session and then volunteer for 10 hours in a diverse preschool setting (Head Start) this semester over five weeks (Weeks 6-10). Optimal hours for HS = 8:00 am – 12:00 pm, T, Thu, F or 12:30 – 2:30 pm, M, T, W, Th, F.

Create an interactive Getting to Know You activity using a big book from OM 317 or OM 306 classroom libraries, designed to introduce yourself and help you get to know your children’s unique funds of knowledge. 10 points, due week 6
Develop a family survey and family newsletter with your CRI partner, based on your CRI topic, to share with your Head Start teacher and potentially your students’ families. 15 points each, due weeks 9 and 14.

Two reflections allow you to closely analyze your discoveries from learning alongside children and teachers at your practicum classroom. An outline of expectations will be provided. Lib Guide articles will help you understand more completely the potential in Head Start classrooms. 25 points for each reflection, weeks 9 & 11, 10 points for log sheet of hours, week 11. 10 points for teacher evaluation – sent by your Head Start teacher.

PDE Learning Standards for Early Childhood Education

I. Child Development - D. Know the following approaches, strategies, and tools used to promote development and learning, 5.

III. Observation, Documentation, and Assessment – C. Use informal and formal assessment strategies to evaluate and document performance, 1 & 2.

IV. Family and Community Collaboration Partnerships – A. Apply understanding of children and families diversity, 2 & 5.

B. Utilize their knowledge of community and its resources, 4 & 5. D. Know strategies for becoming cross-culturally competent, 1, 2, 3 & 4. E. Know and understand strategies to partner with families, 1, 2, 3, 5, 7 & 8.

V. Professionalism – A. Demonstrate knowledge of and competence in fostering professionalism in school and community settings. C. Know about and uphold ethical standards and other professional guidelines, 1, 2 & 3. D. Engage in continuous collaborative learning to inform practice, 1, 2, 4 & 6. E. Integrate knowledgeable, reflective and critical perspectives on early education, 1 & 2. F. Integrate knowledgeable, reflective and critical perspectives on early education, 1 & 2. I. Use their knowledge and understanding about diversity, 2. K. Become effective communicators and collaborators, 2. L. Stay current on research and apply new strategies and techniques.

E. Culturally Responsive Inquiry – 105 points, Due weeks 4, 6, 7, 11, 12 & 15

We have all grown up with cultural blinders (Allen, 2008). This project allows you to understand and find ways to support diverse children, as they cope with a family challenge, by creating a culturally responsive classroom and family exploration.

With a class partner choose a diversity or family stress/ challenge issue for your exploration that involves children and their families (Immigration for Mexican American families, Unequal job opportunities for African Americans, Substance abuse, Economic struggles, Social media influence on family time - Screenagers, Nontraditional families - gay and lesbian or grandparents, Racism, Military families…).

Part 1 – Teacher journal resources weeks 4+

CRI begins with teachers expanding their understanding of culturally responsive topics. Teaching Tolerance articles will be explored in class week 4-5. 2 TT articles due week 5 – 10 points. Lib Guide articles from other social science journals will be explored week 6 with Librarian Eloise Stevens. Study and analyze your CRI topic through the use of 3 journal articles. Due week 7 – 25 points. Also order Teaching Tolerance journal in class and bring your copy to class on week 7, 10 points.

Part 2 – Community resources week 13

Partners will search their own and local community social service agencies to find resources that offer children and families support in the midst of a difficult time. For example Food Insecurity issues can be lessened through School Backpack Food Programs, Meals on Wheels…
Visiting the agency will help you understand the nature of support available. Make a padlet with a one minute video or Splice to help our class grasp the nature and purpose of this agency. Make sure you show highlights of you interacting with agency director, facilities…  15 points

Part 3 - Children’s picture books week 13
Each partner needs to find 4 multicultural children’s books (preschool – 4th grade) that support this exploration. These books will be central to your lesson plans. Start by searching through McGill Children’s library and OM Rooms 306 and 317. 15 points

Part 4 - Lesson plan or Family Involvement with Technology week 14
One partner will create a lesson plan that centers around one of your children’s book (ECE major). The other partner will develop a home-school project that includes technology in order to involve families in this culturally responsive inquiry (CFS major). A classroom newsletter developed by the partners will also invite parents to join this inquiry. Present your lesson and family project to our class on week 15. Lesson plan or home-school project, 40 points. Collaborative presentation to class, 10 points.

PDE Learning Standards for Early Childhood Education
I. Child Development - D. Know the following approaches, strategies, and tools used to promote development and learning, 5.

IV. Family and Community Collaboration Partnerships – A. Apply understanding of children and families diversity, 2 & 5. B. Utilize their knowledge of community and its resources, 1, 2, 3, 4 & 5. C. Know family systems and roles of families in children’s development, 1, 4, 5 & 6. D. Know strategies for becoming cross-culturally competent, 1, 2, 3 & 4. E. Know and understand strategies to partner with families, 1, 2, 3. F. Articulate strategies that link families to community resources, 1, 2, 3 & 4.

V. Professionalism – A. Demonstrate knowledge of and competence in fostering professionalism in school and community settings. C. Know about and uphold ethical standards and other professional guidelines, 1, 2 & 3. F. Integrate knowledgeable, reflective and critical perspectives on early education, 1 & 2. I. Use their knowledge and understanding about diversity, 2. K. Become effective communicators and collaborators, 2.

F. Mid term and Final Essay Exams and Family/school/community Partnership Goals – Weeks 5 and 12, 75 points

Essay Exams - Students will respond to ten short answer and essay questions based on overarching course goals, experiences and readings, thereby demonstrating an understanding of family, school and community partnerships. These 2 short exams will help you prepare for your upcoming Pearson/PECT exam, Module 1, completed after ECE block. 30 points each

Family-school-community Partnership Goals - At finals students will use multimedia tools (art, video and/or music) to depict their vision for their classroom or C & F agency. Think creatively. Students will also write a one page reflection explaining their family partnership goals for working in a classroom or child and family agency. Cite 5 chapters or articles from our semester readings and 2 of your own Lib Guide articles to support your goals (i.e., Amatea, 9, 2013). Week 16, 15 points

PDE Learning Standards for Early Childhood Education
III. **Observation, Documentation, and Assessment** – C. Use informal and formal assessment strategies to evaluate and document performance, 1 & 2.

IV. **Family and Community Collaboration Partnerships** – C. Know family systems and roles of families in children’s development, 1, 4, 5 & 6. D. Know strategies for becoming cross-culturally competent, 1, 2, 3 & 4. E. Know and understand strategies to partner with families, 1, 2, 3, 5, 7 & 8. F. Articulate strategies that link families to community resources, 1, 2, 3 & 4.

IV. **Professionalism** – F. Integrate knowledgeable, reflective and critical perspectives on early education, 1 & 2. I. Use their knowledge and understanding about diversity, 2. L. Stay current on research and apply new strategies and techniques, 1.

V. **TENTATIVE COURSE SCHEDULE**

<table>
<thead>
<tr>
<th>Date &amp; Topic</th>
<th>Readings to be Completed before Class</th>
<th>Class Learning Experiences &amp; Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/17 &amp; 1/19</td>
<td>WED 1/17- Introduction to course PDE Clearances, NAEYC Standards, D2L Introduction</td>
<td>Start Family/School/Community Diversity memories</td>
</tr>
<tr>
<td>Week 1</td>
<td>FRI 1/19 – Gorski 2013, Edwards 1 &amp; Preface Children’s Library OM 317 and Room 306</td>
<td>Start PDE clearances for Head Start</td>
</tr>
<tr>
<td>Course Introduction &amp; Connecting with Families</td>
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<tr>
<td>1/22 &amp; 1/24</td>
<td>MON 1/22 – Amatea 1 &amp; Pumpian 2013 Share FSC Diversity Memories</td>
<td>Due FSC Diversity Memories</td>
</tr>
<tr>
<td>Week 2</td>
<td>WED 1/24 – Amatea 4 Order Teaching Tolerance magazine for CRI project, bring laptop to class</td>
<td>Start Family-School Cultural Memoir with Amatea 147 &amp; 229+</td>
</tr>
<tr>
<td>Building on Family Strengths &amp; Funds of Knowledge</td>
<td></td>
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<tr>
<td>1/29 &amp; 3/31</td>
<td>MON 1/29 – Amatea 2 (p. 24-45) &amp; Klassen Endrizzi 2004 Student schedules for 10 hour practicum during weeks 6-10</td>
<td>Start Head Start practicum project</td>
</tr>
<tr>
<td>Week 3</td>
<td>WED 1/31 - Present FS Cultural Memoirs to ½ class Bring laptops to class How can teachers identify and build on unique cultural resources? Tie to course readings</td>
<td>Due FS Cultural Memoir</td>
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<tr>
<td>Changing Paradigms of Family-School Relationships</td>
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<tr>
<td>2/5 &amp; 2/7</td>
<td>MON 2/5 – Head Start Handbook, Vinci 2012 Introduce HS big book activity Student of the Week activities Sophomore portfolios</td>
<td>Discuss Essay Exam topics</td>
</tr>
<tr>
<td>Week 4</td>
<td>WED 2/7 – Amatea 5 Introduce topics and children’s books for Cultural Responsive Inquiry (Amatea p. 85 &amp; 128) Teaching Tolerance articles</td>
<td>Due PDE Clearance</td>
</tr>
<tr>
<td>Understanding Family Stress &amp; Challenges</td>
<td></td>
<td>Start Cultural Responsive Inquiry Part 1 journal article reviews</td>
</tr>
<tr>
<td>2/12 &amp; 2/14</td>
<td>MON 2/12 - WC Head Start Handbook Practicum training: Joanna Cappabianco, LCCAP</td>
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<tr>
<td>Date &amp; Topic</td>
<td>Reading/Projects</td>
<td>Class Learning Experiences and Due Dates</td>
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</tbody>
</table>
| Appreciating Head Start families | Head Start Volunteer Coordinator  
WED 2/14 – Liebtag 2013, Teaching Tolerance 2011, Edwards 2  
Submit Teaching Tolerance articles for Culturally Responsive Inquiry topics with partner  
Course evaluation – Strengths and suggestions | Essay Exam  
Due 2 TT articles with CRI topics |
| Date & Topic       | Reading/Projects                                                                 | Class Learning Experiences and Due Dates                      |
| 2/19 & 2/23 Week 6 | Appreciating the Arts  
MON 2/19 – Bakithi Kumalo, bass player  
YouTube video clips & Website - [https://www.bkumalobass.com/](https://www.bkumalobass.com/)  
Attend Bakithi Kumalo, Graceland viewing & discussion, 7:00 pm, chapel  
NO CLASS WED. – Dr. CKE AARI Farrell  
FRI 2/23 – Lib Guides, Eloise Stevens, McGill Computer Lab  
Due Head Start Big Book activity  
Bring hard copy of TT journal articles |
| Date & Topic       | Reading/Projects                                                                 | Class Learning Experiences and Due Dates                      |
| 2/26 & 2/28 Week 7 | Appreciating Cultural, Social and Economic Diversity  
MON 2/26 – Amatea 6 & Edwards 6  
Discuss Head Start reflections  
TUES 2/27 – Attend children’s author, Lindsey Barrett George, Mueller Theatre, 12:30 pm  
WED 2/28 – Amatea 9 (p. 234-245), Edwards 7 & Keys 2014  
Family Survey for Head Start | Week 2 Head Start  
Share big book  
Due Teaching Tolerance Journal subscription  
Due CR Inquiry Part 1 - Journal critique |
| Date & Topic       | Reading/Projects                                                                 | Class Learning Experiences and Due Dates                      |
| 3/5 – 3/9          | SPRING                                                                           |                                                                  |
| Date & Topic       | Reading/Projects                                                                 | Class Learning Experiences and Due Dates                      |
| 3/12 & 3/14 Week 8 | Exploring Community Resources for Families  
MON 3/12 – Amatea 7  
Discuss Community resources  
Share Head Start insights  
Week 3 Head |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date(s)</th>
<th>Topic</th>
<th>Activities</th>
</tr>
</thead>
</table>
| 9    | 3/19 & 3/21 | Supporting Families in Crisis | Watch Szackas & Phillian 2013 URAC ppt FSC Goals for Finals  
Evaluate children’s books at HS |
Start Family Newsletters  
Share Head Start insights  
WED 3/28 – Amatea 8 (p. 201-210) & Caspe and Lopez 2014  
Create CRI Interview Questions  
Attend LCCAP Art Show, Head Start, TBA, March 29, 2017 last year, 5:00 – 6:30 pm |
| 11   | 4/3 & 4/4 | Exploring Culturally Myths about Diverse Students | MON 4/3 EASTER BREAK  
Hunt for CRI Children’s Books  
TUES 4/3 NO CLASS, practicum day to allow for Tuesday practicum hours  
4/4 - Rich Milner video & ppt 2017, NAEYC Standards  
Lesson plans for CRI |
Watch Hvizdos & Ishman 2016 URAC ppt  
WED 4/11 – Edwards 3 Essay Exam |
| 13   | 4/16 & 4/18 | Highlighting Community Resources for Families | MON 4/16 - Present Community Resource padlet and video to ½ class  
Bring laptop to class  
WED 4/18 URAC  
Attend 3 education, psychology and sociology sessions  
Sign up to write one thank you note  
Due CRI Part 2 - Community Resource padlet and video  
Due CRI Part 3 - Children’s Books with 2 Book |
Evaluations

4/23 & 4/25 Week 14
Revisiting Tenants of Culturally Responsive Teaching
MON 4/23 – Columbo 2005 & Knowledge Loom 2008
Discuss FSC Partnership Goals for Finals
WED 4/25 - NO CLASS, Meet Dr. CKE with CRI partner to review lesson plans & plan presentation
20 min, 10:00 – 1:00 pm
Due Family Newsletter with Community Resource & Children’s Books

4/30 & 5/2 Week 15
Sharing Classroom and Community Insights with Families
MON 4/30 – Present CR Inquiry
25 minute overview and lesson – 2 groups
WED 5/2 – Present CR Inquiry – 4 groups
25 minute overview and lesson
Due CRI Part 4 – Lesson plan

5/7 – 5/10 Week 16
Sharing our Broader Perspectives for Diverse Students, Families and Communities
MON 5/7 FINALS
Present to class through Gallery Walk
Due Family/School Community Goals

VI. Academic Integrity
Central to the purpose and pursuit of any academic community is academic integrity. All members of the Westminster community, including students, faculty, staff, and administrators, are expected to maintain the highest standards of honesty and integrity, in keeping with the philosophy and mission of the College.

VII. Grading
For our primary learning experiences, you will receive an evaluation rubric for response and grading of your work. To determine your course grade, points earned for course experiences will be considered as well as your professional behavior. All projects are due during class on the day stated on the syllabus. Grading of late projects will result in a 5% deduction per day.

A = Outstanding quality and quantity, B = Good quality, C = Satisfactory quality, D = Passing but inferior...

Grading Scale: 435 possible points
A = 93 to 100% of all possible points, A- = 90 to 92.99%, B+ = 87 to 89.99%, B = 83 to 86.99%, B- = 80 to 82.99%, C+ = 77 to 79.99%, C = 73 to 76.99%, C- = 70 to 72.99%, etc.

<table>
<thead>
<tr>
<th>Learning Experiences</th>
<th>Due dates</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance, Participation and Professionalism</td>
<td>Every class session including practicum</td>
<td>30 – Participation</td>
</tr>
</tbody>
</table>
### Discussion Circles

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>School/Diversity Memories</td>
<td>Week 2</td>
<td>10</td>
</tr>
<tr>
<td>Family/School Cultural Memoir</td>
<td>Week 3</td>
<td>25</td>
</tr>
<tr>
<td><strong>Head Start Practicum</strong></td>
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<tr>
<td>PDE Clearances</td>
<td>Week 4</td>
<td>25</td>
</tr>
<tr>
<td>Practicum Introductory Activity</td>
<td>Week 6</td>
<td>10</td>
</tr>
<tr>
<td>Practicum Reflections</td>
<td>Weeks 9 and 11</td>
<td>50</td>
</tr>
<tr>
<td>Family survey or Family newsletter with CRI partner</td>
<td>Weeks 9 or 14</td>
<td>15</td>
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<tr>
<td>Log of weekly interactions</td>
<td>Week 11</td>
<td>10</td>
</tr>
<tr>
<td>Teacher Evaluation</td>
<td>Week 12</td>
<td>10</td>
</tr>
<tr>
<td><strong>Culturally Responsive Instruction Inquiry</strong></td>
<td></td>
<td>125</td>
</tr>
<tr>
<td>Part 1 - Teaching Tolerance &amp; Lib Guide articles &amp; Journal critique</td>
<td>week 5 &amp; 7</td>
<td>35</td>
</tr>
<tr>
<td>Subscription to Teaching Tolerance</td>
<td>week 7</td>
<td>10</td>
</tr>
<tr>
<td>Part 2 - Community Resource padlet</td>
<td>week 13</td>
<td>15</td>
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<tr>
<td>Part 3 - Children’s picture books</td>
<td>week 13</td>
<td>15</td>
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<tr>
<td>Part 4 - Lesson Plan or Family Project Presentations to class</td>
<td>week 14</td>
<td>40</td>
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<tr>
<td></td>
<td>week 15</td>
<td>10</td>
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<tr>
<td><strong>Essay Exams</strong></td>
<td></td>
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<tr>
<td>Family-school- community Partnership Goals</td>
<td>Weeks 5 and 12</td>
<td>60</td>
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<td></td>
<td>Week 16</td>
<td>15</td>
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**TOTAL**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Essay exams, Discussion Circles, Presentations, Comparative Cultural Memoirs</td>
<td>445 possible points</td>
</tr>
</tbody>
</table>

Our School of Education takes pride in fostering a diverse and inclusive environment for students, faculty and staff. Acts of intolerance, discrimination or harassment, due to age, ancestry, color, disability, gender, gender identity, national origin, race, religious belief, sexual orientation, or veteran status are not tolerated and will be reported.

### VIII. PDE Educational Program Guidelines for Teacher Candidates

<table>
<thead>
<tr>
<th>Charlotte Danielson’s Domains for Teaching</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domain #1: Planning and Preparation</td>
<td>Essay exams, Discussion Circles, Presentations, Comparative Cultural Memoirs</td>
</tr>
<tr>
<td>Domain #2 &amp; 3: The Classroom Environment</td>
<td>Family-School Practicum, Practicum</td>
</tr>
</tbody>
</table>
The primary outcomes of this course are based on the Educational Program Guidelines for Teacher Candidates, Standards VI and V set by the Pennsylvania Department of Education (PDE). Students will be able to gain skills, knowledge and understanding in the areas listed below.

IV. Family and Community Collaboration Partnerships

Candidates must apply their understanding of children and families diversity to:

A. Early childhood education candidates must know family systems and the role of families in children’s development
   1. The central role that families play in the development of children with and without disabilities.
   2. The impact of children with disabilities on family systems.
   3. The concerns of families of individuals with exceptional learning needs and strategies to help address these concerns.
   4. The legal rights of families within the general role and special education process.
   5. Knowledge of laws relating to family and student confidentiality.
   6. Knowledge of the roles of individuals with exceptional learning needs, families, schools, agency and community personnel.

B. Early childhood candidates must know strategies for becoming cross-culturally competent including:
   1. Knowledge of variations in beliefs, traditions, and values related to children and learning across and within cultures including child rearing practices, parent-child interaction styles and discipline.
   2. Describing the impact of poverty on family systems and children’s development.
   3. Articulating the potential impact of differences in values, languages, socioeconomics and customs that can exist between the home and school.
   4. Identifying the impact of culture on one’s own beliefs, values and behaviors.

C. Candidates must know and understand strategies to partner with families including:
   1. Maintaining respectful, ongoing, meaningful communication with family members that develops and sustains partnerships with families.
   2. Identifying and addressing family information, communication and collaboration needs.
   3. Conferencing with families.
   4. Involving families in the policy decisions of a program.
   5. Providing families with meaningful opportunities to be involved throughout their child’s education.
   7. Strategies for keeping families informed of children’s progress.
   8. Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school and agency personnel, and community members.
D. Candidates will articulate strategies that link families to community resources including:
1. Determining family strengths, concerns, needs, and priorities.
2. Providing information about community resources, parenting education, and child
development to families.
3. Gaining knowledge of community resources useful to families of children with and without
disabilities and strategies for linking families to these resources.
4. Working with linguistic and cultural interpreters for culturally and linguistically diverse families.

V. Professionalism

Candidates must understand the value of and strategies for creating a community of learners. They will be able to:

A. Establish and maintain a positive social context for learning;
B. Set developmentally, culturally, linguistically and individually appropriate expectations for children;
C. Relate to, communicate with, develop and sustain partnerships with families;
D. Develop and foster understanding of values that underpin procedures, rules and expectations;
F. Respond to children’s cultural context for understanding their actions and intentions;
G. Individualize behavior support including the use of prompting, environmental arrangements,
scheduling, visual supports, involving families and outside resources;
N. Give attention to equitable learning opportunities for students;
Q. Use appropriate interactions between teacher and students and among students;
R. Apply developmentally appropriate motivational strategies;
S. Use a range of assessments of classroom environment
T. Link classroom materials to standards.

IX. ACADEMIC HONESTY GUIDELINES

Derived from Baldwin-Wallace Department of Psychology
Academic Honesty Guidelines and the “Social Science Guide to
Plagiarism and Referencing: What Every Student Should Know
About Plagiarism and Referencing”, prepared by social science
departments at the University of Maine.

Academic dishonesty can be defined as, but not limited to the following:
• Claiming someone else’s work as our own.
• Turning in a paper for which someone else did the original research and writing.
• Quoting from another person without acknowledging that you re-quoting and without
  giving the source for the quotation.
• Plagiarism: using someone else’s written or recorded works exactly, or paraphrasing them
  (rewording them yourself) without identifying the source from which they came
• ** Plagiarism does not necessarily imply intent; it is the act itself which defines plagiarism.
  In other words, ignorance or sloppiness is not an excuse for plagiarism. Plagiarism is a form
  of theft (taking of ideas) or fraud (misrepresentation).
** Footnotes, references, and citations are ways of recognizing the contributions of the authors of the source documents you are using to compile your paper. Students should not be afraid that there is a negative connotation associated with reliance on footnotes or citations. To the contrary, you would avoid pretending that you do not draw heavily on the thoughts ideas or knowledge of others. The rule is to give credit where credit is due.

** Direct quotations – When you repeat/copy a passage or statement, word for word, you must include the quotation marks, the relevant page number (s), and the citation for the passage.

** Paraphrasing – When you restate a passage, keeping the essence or central idea of the original passage intact but altering its form or substituting other works, you should directly cite the original source (e.g., According to Skinner (1965)…).

** Idea – When you use ideas fully or partially derived from an identifiable source or set of sources you must acknowledge the origin of those ideas.

** Rules about plagiarism pertain to all work, not just papers. This includes debates, group project assignments, oral reports, homework assignments, etc., even though the rules and forms for citation may not be as stringent.

** Secondary sources - When another author is cited within the text you used, you need to include a reference to where you found the quote. For example, if you were citing B.F. Skinner out of an introductory psychology text, you would cite the psychology text.

** Citations or references should provide clear, accurate, and complete information as to the origin of the source. In general, students in education courses should use the citation format contained in the most recent edition of the *Publication Manual of the American Psychological Association*.

- Copying from another students’ paper or otherwise communicating with him/her during an examination.
- Allowing another student to copy from your exam paper.
- Having another student take an exam under your name, or doing likewise for him/her.
- Copying notes secretly brought into an exam.
- Copying another student’s homework, take home test, or allowing another student to copy yours
- Securing a copy of an examination when other students who take it do not have, or are not allowed access to it. NO copies of examinations are to be taken from the classroom at any time UNLESS permission is given by the course instructor.
- Claiming for someone else what is, in fact, your own.
- Signing the name of an academic advisor or any faculty member or administrator to an official form or document.

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**Reading Strategies**

- Predict
- Visualize
- Connect
- Question
- Clarify
- Evaluate