ECED 504.001 Engaging Families of Diverse Young Learners (3:3:0)
Summer 2016 | Online, 5/16 – 8/06
Tuesdays, Thursdays, 4:30 – 7:10 pm, 5/17, 5/19, 5/24, 5/26, 5/31, 6/2, 6/07
Innovation 328

Professor: Colleen Vesely
Phone: 703-993-5346
Email: cvesely@gmu.edu
Office Location: Thompson 1200
Office Hours: By appointment

Course Description
Focuses on strategies for developing culturally appropriate family professional partnerships to benefit children, including children from diverse cultural and linguistic backgrounds and children with special needs. Explores theories and research supporting a family centered approach, including family and professional rights and responsibilities, especially in the special education process.

Nature of Course Delivery
This course utilizes a distributed learning format requiring timely and active participation of all students throughout the semester. Activities to support student achievement of the learner outcomes include instructor presentations, videos, student team presentations, collaborative student work in small groups in class and in on-line discussion groups, assigned readings, and projects leading to written products. Students engage in timely critical reflection and accountable talk related to the learning activities.

Learner Outcomes
This course is designed to enable students to do the following:
1. Describe the historical, philosophical, and sociological foundations underlying the role, development and organization of public education in the United States.
2. Discuss the legal status of teachers and students, including federal and state laws and regulations, school as an organization/culture, and contemporary issues in education.
3. Discuss theories and research supporting a family-centered approach to early childhood education.
4. Discuss the role of cultural context in attitudes, beliefs, values, and child rearing practices.
5. Analyze personal values, beliefs, and cultural biases that influence their work with families.
6. Describe underlying principles and ways to work with families that are both effective and enabling.
7. Identify strategies that support and assist families to identify their priorities, resources, and concerns for their children, including children with special needs.

8. Create tailored opportunities for collaborating with families in the ongoing education of children, including children from diverse cultural and linguistic backgrounds and children with special needs.
9. Utilize family systems theory to describe and understand family perspectives.
10. Identify specific components of IDEA that support family voices in the special education process.
11. Adopt a strengths-based problem solving perspective when analyzing dilemmas related to partnering with families.
12. Demonstrate understanding of the theories and techniques of family-centered intervention, including issues related to families from diverse backgrounds and multicultural education.

Professional Standards
This concentration complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC) and the National Association for the Education of Young Children.

Required Texts
Grant, K. B., & Ray, J. A. (2016). *Home, school, and community collaboration: Culturally responsive family engagement* (3rd ed.). Washington, DC: Sage. [white cover/ jacket]

Koralek, D. (2007). *Spotlight on young children and families.* Washington D.C.: National Association for the Education of Young Children.

Additional Course Readings (made available through Bb or paper copies in class)
*See list at the end of syllabus.

GMU Policies and Resources for Students
a. Students must adhere to the guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/the-mason-honor-code/].
b. Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/].
c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].
e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].
f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times.

Core Values Commitment
The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles [http://cehd.gmu.edu/values/].

For GSE Syllabi
For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].

Course Requirements
Note: The instructor reserves the right to make changes to the syllabus as needed. If changes are made, students will be notified of them in class or by their Mason e-mail address.

General Requirements
1. The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small-group activities, it is imperative that students keep up with the readings and participate in class and online.
2. Participation in class and/or online is important to students' learning; therefore, students are expected to make every effort to attend class sessions and/or complete online tasks within the designated timeframe. Absences, tardiness, leaving early, and not completing online tasks in the designated timeframe may negatively affect course grades. If, due to an emergency, students will not be in class, they must call the instructor and leave a message or send an email before class. The following policy is from the university course catalog:
    > Students are expected to attend the class periods of the courses for which they register. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation. Students who miss an exam with an acceptable excuse may be penalized according to the individual instructor's grading policy, as stated in the course syllabus.
3. In line with Mason's policy that students should not be penalized because of observances of their religious holidays, students shall be given an opportunity to make up, within a reasonable time, any academic assignment that is missed due to individual participation in religious observances. It is the student's responsibility to inform the instructor of any intended absences for religious observations in advance of the class that will be missed. Notice should be provided in writing as soon as possible.
4. During face-to-face and live online meetings, the use of cell phones, smart phones, and other communicative devices is not allowed in this class. Students may use laptops, tablets, or other electronic devices for taking notes or reading electronic copies of assignments.

Engaging in activities not related to the course (e.g., gaming, emailing, texting) may result in a reduction in the participation grade, loss of this privilege, or confiscation of the device for the remainder of the class period.

5. It is expected that assignments will be turned in on time. However, it is recognized that students occasionally have serious problems that prevent work completion. If such a dilemma arises, students should speak to the instructor prior to the assignment due date (when possible). If the student does not communicate with the instructor prior to the due date, a late penalty of about 5% will be applied.

6. *Mason is an Honor Code university; please see the Office for Academic Integrity for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when responsible for a task, students will perform that task. When students rely on someone else's work in an aspect of the performance of that task, they will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind), students will ask for guidance and clarification.*

Written Assignments
All formal written assignments will be evaluated for content <u>and</u> presentation. The American Psychological Association, Sixth Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If students are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, they should check the APA manual. Portions of the APA manual appear at the Style Manuals link on the Mason library web at http://infoguides.gmu.edu/content.php?pid=39979. Students may consult the Writing Center for additional writing support.

Students will do the following:
1. Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)
2. Develop points coherently, definitively, and thoroughly.
3. Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)
4. Use correct capitalization, punctuation, spelling, and grammar.
5. Type the paper with double spacing, indented paragraphs, 1-inch margins all around, and 12-point Times New Roman font.

Grading Criteria
A = 95-100   A- = 90-94   B+ = 87-89   B = 83-86   B- = 80-82   C = 70-79   F = < 70

Grading Policy
All CEHD undergraduate and graduate students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at http://catalog.gmu.edu. Those students enrolled in a CEHD Licensure Graduate Certificate program, however, must earn a B- or better in all licensure coursework. A degree-seeking graduate student will be dismissed after accumulating grades of F in two courses or 9 credits of unsatisfactory

grades (C or F) in graduate courses. A 3.0 grade point average is required for completion of the graduate degree.

TK20 Performance-Based Assessment Submission Requirement
Every student registered for any Early Childhood Education course <u>with a required performance-based assessment</u> is required to submit this assessment, *CAEP 7 Home Visit Project*, to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

Specific Course Assignments

Assignments	Due Dates	Points
Attendance & Participation	Ongoing	15
Spotlight Discussion	Ongoing	5
Discussion Board	6/21, 6/28, 7/12, 7/19	20
Online Family Resource	7/19	5
Home Visit Project	6/14, 7/12, 7/19, 7/26	25
Statement of Philosophy	8/2	20
Family Story Presentation	8/2	5
In-class Writing Assignment	6/7	5
TOTAL		100

Attendance and Participation (15 points)
Because active participation and engagement are imperative for optimal learning, preparation for and participation in in-class activities will be evaluated based on the following criteria:
- Students attend class, arrive on time, and stay for the entire class period.
- Students complete readings and prepare for class activities prior to class as is evidenced by their ability to discuss and write about the concepts presented and examined in the texts as well as participate fully in related activities.
- Students are actively involved in in-class and online learning experiences as is evidenced by (1) participating in all activities, (2) engaging in small and large group discussions, (3) using laptops and other electronic devices only to support discussion and learning and not for non-academic uses during class time, (4) completing written work related to the activities, and (5) supporting the participation and learning of classmates.

- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.

Note: To determine whether the campus is closed due to inclement weather, call 703-993-1000 or go to www.gmu.edu.

I. *Spotlight on Young Children and Families* Discussion (5 points)
Each student, along with two or three of their peers, will be responsible for leading a discussion about an assigned chapter from the *Spotlight on Young Children and Families* text. Students are expected to lead a discussion (you may NOT use PowerPoint and please do not just summarize the reading) and include one hands-on activity as part of the discussion. *A sign-up sheet will be provided on the first night of class.*

II. Discussion Board (20 points)
DUE: 6/21, 6/28, 7/12, 7/19 (5 points each)
Students will participate in an online discussion board in which questions will be posted 4 times throughout the semester by the instructor. Students are responsible for responding to these questions by midnight on the due date (6/21, 6/28, 7/12, 7/19). Ensure that you create a thread (**thread should be named with the student's name**) and provide at least one comment for one of the other threads in order to receive points.

*Expectations for discussion board responses: **Responses to questions must be a minimum of 400 words** in length, be thoughtful and relevant, and include original and/or critical thought. The point of the discussion board is NOT for students to simply provide a summary of the issues at hand; **rather, you are to think critically about the issue, form and state an opinion, and create a coherent argument to support your perspective**. Responses should consider the questions asked as well as students' thoughts on readings, especially: How do the readings relate to your own family experiences and/or the experiences of the families you work with each day? How do your cultural experiences influence your work with families? Keep these same expectations in mind for commenting on other students' posts. **Comments on other students' posts should be at least 200 words. Comments on others' posts must be posted within two days of the due of the original post (6/23, 6/30, 7/14, 7/21).**

III. Online Family Resource (5 points)
DUE: 7/19
Students will investigate, identify and share a resource (e.g. a family service, an individual or particular service provider, a handbook or other written material, a local event etc). That would be of great use to the family (or a similar family) with whom you chose for the Home Visitation Project. Students will search for appropriate resources, create, and upload to Blackboard a 1-page handout describing the resource with all relevant elements and contact information. On **July 19th** students will post their family resource in the discussion board. Students will include a 2-3 sentence description of the family resource and why they selected it.

IV. Home Visit Project (25 points)
This is the CAEP 7 Home Visit Project that shows evidence of meeting CEC and NAEYC Standards. This assignment must be submitted on Blackboard. See the assessment description and scoring rubric attached.

V. Applying Experiential, Empirical, and Theoretical Knowledge (20 points)
Statement of Philosophy for Working with Families and Communities: Students will use their experiences with the children and families in their setting, any community connections they have made, as well as course content including readings and discussion to create a **1-2-page (single-spaced) statement of their philosophy** for working with families and communities. This will include not only why they believe it is important to engage with families and communities as a teacher/ practitioner but also the ways they believe are most effective for doing this. They will include academic, both research- and theory-based, literature as well as concrete examples from the readings. It is expected that experiential, empirical, and theoretical (research- and theory-based from course readings) knowledge will be used in this paper. All course readings should be cited appropriately. **DUE: 7/19 (first draft due to critical writing partner), 7/26 (comments due to critical writing partner) & 8/2 (final draft)**

VI. Dissemination of New Knowledge Presentation (5 points)
Students will present in online format what they have learned as a story. Each student presentation should be done in an online format that is creative, and consider how they would like their own story to be told. The presentation should not sound like a clinical case presentation and should refrain from using basic powerpoint or prezi. Students will be graded on their creativity and how well they tell their family's story, and note what they learned in this visit. **These will be posted in a discussion board forum, and to earn all of the points for this assignment, students are required to review all the presentations and make at least one constructive comment for each of their peers. DUE: 8/2**

VII. In-class Writing Assignment (5 points)
During the last face-to-face class meeting (6/7) the second part class will be devoted to a graded, in-class writing assignment focused on working with families. Students will be given a question prompt to which they will have 60 minutes to respond. This assignment is meant to assess the following: (a) students' knowledge of families and (b) students' writing skills.

Course Schedule

Date	Topics	Readings and Assignments Due
UNIT 1: Research, Theories, and Tools for Understanding Diverse Families and Communities		
5/17 (F2F)	• Intro to Course • Defining family • Intro to Ecological Model and Family Systems Theory	Grant & Ray, pp. 32-46 *Choose One:* Stewart (2007) - *Who is kin?* Dreby & Adkins (2012)- *The strength of family ties: How US Migration shapes children's ideas of family* View: The Danger of a Single Story (posted in Bb)
5/19 (F2F)	• Contemporary Families: Demographics, Structures, and Functions	Spotlight on YC and Families, pp. 16-19 Turnbull, Ch. 3 (Family Functions) Casper & Bianchi (2002)- *Changing Families in a Changing Society* Listen: Taking a Closer Look at Grandparent Caregivers (posted in Bb)
	• Developmental Process of Parenting	Grant & Ray, pp. 61-76 Spotlight on YC and Families, pp. 38-43 Lareau (2008) – *Excerpts from 'Unequal Childhoods'* Bianchi, Robinson, & Milkie (2006) – *Parenting: How has it changed?*
5/24 (F2F)	• Family Diversity: Implicit Bias & Sociocultural Perspective	Spotlight on YC and Families, pp. 44-49 (presentation) State of the Science (2014)- Implicit Bias Review (Kirwan Institute) [pp. 12-21] State of Science (2013)- Implicit Bias Review (Kirwan Institute) [pp. 30-34] *Choose One:* Lea (2012). *Cultural reciprocity as a transformative journey in research and practice*. **OR** Graue & Hawkins (2010) – *"I always feel they don't know anything about us": Diverse families talk about their relations with school.* **OR** Wlazlinski, M.L., & Cummins, J. (2011). *Using family stories to foster parent and preservice teacher relationships*. View: Tricia Rose keynote on structural racism (posted in Bb)
5/26 (F2F)	• Family diversity: immigration, low-income families, single-parent families,	Grant & Ray, Ch. 5 & Ch. 6, 7, *or* 8 Spotlight on YC and Families, pp. 24-27 (presentation) Anderson (2003) – *The Diversity, Strength, and Challenges of Single-parent Households*
5/31 (F2F)	• Family diversity: families with children with disabilities, inclusion	Grant & Ray, Ch. 11 Spotlight on YC and Families, pp. 28-37 (presentation) Riojas-Cortez (2011)- *Culture, Play, and Family: Supporting Children on the Autism Spectrum* View: The Sibling Project (posted in Bb)

		Spotlight on YC and Families, pp. 4-11
	• Additional Family Theories & Tools for Understanding Diverse Families: Family Stress Theory, Family Resiliency Framework	Walsh (2003)- Family Resilience: Strengths Forged through Adversity Ingoldsby, Smith, & Miller (2004)- Exploring Family Theories (Ch. 6)

Unit 2: Partnering with and Engaging Diverse Families		
6/2 (F2F)	• Family Engagement	Grant & Ray, pp. 1-15 & 46-57 Grant & Ray, pp. 79-85 & Ch. 9 Spotlight on YC and Families, pp. 20-23 (presentation) Halgunseth et al (2009)- *Family engagement, diverse families, and early childhood education programs: An integrated review of the literature*
6/7 (F2F)	• Family Engagement	Grant & Ray, Ch. 10 Spotlight on YC and Families, pp. 12-15 (presentation) Vesely & Ginsberg (2011) – *Strategies and Practices for Working with Immigrant families in Early Education Programs*
6/14 (ONLINE)	• Family and Community Engagement	Grant & Ray, Ch. 12 or 13 Small (2006) – *Neighborhood Institutions as Resource Brokers: Child Care Centers Inter-organizational Ties and Resource Access among the Poor* View: Harlem Children's Zone- online videos (choose any three videos to watch http://www.hcz.org/about-us/video-faqs) **DUE: Memo 1**
6/21 (ONLINE)	• REFLECT Contemporary Families: Demographics, Structures, and Functions	Review: Turnbull, Ch. 3 (Family Functions) **DUE: Blog Post 1** **Feedback provided on Memo 1**
6/28 (ONLINE)	• REFLECT Family Diversity	Read: Vesely et al. (2013)- *Capitalizing on ECE: Low-income immigrant mothers' use of ECE to build human, social, and navigational capital* Gates (2008)- Diversity among Same-sex Couples and their Children Janice Fialka (http://www.danceofpartnership.com), read the following journal articles (scroll to the bottom): *The Dance of Partnership, Why do my Feet Hurt?*; *Working with Families: Rethinking Denial, Least Dangerous Assumption: Changing the Way We Think; A Word to Educational Professionals*" and "*Be Careful What You Wish For*. Also visit her son, Micah's website to learn about his quest to live in the college dorms, move to Syracuse, and become a policy intern (http://www.throughthesamedoor.com/)

		Review: State of the Science (2014)- Implicit Bias Review (Kirwan Institute) [pp. 12-21]
		State of Science (2013)- Implicit Bias Review (Kirwan Institute) [pp. 30-34]:
		The Danger of a Single Story
		DUE: Blog Post 2
		Home Visits
7/5 (ONLINE)	• REFLECT Family Diversity	**Home Visits**
7/12 (ONLINE)	• REFLECT Family Theories	Review: Readings and class notes on family theories
		DUE: Blog Post 3
		DUE: Memo 2
7/19 (ONLINE)	• REFLECT Family Engagement	Read:
		Lynch & Hanson, Ch. 2 & 3
		Moreno, Lewis-Menchaca & Rodriguez (2011) *Parental involvement in the home: Critical view through a multicultural lens*
		Berrera & Corso (2003)- *Skilled Dialogue- Foundational Concepts*
		DUE: Blog Post 4
		DUE: Online Family Resource
		DUE: Statement of Philosophy (draft 1 due to critical writing partner)
7/26 (ONLINE)	• Pulling it all together	**DUE: Home Visit Project Presentation**
		DUE: Return SOP draft to critical writing partner
8/2 (ONLINE)	• Pulling it all together	**DUE: Statement of Philosophy (final draft)**

* *indicates optional, additional reading*

Additional Course Readings

Anderson, C. (2003). The diversity, strength, and challenges of single-parent households. In F. Walsh (Ed.). *Normal family processes* (3rd ed.) (pp. 121-152). New York: The Guilford Press.

Anderson, W., Chitwood, S., Hayden, D., & Takemoto, C. (2008). *Negotiating the special education maze*. Bethesda, MD: Woodbine House.

Barrera, I., Corso, R. M., with Macpherson, D. (2003). Skilled dialogue foundational concepts. In *Skilled dialogue: Strategies for responding to cultural diversity in early childhood*, (pp. 41-51), Baltimore, MD: Paul H. Brookes.

Bianchi, S. M., Robinson, J. P., & Milkie, M. A. (2006). *Changing rhythms of American family life*. New York: Russell Sage. (selected chapters)

Bromer, J., & Henly, J. R. (2009). The work-family support roles of child care providers across settings. *Early Childhood Research Quarterly, 24,* 271-288.

Capps, R., Fix, M., Murray, J., Ost, J., Passel, J. S., & Herwantoro, S. (2004). The new demography of America's schools. Washington, DC: Urban Institute.

Casper, L. M., & Bianchi, S. M. (2002). *Continuity and change in the American family* Thousand Oaks: Sage. (selected chapters)

Dreby, J., & Adkins, T. (2012). The strength of family ties: How US migration shapes children's ideas of family. *Childhood, 19*(2), 169-187.

Fuligni, A. J., & Fuligni, A. S. (2007). Immigrant families and the educational development of their children. In J. E. Lansford, K. Deater-Deckard, & M. H. Bornstein (Eds.). *Immigrant families in contemporary society* (pp. 231-249). New York: Guilford.

Garcia Coll, C. et al. (1996). An integrative model for the study of developmental competencies in minority children. *Child Development, 67*, 1891-1914.

Gates, G. (2008). Diversity among same sex couples and their children. In S. Coontz, M. Parson, & G. Raley (Eds.). *American families: A multicultural reader* (2nd ed.) (pp. 394-399). New York: Routledge.

Graue, & Hawkins (2010). "I always feel they don't know anything about us": Diverse families talk about their relations with school. In M. Miller-Marsh & T. Turner-Vorbeck (Eds.), *(Mis)understanding families: Learning from real families in our schools*. (pp. 109-125). New York: Teachers College Press.

Halgunseth, L. C. (2009). Family engagement, diverse families, and early childhood education programs: An integrated review of the literature. *Young Children*, 56-58.

Ingoldsby, B. B., Smith, S. R., & Miller, J. E. (2004). Exploring family theories. Los Angeles: Roxbury. (selected chapters)

Lareau, A. (2008). Excerpts from *Unequal Childhoods*. In S. Coontz, M. Parson, & G. Raley (Eds.). *American families: A multicultural reader* (2nd ed.) (pp. 400-417). New York: Routledge.

Lea, D. (2012). Cultural reciprocity as a transformative journey in research and practice. In M. Kalyanpur & B. Harry. *Cultural reciprocity in special education: Building Family-professional relationships* (pp. 119-136). Baltimore: Paul H. Brookes.

Lynch, E. W., & Hanson, M .J. (2011). *Developing cross-cultural competence* (4th ed.). Baltimore: Brooks Publishing. (selected chapters)

Moore, K. A., Redd, Zakia, Burkhauser, M., Mbwana, K., & Collins, A. (2009). Children in poverty: Trends, consequences, and policy options. Washington, DC: Child Trends.

Moreno, R. P., Lewis-Menchaca, K., & Rodriguez, J. (2011). Parental involvement in the home: A critical view through a multicultural lens. In E. M. Olivos, O. Jimenez-

Castellanos, & A. M. Ochoa (Eds.), *Bicultural parent engagement* (pp. 39-57). New York: Teachers College Press.

Peters, J. F. (1999). Redefining Western families. *Marriage & Family Review, 28,* 55-66.

Riojas-Cortez, M. 2011. Culture, Play, and Family: Supporting Children on the Autism Spectrum. *Young Children* 66 (5): 94–99.

Roy, K. M. (2004). Three-block fathers: Spatial perceptions and kin-work in low-income African American neighborhoods. *Social Problems, 51*(4), 528-548.

Sanders, K. E., Deihl, A., & Kyler, A. (2007). DAP in the 'hood: Perceptions of child care practices by African American child care directors caring for children of color. *Early Childhood Research Quarterly, 22,* 394- 406.

Small, M. L. (2006). Neighborhood institutions as resource brokers: Child care centers, interorganizational ties, and resource access among the poor. *Social Problems, 53*(2), 274-292.

Stewart, P. (2007). Who is kin? Family definition and African American families. *Journal of Human Behavior in the Social Environment, 15,* 163-181.

Turnbull, A., Turnbull, R., Erwin, E., & Soodak, L. (2011). *Families, professionals, and exceptionality: Positive outcomes through partnerships and trust* (6th ed.). Columbus, OH: Prentice Hall. ISBN: 9780137070480

Vesely, C. K., & Ginsberg, M. R. (2011). Strategies and practices for working with immigrant families in early education programs. *Young Children,* 84-89.

Walsh, F. (2003). *Normal family processes* (3rd ed.) (chapters 1, 15). New York: The Guilford Press. (selected chapters)

Webb, F. J. (2005). The demographics of families. In V. L. Bengston, A.C. Adcock, K. R. Allen, P. Dilworth Anderson, & D. M. Klein (Eds.). *Sourcebook of family theory and research* (pp. 101-102). Thousand Oaks: Sage.

Weigel, D. J. (2008). The concept of family: An analysis of laypeople's views of family. *Journal of Family Issues, 29,* 1426.

Weiss, Lopez, & Rosenberg (2010). *Beyond random acts: Family, school, and community engagement as an integral part of education reform.* Cambridge, MA: Harvard Family Research Project.

Weisner, T. S. (2002). Ecocultural understanding of children's developmental pathways/ *Human Development, 45,* 275-281.

White, J. M., & Klein, D. M. (2002). *Family theories* (2nd ed.). Thousand Oaks: Sage. (selected chapters)

Wlazlinski, M. L., & Cummins, J. (2011). Using family stories to foster parent and preservice teacher relationships. In E. M. Olivos, O. Jimenez-Castellanos, & A. M. Ochoa (Eds.), *Bicultural parent engagement* (pp. 39-57). New York: Teachers College Press.

Early Childhood Education
CAEP Assessment 7
Families
Home Visit Project

Early Childhood Education CAEP Assessment 7 is the Home Visit and is in ECED 404/504 Engaging Families of Diverse Young Learners. This assessment shows evidence of meeting CEC Standard 6.3 and NAEYC Standard Elements 2a and 2b.

CEC Standard Assessed

<u>CEC 6.3</u> *Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.*

NAEYC Standard Elements Assessed

<u>NAEYC 2a</u> *Knowing about and understanding diverse family and community characteristics*
<u>NAEYC 2b</u> *Supporting and engaging families and community through respectful, reciprocal relationships*

Assessment Overview

In this assessment, candidates will engage in a Home Visit Project to develop understanding and experience for working with linguistically and culturally diverse families and young children having special needs. They will do the following:
- Select a family whose socio-cultural context is different from their own. In particular, they will select a family who is in some way *marginalized* by U.S. society based on the following: race, ethnicity, immigrant status, family structure, socioeconomic status, sexuality, child or parent's ability status, or religion, and whose perspective on early childhood education and parenting is likely to be different.
- Develop a Home Visit Questionnaire to assist in engaging with the family member(s) in his/her/their home or home-like setting of the family member's choice.
- Informally interview the parents or guardians to develop a respectful relationship. Candidates will aim to learn as much as possible through meaningful exchanges, and will challenge themselves to understand families' views of struggles they may have, how the family makes sense of the world, and how the parents' and families' realities are different from their own.
- Conduct an observation of the family's dynamics at a family event (e.g., birthday party, family gathering, and family dinner) and engage the family in an informal conversation to find out about the meanings of their actions, describing and making meaning of their learning experience with the family.
- Write a critical reflection describing what they learned during the informal interview with the family and at the family event by 1) contrasting the families' cultural characteristics with the candidates' familial and cultural characteristics, 2) examining candidates'

previous assumptions given new information and experiences, and 3) discussing the influence of familial and cultural experiences on shaping the delivery of instruction and special education services.

Assessment Procedures

Candidates will prepare for and conduct a home visit in a two-part process.

Part I: Planning
- **Rationale for Selecting Family:** Candidates will describe the family they selected and will include responses to the following: (a) a rationale for why they chose this family, (b) an explanation of the ways they think the families' experiences are different from their own, (c) what they have observed about how society views the child and family (either based on race, ethnicity, family structure, sexual orientation, religion, etc.), and (d) an honest attempt to identify and describe any assumptions they have about this family.

- **Introducing themselves**: Candidates will find a way to determine the common ground between themselves and the family they selected (e.g., gender, work, education, experiences, etc.) as these help with initial introductions. They will describe the introduction and the process they will use to introduce themselves to the family.

- **Questions to assist in learning about the child**: Candidates will develop a set of questions that they will use to help them learn more about the child in terms of the child's likes, dislikes, interests, and experiences.

- **Questions to assist in learning about the parents and family**: Candidates will develop a set of questions to ask during the home visit to begin to understand the parents' goals for themselves as well as their children. They will use the following questions to guide them: How did this family come to be in this place where you have met them? What do you need to understand about their experiences in order to understand them? What is their perspective about their child or children? These questions should also help candidates begin to learn more about the family's everyday experiences as well as prior experiences that might be insightful as they begin to work with them.

- **Memo 1: Candidates will write a 3-4 page memo that addresses the above 4 bullet points.**

Part II: Learning about the Family
- **Meeting with the Family**
  Candidates will informally interview the parents or guardians. In this interview, candidates should attempt to learn as much as possible through *meaningful* exchanges. Candidates should challenge themselves to understand the family's views of struggles they may have, how they makes sense of the world, and how the parents' and families' realities of the world are different from their own.

Candidates will consider the amount of time they have and the ease with which they will be able to engage persons of another culture. First, candidates will arrange to spend time with the family member(s). The focus should be to engage respectfully with the family member on his or her own terms and turf (if possible), rather than conducting a formal interview. Candidates will meet with the parent in a relaxed framework.

Candidates will challenge themselves to hear the voices/values of others on their own terms. This will be difficult and may be uncomfortable. Candidates must consider how they can get to know other people and their culture on their own terms. It is recommended that candidates "ask, ask, ask." They should ask the family for clarification or meaning when something is confusing or feels very different to them. Candidates should reflect on their own culture, experiences, and stories as they learn about their family's stories. At the end of this informal meeting, candidates will ask the family if they might be able to join them at a family event (e.g., birthday party, family gathering).

- **Observation at a Family Event**
  Candidates will conduct an observation of the child at a family event (e.g., birthday party, family gathering, family dinner, etc.). It can be a routine event or a special event. They must spend at least an hour with the family. During this event, candidates will engage the family in an informal conversation to find out about the meanings of their actions, describing and making meaning of their learning experience with the family.

- **Memo 2: Candidates will write a 4- to 5-page memo describing what they learned during the informal interview with the family and at the family event.** In relation to the informal interview, candidates will contrast the family's experiences with their own family experiences and examine their previous assumptions given new information and experiences. In relation to the child observation at a formal event, candidates will describe what they saw/heard, the key activities that took place, and what these taught them about the family. They should be sure to spend more time reflecting and thinking critically about these experiences rather than simply summarizing everything that happened. In relation to both the informal interview and observation, candidates should be sure to include the following: (a) what they learned about the family in these interactions, (b) what they learned about themselves through coming to know this family, (c) what they learned about the family and how this will impact the delivery of special education services if the child were to need these services, and (d) what this experience might mean for the candidate as an early childhood educator.

Early Childhood Education CAEP ASSESSMENT 7 Home Visit Project ECED 404/504 Engaging Families of Diverse Young Learners				
ECE PROGRAM OUTCOME STANDARDS	**Assessment Measures Description**			
	Exceeds	**Meets**	**Approaches**	**Does Not Meet**
NAEYC 2a: Knowing about and understanding diverse family and community characteristics	Developed a rationale for selecting the family by identifying and explaining the family's characteristics. AND Explained how these characteristics are different from their own. AND Developed a home visit questionnaire with questions related to (a) the description of the child, (b) the family's goals and/or priorities for their children, (c) the family's characteristics and background, (d) community characteristics, and (e) other relevant areas important to partnering with the family.	Developed a rationale for selecting the family by identifying and describing the family's characteristics. AND Explained how these characteristics are different from their own. AND Developed a home visit questionnaire with questions related to (a) the description of the child, (b) the family's goals and/or priorities for their children, (c) the family's characteristics and background, and (d) community characteristics.	Developed a rationale for selecting the family by identifying the family's characteristics. AND/OR Described how these characteristics are different from their own. AND/OR Developed a home visit questionnaire with questions related to (a) the description of the child, (b) the family's goals and/or priorities for their children, (c) the family's characteristics and background, and/or (d) community characteristics.	Did not develop a rationale for selecting the family. OR Did not develop a questionnaire for family visit.
NAEYC 2b: Supporting and engaging families	Conducted a home visit and documented this	Conducted a home visit and documented this	Conducted a home visit and documented this	Did not conduct a home visit. OR

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and community through respectful, reciprocal relationships	visit by analyzing the following: what they learned about the family in these interactions, AND what they learned about themselves through coming to know this family, AND how this experience informs their ideas on developing relationships with families as an early childhood professional.	visit by analyzing the following: what they learned about the family in these interactions, AND what they learned about themselves through coming to know this family, AND how this experience informs their ideas on developing relationships with families as an early childhood professional.	visit by describing the following: what they learned about the family in these interactions, AND/OR what they learned about themselves through coming to know this family, AND/OR how this experience informs their ideas on developing relationships with families as an early childhood professional.	Did not write an analysis or description of the home visit experience.
CEC 6.3: Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.	Wrote a detailed analysis of how the delivery of special education services may be impacted by the family's culture and beliefs AND candidates' understanding of their own cultural assumptions and beliefs AND how candidates' cultural assumptions and beliefs differ from the family's	Wrote an analysis of how the delivery of special education services may be impacted by the family's culture and beliefs AND candidates' understanding of their own cultural assumptions and beliefs AND how candidates' cultural assumptions and	Wrote about how the delivery of special education services may be impacted by the family's culture and beliefs AND/OR the candidates' understanding of their own cultural assumptions and beliefs AND/OR how candidates' cultural assumptions and beliefs differ	Did not write about how the delivery of special education services may interact with cultural beliefs.

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	culture and beliefs.	beliefs differ from the family's culture and beliefs.	from the family's culture and beliefs.	