**George Mason University**
**College of Education and Human Development**
**Early Childhood Education for Diverse Learners**

ECED 504.B01 Engaging Families of Diverse Learners, Birth-Grade 6
3 Credits, Summer 2023, Bichronous
5/30/2023-7/29/2023; Thursdays/ 7:20-10:00 pm

**Faculty**
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**Prerequisites/Corequisites**
None

**University Catalog 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.

**Course Delivery Method**
Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on May 30, 2023.

**Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.**

*Technical Requirements*
To participate in this course, students will need to satisfy the following technical requirements:
- High-speed Internet access with standard up-to-date browsers.
    - To get a list of Blackboard's supported browsers see https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
    - To get a list of supported operation systems on different devices see https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.

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- Students will need to download *Respondus Lockdown Browser*, a custom web browser that locks down the testing environment within Blackboard/Courses so you will not be able to go to other sites/windows while completing quizzes.
  - All quizzes will require the use of *Respondus Lockdown Browser*
  - How to download *Respondus Lockdown Browser*: https://its.gmu.edu/knowledge-base/how-to-install-and-use-the-respondus-lockdown-browser/
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: https://get.adobe.com/reader/
  - Windows Media Player: https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  - Apple Quick Time Player: www.apple.com/quicktime/download/

*Expectations*
- Course Week: Because asynchronous courses do not have a "fixed" meeting day, our week will start on Monday and finish on Sunday.
- Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least two times per week.
- Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload: Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support: Students may schedule a virtual one-on-one meeting to discuss course requirements, content or other course-related issues. You can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette: The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates, but sharing

information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations: Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

**Learner Outcomes or Objectives**

This course is designed to enable students to do the following:

1. Discuss theories and research supporting family engagement and a family-centered approach to the education of children birth-sixth grade.
2. Discuss the role of cultural and familial contexts in attitudes, beliefs, values, and child rearing practices.
3. Analyze personal values, beliefs, and cultural biases that influence their work with families.
4. Identify underlying standards of professionalism and ethical standards, principles, and ways to work with families, including examining methods of improving communication between schools and families, especially regarding social and instructional needs of children.
5. Describe strategies that support and assist families to identify their priorities, resources, and concerns for their children, including children with special needs.
6. Create tailored opportunities for collaborating with families in the ongoing education of children, especially in terms of increasing family engagement in student learning at home and in school, particularly among families from diverse racial, ethnic, cultural, religious, linguistic, and socioeconomic backgrounds and with children with special needs, including children who are gifted.
7. Identify how families experience substance abuse, trauma-including child abuse and neglect-and other adverse childhood experiences, and family disruptions.
8. Utilize family systems theory to describe and understand family dynamics.
9. Identify specific components of IDEA that support family voices in the special education process.
10. Adopt a strengths-based, problem-solving perspective when analyzing dilemmas related to family engagement.
11. Discuss the theories and techniques of family-centered intervention, including issues related to families from diverse racial, ethnic cultural, religious, linguistic, and socioeconomic backgrounds and multicultural education.
12. Complete study in child abuse and neglect recognition and intervention in accordance with curriculum guidelines developed by the Virginia Board of Education in consultation with the Virginia Department of Social Services.
13. Exhibit standards of professionalism, ethical standards, and personal integrity with children, families, and professionals in the field and in interactions with classmates, the instructor, and others.
14. Use writing as an instructional and assessment tool to generate, gather, plan, organize, and to communicate for a variety of purposes; integrate correct written conventions (i.e., grammar, usage, mechanics, and spelling); and format using current APA style.

**Professional Standards**

Interstate Teacher Assessment and Support Consortium (InTASC) Teaching Standards, Division of Early Childhood (DEC) Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE), National Association for the

Education of Young Children (NAEYC) Professional Standards and Competencies for Early Childhood Educators, Virginia Professional Studies Endorsement Competencies, Virginia Early Childhood Special Education Endorsement Competencies, Virginia Early/Primary Education PreK-3 Endorsement Competencies

Upon completion of this course, students will have met the following professional standards:

**Virginia Professional Studies Endorsement Competencies**
Human Growth and Development (Birth Through Adolescence)
Curriculum and Instruction

**Virginia Early Childhood Special Education Endorsement Competencies**
Family-Centered Intervention

**DEC Initial Practice-Based Professional Preparation Standards for EI/ECSE**
DEC 2.1 Candidates apply their knowledge of family-centered practices, family systems theory, and the changing needs and priorities in families' lives to develop trusting, respectful, affirming, and culturally responsive partnerships with all families that allow for the mutual exchange of knowledge and information.
DEC 2.2 Candidates communicate clear, comprehensive, and objective information about resources and supports that help families to make informed decisions and advocate for access, participation, and equity in natural and inclusive environments

**NAEYC Professional Standards and Competencies for Early Childhood Educators**
NAEYC 2a Know about, understand, and value the diversity of families
NAEYC 2b Collaborate as partners with families in young children's development and learning through respectful, reciprocal relationships and engagement
NAEYC 2c Use community resources to support young children's learning and development and to support families, and build partnerships between early learning settings, schools, and community organizations and agencies

**Required Texts**
American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Author. ISBN: 9781433832178
Grant, K. B., & Ray, J. A. (2019). *Home, school, and community collaboration: Culturally responsive family engagement* (4th ed.). Sage. ISBN: 9781506365732
Koralek, D. (2007). *Spotlight on young children and families.* National Association for the Education of Young Children. ISBN: 9781928896425

Additional required and recommended course readings listed on the class schedule are posted in Bb.

**Course Performance Evaluation**
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA, hard copy).

| Assignments | Due Dates | Points |
|---|---|---|
| Attendance & Participation | Ongoing | **25** |
| ● Attendance & Participation Self-Evaluation | 7/29 | |
| ● Self-Assessment of Dispositions | 7/29 | |
| Critical Reflections | | **10** |
| ● Critical Reflection 1 – Module 1 | 6/4 | 2 |
| ● Critical Reflection 2 – Module 2 | 6/11 | 2 |
| ● Critical Reflection 3 – Module 3a | 6/18 | 2 |
| ● Critical Reflection 4 – Module 4 | 7/9 | 2 |
| ● Critical Reflection 5 – Module 5 | 7/16 | 2 |
| *Spotlight* Discussion | Ongoing | **5** |
| Child Abuse and Neglect Recognition and Intervention Training Module | 7/2 | **5** |
| Engaging Families Home Visit Project | | **45** |
| ● Part 0: Select Family | 6/11 | 0[1] |
| ● Part 1: Diverse Family and Community Characteristics (Memo 1) | 6/18 | 10 |
| ● Part 2: Understanding and Engaging Families (Memo 2) | 7/9 | 20 |
| ● Part 3: Supporting and Partnering with Families (Memo 3, Resource & Reflection) | 7/13 | 10 |
| ● Part 4: Family Story Presentation | 7/20 | 5 |
| ● Full Home Visit Project (Parts 1, 2, & 3 in one document) with any necessary corrections uploaded to VIA | 7/29 | |
| Family Engagement Plan | 7/29 | **10** |
| **TOTAL** | | **100** |

- **Assignments and/or Examinations**

**Critical Reflections (5 @ 2 points each = 10 points)**
Students will critically reflect five times throughout the semester on the course material for the specific modules included in the table above this section. Their post is due by 11:59PM on the due date.

*__Expectations for critical reflections: Reflections must be a minimum of 300 words__* in length, be thoughtful and relevant, and include original and/or critical thought. The point of these reflections is NOT for students to simply provide a description or summary of the issues at hand; ***rather, students are to think critically about what is being discussed/ learned in class, form and state an opinion about something they read, and provide coherent points to support or illustrate their perspective***. Students might consider the following in their responses:

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[1] "Select Family" is assigned 0 points; however, if the student does not follow the procedure to have the instructor approve the family with whom they plan to work, it can impact the student's Memo 1 and Memo 2 grade.

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- How is your perspective regarding families and working with families is shifting and changing?
- What assumptions or biases (that you hold) are emerging?
- How are you thinking in new ways regarding working with families from diverse backgrounds? How will you use the knowledge and experiences you are gaining in this course as you work in a classroom with young diverse learners and their families?
- How do the readings relate to your own family experiences and/or the experiences of the families you work with each day?
- What is something you read that you are wondering or curious about?
- What is a strategy you are thinking about to apply something you read that you believe will strengthen your ability to build a relationship with families that is grounded in trust and respect for each other?

***Spotlight on Young Children and Families* Discussion (5 points)**
Students will be responsible for leading a discussion about an assigned chapter from the *Spotlight on Young Children and Families* text with their small group. Once during the semester, during a designated week, students will present in small groups. The presentation will include a brief summary of the reading (less than 1 minute), three strategies for how to integrate the content into an ECE/ECSE classroom, and a list of five additional resources (links, articles, books, etc.). The three strategies should demonstrate (a) ways to improve communication between schools and families, (b) instructional practices that are sensitive to culturally and linguistically diverse learners and informed by families, (c) ways of communicating with families regarding the social and instructional needs of children, and (d) ways of increasing family engagement in student learning in home and school. Students will complete this in their small groups on a designated week assigned by the professor.

*** Students should schedule a 30-minute Zoom meeting with the course instructor at least 1 week before the Spotlight is due to discuss ideas for their presentation. A group member must initiate scheduling this meeting with the instructor by reaching out 1 week before the desired meeting date or 2 weeks before the Spotlight is due. For example, if the Spotlight is due on April 19th, the meeting with the instructor should happen on or before April 12th. Therefore, the group should reach out to the instructor by April 5th to schedule the meeting. Students will be graded on both their presentation for their assigned week as well as their engagement during other groups' Spotlight presentation throughout the semester. Therefore, Spotlight grades will not be posted until after the last group has presented at the end of the semester.*

**Engaging Families Home Visit Project (45 points)**
Students will focus on developing culturally appropriate family professional engagement to benefit children, including children from diverse cultural and linguistic backgrounds and children with special needs, including children who are gifted and talented and children with disabilities. Students will support and engage families through respectful, reciprocal relationships by conducting a home visit (individually or in partners), including an interview with at least one of the primary caregivers and a family observation during a family event when all primary caregivers and children are present (e.g., family outdoor time, family game night, birthday celebration, holiday celebration) with a family of a child (birth – sixth grade) **whose family is**

**marginalized[2] 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 from their own.**

Students will apply their knowledge and understanding of diverse family characteristics through their observations and interaction with the family during the home visit. Throughout the assignment, students will critically consider the following for their home visit families: (a) methods of improving communication with their home visit families' schools; (b) ways of increasing family engagement in student learning in home and school; (c) how schools might improve communication with families regarding social and instructional needs of children; and (d) how they consider their developing instructional practices to be sensitive to culturally and linguistically diverse learners, particularly as a result of this project.

***Part 0: Select Family (0 points[3]):*** The student will review number 1 under Part 1 below and select a family based on the designated criteria. The student will submit a 3-5 sentence paragraph via Blackboard describing how the family is marginalized in a way the student is not. This will require the student to share information about their own intersectional identities such that the instructor is able to approve the student working with the family for the assignment. **The student must have the family they plan to work with for the home visit project approved by the course instructor BEFORE beginning to write Memo 1.**

***Part 1: Diverse Family & Community Characteristics Memo 1 (10 points)***: Memo 1 should include the following four sections. This memo must be completed, graded, and returned to you BEFORE you visit with the family.

1. **Rationale for Selecting Family:** Students 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 family's experiences are similar or 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, ability, religion, etc.), and (d) an honest attempt to identify and describe any assumptions they have about this family.
2. **Introducing themselves**: Students will find a way to determine and communicate 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.
3. **Questions to assist in learning about the child**: Students 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.

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[2]**Marginalized populations** are groups and communities that experience discrimination and exclusion (social, political and economic) because of unequal power relationships across economic, political, social and cultural dimensions. (from: https://nccdh.ca/glossary/entry/marginalized-populations)
[3] "Select Family" is assigned 0 points; however, if the student does not follow the procedure to have the instructor approve the family with whom they plan to work, it can impact the student's Memo 1 and Memo 2 grade

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4. **Questions to assist in learning about the parents and family**: Students 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, including goals that reflect the linguistic and ability diversity of the child. 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, including the child's or children's linguistic and/or ability diversity? These questions should also help students 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: Students will write a 4- to 5-page memo that addresses the above four points. <u>The student must receive feedback on Memo 1 BEFORE visiting with the family.</u> Do not visit with the family until Memo 1 feedback is received. If the student visits the family before Memo 1 feedback is received, they will need to visit with the family again once they have Memo 1 feedback.**

*Part 2: Understanding and Engaging Families Memo 2 (20 points)***:** Memo 2 should include critical reflections on the following events (*see below for key components of this memo).
1. **Meeting with the Family:** Students will informally interview the parents or guardians. In this interview, students should attempt to learn as much as possible through *meaningful* exchanges. Students should challenge themselves to understand the family's views of struggles they may have, how they make sense of the world, and how the parents' and family's realities of the world are different from their own. They should also challenge themselves to learn more about the family's perspectives on the child's diversity, including linguistic and ability diversity.

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

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

2. **Observation at a Family Event**: Students 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,

students 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: Students will write a 6- to 7-page memo describing what they learned during the informal interview with the family and at the family event.** In relation to the informal interview, students will contrast the family's experiences with their own family experiences and critically examine their previous assumptions given new information and experiences. Students should consider and note the questions that elicited important information. In relation to the child observation at a formal event, students will describe what they saw/heard, the key activities that took place, and what these taught them about the family.

Students can organize the memo based on a discussion of each assumption OR based on the 3 or 4 questions that elicited the best information in relation to the student's assumptions. **Students should be sure to spend more time critically reflecting and thinking about these experiences rather than simply summarizing everything that happened. In relation to both the informal interview and observation, students should be sure to include the following: (a) what they learned about the family and their changing needs in these interactions (i.e., use a strengths-based perspective), how what they learned challenges or confirms their previous assumptions discussed in Memo 1 and provided greater insight into themselves through coming to know this family, and how they further understand the family through the lens of family systems theory; (b) discuss at least one family-centered practice to support this family's current needs (inform Memo 3); and, (c) what this experience might mean for the student as an educator, particularly in terms of engaging diverse families through communication and instructional and family-centered practices that are sensitive to culturally, linguistically, and ability diverse children and their families.**

*Part 3: Supporting and Partnering with Families: Family Resource Tool and Discussion (10 points)***:** This part of the Home Visit project includes a follow-up meeting with the family after memo 2 is completed. The student will use information gathered in the interview and family observation portion of the project to create a family-centered resource tool for the family (e.g., websites, apps, organizations, etc.)
- This tool (i.e., 1-page handout) should be clear, comprehensive, objective, and visually engaging and should be tailored to the family's expressed needs.
- Once the resource tool is created, the student will meet with the family via video conference/in-person meeting to share this resource.
- The student will turn in to Blackboard, Memo 3, which will include (a) the resource tool and (b) a 1-page description of the tool, including three ways that this tool will meet their Home Visit family's needs *and* a description of their experiences providing the family with the tool.
- Students will distribute their resource tools (without 1-page summary) to classmates via Bb discussion board and/or during a class session.

*Part 4: Home Visit Family Story Presentation (5 points):* Students will present what they have learned from their family home visits as a story.

- Each student presentation will be a total of 3-5 minutes and will be posted in the discussion board.
- This presentation will include insight into the family's experiences, including (a) what the student learned about themselves *and* the family; (b) how the student will apply this in their future work with young children and families; and (c) how the student applied their knowledge of the family's experiences to create a clear and comprehensive resource to provide information and support to the family.
- The presentation should not sound like a clinical case presentation. Students should be <u>creative</u> with their story presentation and consider how they would like their own story to be told from a strengths-based, problem-solving perspective.
- To receive full credit, leave a comment for two other students with one point of constructive feedback and one compliment.

**Family Engagement Plan (10 points)**
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 multi-year family engagement plan. This will include not only why they believe it is important to engage with families as a teacher/ practitioner but also the ways they believe are most effective for doing this. Specifically, students will select <u>*at least*</u> three of the six areas of family engagement articulated by Halgunseth and colleagues (2009) to discuss in their family engagement plan:
1. equality and respect for cultures;
2. joint decision-making;
3. two-way communication;
4. build relationships;
5. learn from families/ integrate knowledge and skills of families;
6. support home and community learning.

Students will use the template provided and will include academic, both research- and theory-based, literature, specific concrete strategies from the readings, teaching/classroom experiences, and home visit experiences that they plan to implement in their classroom. All course readings should be cited appropriately according to APA format for endnotes.

**Child Abuse and Neglect Recognition and Training Module (5 points)**
Students will complete an online module focused on child abuse recognition and intervention in accordance with curriculum guidelines developed by the Virginia Board of Education in consultation with the Virginia Department of Social Services.

- **Other Requirements**

**Attendance and Participation**
Active participation and engagement are imperative for optimal learning. Therefore, students will prepare for and participate in in-class and online activities. Students will be expected to do the following:
- Attend class, arrive on time, and stay for the entire class period for all in-person and online synchronous class sessions.

- Complete all online asynchronous work by the due dates.
- Use laptops and personal devices for instructional purposes only during in-person and online synchronous class sessions.
- Complete readings and prepare for class activities prior to class as evidenced by the ability to discuss, write about, and engage in activities related to the concepts presented and examined in the texts.
- Complete participation activities across the semester that complement the scheduled course topic. *Note: Instructors will periodically collect artifacts from the activities.*
- Support the participation and learning of classmates. Students in attendance and who actively engage in the learning experience will receive credit for their efforts. Graded participation activities are not announced and are implemented at the discretion of the instructor.
- Show evidence of critical reflective thinking through in-person, online synchronous, and online asynchronous discussions, activities, and written reflections.
- Display professional dispositions at all times when interacting with the instructor, classmates, and other professionals.
- Submit an attendance and participation self-evaluation.
- Students submit the Self-Assessment of Dispositions.

**Written Assignments**

All formal written assignments will be evaluated for content <u>and</u> presentation. The American Psychological Association, Seventh 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. 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**

A = 95-100   A- = 90-94   B+ = 87-89   B = 80-86    C = 70-79   F = <70
Incomplete (IN): This grade may be given to students who are passing a course but who may be unable to complete scheduled coursework for a cause beyond reasonable control.

All CEHD 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 graduate 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.

**Professional Dispositions**
Students are expected to exhibit professional behaviors and dispositions at all times. See https://cehd.gmu.edu/students/policies-procedures/.

**Class Schedule**

| Date | Topics | Readings | Assignments (Bb= Blackboard, Bb DB= Bb Discussion Board) |
|---|---|---|---|
| **Module 0: Introductions to Course, Instructor, and Students** | | | |
| **Week 0** May 30 | Introduction to Course, Instructor, and Peers | ▪ Review Syllabus and Course Requirements<br>▪ Wheatley, *Willing to be Disturbed*<br>▪ Spectrum of Family & Community Engagement | **Due to Bb DB (5/30)** *Introduction using Personal Identity Wheel*<br><br>**Due to Google Survey (5/30)** *Individual Information for group placement* |
| **Module 1: Intro to Families and Family Engagement** | | | |
| **Week 1** May 30-June 4<br><br>**Synchronous** Class Via Zoom from 7:20-10 pm on **June 1** | Intro to Families & Family Engagement<br><br>Standards of Professionalism and Ethical Standards in Working with Families<br>Defining Family | ▪ Grant & Ray, Chapter 2<br>▪ Wheatley, *Willing to be Disturbed*<br>▪ NAEYC Equity Position statement (https://www.naeyc.org/resources/position-statements/equity-position)<br>▪ View: *The Danger of a Single Story* (posted in Bb) | **Due to Google Docs (6/4)**<br><br>Group Workshop 1: *Defining Family*<br><br>Group Workshop 2: *Personal and Social Identity Wheels* |
| | Intro to Theories and Research for Understanding the Role of Families in Children's Development<br><br>Using a Strengths-Based, Problem-Solving Approach | ▪ Stewart (2007) *Who is Kin*<br>▪ Dreby & Adkins (2012) *The Strength of Family Ties: How US Migration Shapes Children's Ideas of Family* | **Due to Bb DB (6/4): Critical Reflection 1** |

| Date | Topics | Readings | Assignments (Bb= Blackboard, Bb DB= Bb Discussion Board) |
|------|--------|----------|------------------------------------------------------------|
| **Module 2: Contemporary US Families and Parenting** | | | |
| **Week 2** June 5-11 **Synchronous** Class Via Zoom from 7:20-10 pm on **June 8** | Contemporary Families: Diversity (racial, ethnic, cultural, religious, linguistic, and socioeconomic) Demographics, Structures, and Functions | ▪ Grant & Ray, Chapter 4 ▪ Spotlight I on YC and Families, pp. 4-11 *Applying Family Systems Theory to Early Childhood Practice* ▪ Turnbull, Chapter 3 (Family Functions) <u>Choose **one**:</u> ▪ Casper & Bianchi (2002) *Changing Families in a Changing Society* ▪ Walsh (2003) *Changing Families in a Changing World* | **Due to Bb (6/11) Part 0 *Home Visit Family Selection*** **Due to Google Docs (6/11)** Group Workshop 1: *My Family System* |
| | Developmental Process of Parenting | ▪ Grant & Ray, Chapter 3 ▪ Listen: "School Success: Inspire Motivation" (from Peace at Home Parenting look in Bb for accessing webinar) <u>Choose **one**:</u> ▪ Lareau (2008) *Excerpts from 'Unequal Childhoods'* ▪ Bianchi, Robinson, & Milkie (2006) *Parenting: How Has It Changed?* | **Due to Bb DB (6/11): Critical Reflection 2** **Due to Google Docs (6/11)** Group Workshop 2: *Parenting (Racial Socialization & Identity Development)* |
| **Module 3a: Implicit Bias in Education** | | | |

| Date | Topics | Readings | Assignments (Bb= Blackboard, Bb DB= Bb Discussion Board) |
|---|---|---|---|
| **Week 3**<br>June 12-18<br><br>**Synchronous** Class<br>Via Zoom from 7:20-10 pm on <u>**June 15**</u> | Family Diversity: Implicit Bias & Sociocultural Perspective<br><br>Analyzing Personal Values, Beliefs, and Cultural Biases | ▪ Spotlight on YC and Families: *Culture and the Promotion of Inclusion in Child Care* (pp. 38-43)<br>▪ View: ***Tricia Rose Keynote on Structural Racism*** (on Bb)<br>▪ State of Science (2013) Implicit Bias Review (Kirwan Institute) [**pp. 30-34**]: http://kirwaninstitute.osu.edu/docs/SOTS-Implicit_Bias.pdf<br>▪ State of the Science (2014) Implicit Bias Review (Kirwan Institute) [pp. **12-21**]: http://kirwaninstitute.osu.edu/wp-content/uploads/2014/03/2014-implicit-bias.pdf | **Group I Spotlight Discussion Presentation**<br><br>**Due to Bb (6/18) Part 1 Home Visit: Diverse Family and Community Characteristics**<br><br>**Due to Bb DB (6/18): Critical Reflection 3**<br><br>**Due to Google Docs (6/11)** Group Workshop: *Implicit Bias & What would you do?* |
| **Module 3b: Family Diversity** | | | |
| **Week 4**<br>June 19-25<br><br>**Synchronous** Class<br>Via Zoom from 7:20-10 pm on <u>**June 22**</u> | Family Diversity: Immigration, English Language Learners, Ethnically, Racially, and Culturally Diverse Families, Low-Income Families, Single-Parent Families<br><br>Cultural and Familial Contexts in Attitudes, Beliefs, Values, and Child Rearing Practices | <u>Required:</u><br>▪ Grant & Ray, Chapter 5<br>▪ Spotlight IV on YC and Families, pp. 44-49 *Working with Diverse Families to Enhance Children's Early Literacy Development*<br>▪ Vesely et al. (2013) *Capitalizing on ECE: Low-Income Immigrant Mothers' Use of ECE to Build Human, Social, and Navigational Capital* | **Group II Spotlight Discussion Presentation**<br><br>**Due to Google Docs (6/25)** Group Workshop1: *Families Living in Poverty* |

| Date | Topics | Readings | Assignments (Bb= Blackboard, Bb DB= Bb Discussion Board) |
|---|---|---|---|
|  | Family Diversity: Families with Children with Disabilities and Families with Children Who Are Gifted, Inclusion

Priorities, Resources, and Concerns of Families

How IDEA Supports Family Voices in Special Education | ▪ Grant & Ray, Chapter 11
▪ Spotlight on YC and Families: *A Team Approach: Supporting Families of Children with Disabilities in Inclusive Programs* (pp. 28-37)
▪ McGee & Hughes (2011) *Identifying and Supporting Young Gifted Learners*

Choose **one:**
▪ Prezant & Marshak (2006) *Helpful Actions Seen Through the Eyes of Parents of Children with Disabilities*
▪ Riojas-Cortez (2011) *Culture, Play, and Family: Supporting Children on the Autism Spectrum* | **Group III Spotlight Discussion Presentation**

**Due to Google Docs (6/25)**
Group Workshop2: *Families with Children with Disabilities* |
| **Week 5**
June 26- July 2

**Synchronous** Class
Via Zoom
from 7:20-10 pm on
**June 29** | Family Diversity: LGBTQ+ Families, Families in Transition, Families Facing Adversity (substance abuse, trauma, abuse, neglect), Family Disruptions | ▪ Grant & Ray, Ch, 6-8
▪ Spotlight on YC and Families: *Creating Safe, Just Places to Learn for Children of Lesbian and Gay Parents* (pp. 24-27)
▪ Bartholomaeus & Riggs (2017) *Whole-of-School Approaches to Supporting Transgender Students, Staff, and Parents* | **Group IV Spotlight Discussion Presentation**

**Due to Bb (7/2): Individual Work** *Child Abuse and Neglect Recognition and Intervention Training Module* |
| **Module 4: Family & Family Engagement Theories** | | | |

| Date | Topics | Readings | Assignments (Bb= Blackboard, Bb DB= Bb Discussion Board) |
|---|---|---|---|
| **Week 6** July 3-9 **Synchronous** Class Via Zoom from 7:20-10 pm on **July 6** | Additional Family Theories & Tools for Understanding Diverse Families and their Role in Children's Development: Family Stress Theory, Family Resiliency Framework Using Family Systems Theory to Understand Family Dynamics and Family-Centered Intervention | ▪ Spotlight VII on YC and Families, pp. 20-23 *Mapping Family Resources and Support* ▪ Garcia Coll et al. (1996)- *An Integrative Model for the Study of Developmental Competencies in Minority Children* ▪ Ingoldsby, Smith, & Miller (2004) *Exploring Family Theories (Chapter 6)* ▪ Walsh (2003) *Family Resilience: Strengths Forged through Adversity* | **Group V Spotlight Discussion Presentation** **Due to Bb (7/9) Part 2 Home Visit:** *Understanding, Supporting, and Engaging Families Analysis and Reflection* |
| | Historical and Contemporary Perspectives on Family Engagement | ▪ Grant & Ray, Ch. 1 ▪ Halgunseth et al. (2009) *Family Engagement, Diverse Families, and Early Childhood Education Programs: An Integrated Review of the Literature* ▪ US Department of Health and Human Services & US Department of Education (2016)- *Policy Statement on Family Engagement* | **Due to Bb DB (7/9): Critical Reflection 4** |
| **Module 5: Family Engagement (History, Tools, Strategies)** | | | |

| Date | Topics | Readings | Assignments (Bb= Blackboard, Bb DB= Bb Discussion Board) |
|---|---|---|---|
| **Week 7** July 10-16 **Synchronous** Class Via Zoom from 7:20-10 pm on **July 13** | Family Engagement: Cultural and Linguistic Competence & Home-School Learning  A Family-Centered Approach to Education  Creating Tailored Opportunities for Collaborating with Families | ▪ Grant & Ray, Ch. 9 & 13 ▪ Spotlight on YC and Families: *Partnerships for Learning: Conferencing with Families* (pp. 12-15) ▪ Vesely & Ginsberg (2011) *Strategies and Practices for Working with Immigrant families in Early Education Programs* | **Group VI Spotlight Discussion Presentation**  **Due to Bb (7/13) Part 3 Resource and Reflection**  **Due to Google Docs (7/16)** Group Workshop 1: *What's going on with Tomasito?* |
| | Family Engagement: Communication & Home-School Learning | ▪ Grant & Ray, Chapter 10 ▪ Spotlight IX on YC and Families, pp. 12-15 *Partnerships for Learning: Conferencing with Families* Choose **one**: ▪ Graue & Hawkins (2010) *"I Always Feel They Don't Know Anything About Us": Diverse Families Talk About Their Relations with School.* ▪ Wlazlinski & Cummins (2011) *Using Family Stories to Foster Parent and Preservice Teacher Relationships* | **Due to Bb DB (7/16): Critical Reflection 5**  Group Workshop 2: *Communication*  **Due to Google Docs (7/16)** Group Workshop 3: *FE Plan Development* |

| Date | Topics | Readings | Assignments (Bb= Blackboard, Bb DB= Bb Discussion Board) |
|---|---|---|---|
| **Week 8**<br>July 17-23<br><br>**Synchronous** Class<br>Via Zoom<br>from 7:20-10 pm on<br>**July 20** | Standards of Professionalism and Ethical Standards in Working with Families | ▪ Grant & Ray, Chapter 12<br>▪ Berrera & Corso (2003)- *Skilled Dialogue-Foundational Concepts*<br>Choose **one:**<br>▪ Moreno, Lewis-Menchaca, & Rodriguez (2011) *Parental Involvement in the Home: Critical View Through a Multicultural Lens*<br>▪ Stitt & Brooks (2014) *Reconceptualizing Parent Involvement: Parent as Accomplice or Parent as Partner?* | **Due to Bb DB (7/20)**<br>**Home Visit Family Story Presentation** |
| **Final Exams Week 9:** July 24-29<br>No Class | Home Visit Presentation | None | **Due to Bb (7/29):**<br>**Family Engagement Plan**<br><br>**Attendance and Participation Self-Evaluation**<br><br>**Due to VIA (7/29):**<br>**Self-Assessment of Dispositions**<br><br>**Upload Home Visit Project (Memos 1, 2, 3 in one document)**<br>*MUST be submitted for the FINAL GRADE* |

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

**Core Values Commitment**
The College of Education and 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/.

**GMU Policies and Resources for Students**
*Policies*
- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).

Revised 5/1/23

- Students must follow the university policy for Responsible Use of Computing (see https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).
- Students are responsible for the content of university communications sent to their Mason 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.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ds.gmu.edu/).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

*Campus Resources*
- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or https://cehd.gmu.edu/aero/assessments. Questions or concerns regarding use of Blackboard should be directed to https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.
- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus.

**Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:** As a faculty member, I am designated as a "Non-Confidential Employee" and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance or support measures from Mason's Title IX Coordinator by calling 703-993-8730 or emailing titleix@gmu.edu.

**For additional information on the College of Education and Human Development, please visit our website: http://cehd.gmu.edu.**

**Evaluation Guide**
See Key Assessment Evaluation Guide Document.