“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 books – Borrow multicultural picture and chapter books from Old Main 306 and 317
D. Teaching Tolerance, teacher resource magazine  http://www.tolerance.org/ (order week 2 of class online)

III. COURSE ORGANIZATION
Mondays & Wednesdays  10:30-11:30 a.m. and 14 practicum hours
10:30  Mondays – Mindfulness exercise/ Flip the Switch & Weekly syllabus overview (student led)
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
Please use several course learning experiences as evidence for your Sophomore Portfolio, due after Spring break in mid 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).

- Spend 15 minutes outside of class each week reviewing D2L posts to help you stay on track with assignments.
- 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.
- If you encounter a personal crisis, please come 10 minutes early to class to talk with Dr. Klassen Endrizzi. 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, avoid using your cell phone 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 – 40 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**

Get a 30+ page notebook to take notes during class and also take notes on course readings. Bring to class evidence of your reactions, questions and concerns about each reading in response to my two- three Guiding Questions posted for each reading on D2L Content. Also share your own insights. These notes will help you review for midterm and final essay exams and help you develop your Family-School-Community Partnership Goals for finals. I will randomly collect and evaluate these notebooks 4 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. Make sure OM 307 Smart classroom can show your social media.
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 5. 25 points

School setting 1 – HEAD START in New Castle, Neshannock, New Wilmington...
You will attend a training session and then volunteer for 14 hours in a diverse preschool setting (Head Start) this semester over seven weeks (Weeks 6-12, October 1 – November 16). Optimal hours for HS = 8:00 am – 12:00 pm on T, Thu, F or 12:30 – 2:30 pm on M, T, W, Th, F.

Children’s Book Lesson plan
With a classmate create an interactive read aloud lesson plan, designed to help you get to know your children’s unique funds of knowledge. Choose a multicultural preschool book approved by your
teacher. Make the book come alive by using art, music, drama to involve children in the reading experience. Also think about wearing a simple costume to enact a character in the book. You will invite children to draw a response about themselves based on book topic, to display on a poster board in your classroom. 20 points, due week 6

**Family Survey and Newsletter**
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. Survey 10 points, due week 9, Family newsletter 15 points, due week 12

**Reflections on Discoveries**
Two reflections allow you to closely analyze your learning discoveries 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 & 12, 10 points for log sheet of hours, week 11. 10 points for teacher evaluation – sent by your Head Start teacher.

**School setting 1 – Sharpsville Elementary for Family Book Club**
Our class will visit Ms. Toney’s 3rd grade classroom 2 times to support their Family Book Club, focused on the chapter book *Stone Fox* and picture books *Encounter and Thunder Boy*. Partners will either develop questions for the picture books or create a family survey to help us understand these 3rd grade families more completely. Weeks 7 and 14. 10 points for book questions or family survey.

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**PDE Learning Standards for Early Childhood Education**

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


4. **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.

5. **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, 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. L. Stay current on research and apply new strategies and techniques.

6. **Culturally Responsive Inquiry** – 105 points, Due weeks 5, 8, 11, 13 & 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 families, Unequal job opportunities for people of color, Substance abuse, Economic struggles, Social media influence on family time - Screenagers, Nontraditional families – LGBTQ, 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 8 – 25 points. Also order Teaching Tolerance journal in class and bring your copy to class on week 15, 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 11
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. Due week 11, 15 points

Part 4 - Lesson plan or Family Involvement with Technology week 15
With your CRI partner, create a lesson plan that centers around one of your children’s book. Include a home-school technology project in order to involve families in this culturally responsive inquiry. CFS majors will focus on home-school technology projects. Present your lesson and family project to our class on week 15, 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 family partnership 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 2 chapters, 2 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

I. **Child Development** - E. Demonstrate understanding of early childhood PreK-4 education foundations, theory, and policy, 3.

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>9/3 &amp; 9/5</td>
<td><strong>Week 2</strong> Building on Family Strengths &amp; Funds of Knowledge</td>
<td>MON 9/3 – Amatea 1 &amp; Pumian 2013 Share FSC Diversity Memories WED 9/5 – Amatea 4 Order Teaching Tolerance magazine for CRI project, bring laptop to class Student schedules for 14 hour practicum during weeks 6-12</td>
</tr>
<tr>
<td>9/10 &amp; 9/12</td>
<td><strong>Week 3</strong> Changing Paradigms of Family-School Relationships</td>
<td>MON 9/10 – Amatea 2 (p. 24-45) &amp; Klassen Endrizzi 2004 Start reading Stone Fox, chapter book for Sharpsville visit, 10/8 WED 9/12 - Present FS Cultural Memoirs to ½ class Bring laptops to class How can teachers identify and build on unique</td>
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</table>
## Date & Topic

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading/Projects &amp; Due Dates</th>
<th>Class Learning Experiences and Due Dates</th>
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</thead>
<tbody>
<tr>
<td>9/17 &amp; 9/19 <strong>Week 4</strong></td>
<td><strong>Understanding Family Stress &amp; Challenges</strong>&lt;br&gt;MON 9/17 – Head Start Handbook, Vinci 2012&lt;br&gt;Introduce HS lesson plan with Multicultural book&lt;br&gt;Student of the Week activities&lt;br&gt;WED 9/19 – Amatea 5&lt;br&gt;Introduce topics and children’s books for Culturally Responsive Inquiry (Amatea p. 85 &amp; 128)&lt;br&gt;Teaching Tolerance articles&lt;br&gt;Complete Stone Fox chapter book</td>
<td><strong>Discuss Essay Exam topics</strong>&lt;br&gt;<strong>Start Cultural Responsive Inquiry Part 1 journal article reviews</strong></td>
</tr>
<tr>
<td>9/24 &amp; 9/26 <strong>Week 5</strong></td>
<td><strong>Appreciating Head Start families</strong>&lt;br&gt;MON 9/24 - WC Head Start Handbook Practicum training: Joanna Cappabianco, LCCAP Head Start Volunteer Coordinator&lt;br&gt;Might need to shift day, 10:30 am – 12:30 pm&lt;br&gt;WED 9/26 – Liebtag 2013, Teaching Tolerance 2011, Edwards 2&lt;br&gt;Submit Teaching Tolerance articles for Culturally Responsive Inquiry topics with partner&lt;br&gt;ESSAY EXAM</td>
<td><strong>Due PDE Clearances</strong>&lt;br&gt;<strong>Essay Exam</strong>&lt;br&gt;<strong>Due TT articles with CRI topics</strong></td>
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<tr>
<td>10/1 &amp; 10/3 <strong>Week 6</strong></td>
<td><strong>Family Book Clubs</strong>&lt;br&gt;MON 10/1 – Amatea 6 &amp; Day 2011, Family Book Clubs &amp; Picture books&lt;br&gt;Course evaluation – Strengths and suggestions&lt;br&gt;WED 10/3 – Lib Guides, Eloise Stevens, McGill Computer Lab&lt;br&gt;Social science Journals for CR Inquiry&lt;br&gt;Lib Guide – Wessels 2014</td>
<td><strong>DUE HS lesson plan</strong>&lt;br&gt;<strong>Start Head Start Practicum</strong>&lt;br&gt;<strong>Bring hard copy of TT journal articles</strong></td>
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<tr>
<td>10/8 &amp; 10/10 <strong>Week 7</strong></td>
<td><strong>Appreciating Cultural, Social and Economic Diversity</strong>&lt;br&gt;MON 10/8 - Visit to Sharpsville Ms. Toney 3rd grade for Family Book Clubs, 10:00 am – 1:00 pm&lt;br&gt;WED 10/10 – Amatea 9 (p. 234-245), Edwards</td>
<td><strong>Due Questions</strong></td>
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<tr>
<td>Date</td>
<td>Week</td>
<td>Topic</td>
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</tbody>
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| 10/15 & 10/17 | Week 8 | Exploring Community Resources for Families | MON 10/15 – Amatea 7  
Discuss Community resources  
Share Head Start insights  
WED 10/17 - Klassen Endrizzi 2010, Family Message Journals  
Watch Szackas & Phillian 2013 URAC ppt  
FSC Goals for Finals | Due CR Inquiry Part 1 - Journal critique  
Start CR Inquiry Part 2 - Community Resources  
Week 3 Head Start  
Evaluate children’s books at HS |
| 10/22 & 10/24 | Week 9 | Supporting Families in Crisis              | MON 10/22 – Amatea 13 & Zan 2013  
Share Head Start insights  
WED 10/24 – Truesdell 2015 & Johnson Higgins 2002  
Watch Klobuchir & McMaster 2015 URAC ppt  
Evaluate Diverse Children’s Books  
Choose Community Resources for CRI | Due Head Start Reflection 1  
Week 4 Head Start  
Start CR Inquiry Part 3 – Children’s Books |
| 10/27 – 10/30 |       | FALL BREAK                                 |                                                                                                 |                                                  |
| 10/29 & 10/31 | Week 10 | Supporting Children’s Learning at Home and School | MON FALL BREAK  
WED 10/31 – Jensen 2006 & Edwards 4  
Start Family Newsletters  
Share Head Start insights | Week 5 Head Start  
Make-up Head Start  
Conduct CRI Interview  
Week 6 Head Start  
Discuss Essay Exam Topics |
| 11/5 & 11/7 | Week 11 | Exploring Culturally Myths about Diverse Students | MON 11/5 Amatea 8 (p. 201-210) & Caspe and Lopez 2014  
Create CRI Interview Questions  
11/7 - Rich Milner video & ppt 2017, NAEYC Standards  
Lesson plans for CRI | Make-up Head Start  
Start week  
Conduct CRI Interview  
Week 6 Head Start  
Discuss Essay Exam Topics |
<table>
<thead>
<tr>
<th>Date</th>
<th>Week/Activity</th>
<th>Topics</th>
<th>Due</th>
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<tbody>
<tr>
<td>11/19 &amp; 11/21</td>
<td><strong>Week 13</strong> Highlighting Community Resources for Families</td>
<td>MON 11/19 - Present Community Resource padlet and video to ½ class&lt;br&gt;Bring laptop to class&lt;br&gt;WED 11/21 THANKSGIVING BREAK</td>
<td>Due CRI Part 2 - Community Resource padlet and video</td>
</tr>
<tr>
<td>11/26 &amp; 11/28</td>
<td><strong>Week 14</strong> Revisiting Tenants of Culturally Responsive Teaching</td>
<td>MON 11/26 – Columbo 2005 &amp; Knowledge Loom 2008&lt;br&gt;Discuss FSC Partnership Goals for Finals&lt;br&gt;WED 11/28 - Visit Sharpsville, Ms. Toney, Family Book Clubs, 10:30 am – 1:00 pm&lt;br&gt;THURS or FRI - Conference with Dr. CKE to review lesson plans &amp; plan presentation, 15 min, 9:00 – 12:00 pm</td>
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<tr>
<td>12/3 &amp; 12/5</td>
<td><strong>Week 15</strong> Sharing Classroom and Community Insights with Families</td>
<td>MON 12/3 – Present CR Inquiry 25 minute overview and lesson – 2 groups&lt;br&gt;WED 12/5 – Present CR Inquiry – 2 groups 25 minute overview and lesson</td>
<td>Due CRI Part 4 – Lesson plan</td>
</tr>
<tr>
<td>12/10</td>
<td><strong>Week 16</strong> Sharing our Broader Perspectives for Diverse Students, Families and Communities</td>
<td>MON - THURS 12/10-13 FINALS Present to class through Gallery Walk</td>
<td>Due Family/School Community Goals</td>
</tr>
</tbody>
</table>
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>
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<tbody>
<tr>
<td>Attendance, Participation and Professionalism</td>
<td>Every class session including practicum</td>
<td>30 – Participation</td>
</tr>
<tr>
<td>Discussion Circles</td>
<td>Every class session</td>
<td>40 (10 points for 4 random evaluations)</td>
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<tr>
<td>School/Diversity Memories</td>
<td>Week 2</td>
<td>10</td>
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<tr>
<td>Family/School Cultural Memoir</td>
<td>Week 3</td>
<td>25</td>
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<tr>
<td>Head Start Practicum</td>
<td>Week 5</td>
<td>25</td>
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<tr>
<td>PDE Clearances</td>
<td>Week 6</td>
<td>15</td>
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<tr>
<td>Children’s Book Lesson plan</td>
<td>Weeks 9 and 12</td>
<td>50 (25 points each)</td>
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<tr>
<td>Practicum Reflections</td>
<td>Weeks 14</td>
<td>15</td>
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<tr>
<td>Family newsletter with CRI partner</td>
<td>Week 12</td>
<td>10</td>
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<tr>
<td>Log of weekly interactions</td>
<td>Week 12</td>
<td>10</td>
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<tr>
<td>Teacher Evaluation</td>
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<tr>
<td>Sharpsville Practicum</td>
<td>Week 7</td>
<td>10</td>
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<tr>
<td>Family Survey or Family Book Club Questions</td>
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<tr>
<td>Culturally Responsive Instruction Inquiry</td>
<td>week 5 &amp; 8</td>
<td>35</td>
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<tr>
<td>Part 1 - Teaching Tolerance &amp; Lib Guide articles &amp; Journal critique</td>
<td>week 13</td>
<td>15</td>
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<tr>
<td>Part 2 - Community Resource padlet</td>
<td>week 11</td>
<td>15</td>
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<tr>
<td>Part 3 - Children’s picture books</td>
<td>week 15</td>
<td>40</td>
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<tr>
<td>Part 4 - Lesson Plan or Family Project</td>
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</tbody>
</table>
**Presentation to class**  
*week 15*  
10

**Essay Exams**  
Family-school- community Partnership Goals  
*Weeks 5 and 12*  
*Week 16*  
60 (30 points each)  
15

**TOTAL**  
430 possible points

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*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 identify, 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</td>
</tr>
<tr>
<td>Domain #2 &amp; 3: The Classroom Environment and Instruction</td>
<td>Family-School Practicum, Practicum reflections, Lib Guides, Cultural Responsive Instruction</td>
</tr>
<tr>
<td>Domain #4: Professional Responsibilities</td>
<td>Essay Exams, Discussion Circles, Community resource project</td>
</tr>
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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.