

EDUC C180: FAMILY, SCHOOL, AND COMMUNITY PARTNERSHIPS

Item	Value
Curriculum Committee Approval Date	05/16/2003
Top Code	080200 - Educational Aide (Teacher Assistant)
Units	3 Total Units
Hours	54 Total Hours (Lecture Hours 54)
Total Outside of Class Hours	0
Course Credit Status	Credit: Degree Applicable (D)
Material Fee	No
Basic Skills	Not Basic Skills (N)
Repeatable	No
Open Entry/Open Exit	No
Grading Policy	Standard Letter (S)

Course Description

A course for prospective teachers and students interested in a teaching-related career focusing on the process of socialization and the interrelationships of family, school, and community. Emphasis is on the interaction among systems covering influences of age, gender, diverse abilities, culture, race, ethnicity, and socio-economic and public-policy factors. Explores the role of collaboration between family, community, and schools in supporting children's development, including the identification of community resources and strategies that support children and families. Includes ten hours of arranged fieldwork/ focused observations aligned with students' area of interest. Meets the educational requirements for the Child Development Permit issued by the State of California Commission on Teacher Credentialing and childcare licensing requirements. Transfer Credit: CSU. C-ID: CDEV 110. C-ID: CDEV 110.

Course Level Student Learning Outcome(s)

- Promote respectful, reciprocal relationships that support and empower family and community involvement in a school/classroom setting.
- Reflect on, and begin to use a growing repertoire of strategies and skills that promote a positive learning and social environment that respects and encourages children of diverse background and abilities.
- Make an initial informed decision about pursuing a career in teaching.
- Document preliminary subject-matter competency, including knowledge and skills relevant for employment as a teacher assistant or support staff in a classroom, school, or related environment and ability to work effectively in an education-related setting.

Course Objectives

- 1. Demonstrate knowledge of theories of socialization that address the interrelationship of child, family, and community by identifying how a child develops within a system and is influenced by multiple factors of socialization.

- 2. Assess the impact of educational, political, and socioeconomic factors on children and families.
- 3. Demonstrate a basic understanding of the social issues, changes, risk factors, and transitions that affect children, families, schools, and communities.
 - Describe the challenges facing families of diverse backgrounds, including families and families of children with disabilities, and identify methods to build on strengths
 - Synthesize and apply research regarding social issues, changes, and transitions that affect children, families, schools, and communities.
- 4. Describe effective strategies that empower families and encourage family involvement in children's development.
- 5. Identify and critically assess community support services and agencies that are available to community and families.
- 6. Identify one's own values, goals, and sense of self as related to family history and life experiences, assessing how this impacts relationships with children and families.
- 7. Define family and describe the various parenting styles, roles, and expectations in a manner that reflects respect for the parent as the child's primary teacher and advocate. Articulate the differences between deficit and empowerment models of parent involvement.
- 8. Identify critical components essential for building meaningful and sustaining, respectful partnerships with culturally and linguistically diverse families and communities.
- 9. Examine past and current legislation and court decisions and analyze their role in shaping policies that impact children, their families, and their education.
- 10. Discuss the role of race, class, disability, and gender in the classroom and the impact of diverse learning styles and racial identity on learning.
- 11. Analyze historical, legal, social, political, economic, and multicultural perspectives on issues of educational equity.
- 12. Describe the advocacy roles and responsibilities of teachers along with legal requirements and ethical responsibilities of professionals working with all children and families.
- 13. Successfully complete 10 hours of focused observations in a local school with each observation written up as a response to focus questions using reflection and skills of critical thinking?analysis, application, comprehension, synthesis, and application of course content to real-world classrooms.
- 14. Discuss options and pathways available for pursuing a teaching or related career and be able to make an informed choice whether or not to continue on this career pathway.

Lecture Content

Theoretical frameworks of socialization Human Ecology Theory (Urie Bronfenbrenner) Microsystems, Mesosystems, Exosystem, Macrosystem, Chronosystem Interrelationship of family school and community as agents of socialization Examining Microsystems (Family, School, Peers, Community, and Media) and their impact on the development and education of children. Examining Mesosystems (Home-School-Community interactions) and identifying strategies for building relationships and partnerships among them. Identifying Ecosystems (Lawmaking Bodies, Regulatory Agencies, Courts, Corporations and Non-Profit Organizations) and exploring the impact of laws, court decisions, government regulations, and nonprofit and for-profit entities on child rearing and the education process. Identifying Macrosystems (Economic Principles and Trends, the Constitution, Political Ideology, Cultural

Heritage/Traditions, and Religious Doctrine) and exploring their historical, political, economic, and cultural influences on the development and education of children. Chronosystem: -temporal changes in ecological systems producing new conditions that affect development: e.g. immigration laws, terrorism, puberty, America's Children: Key National Indicators of Well Being/ resiliency Influences on Socialization/agents of socialization Family-Family characteristics including diverse family structures and challenges Defining Family and identifying various organizational patterns, parenting roles, styles (Permissive, Authoritarian, Authoritative), and expectations Exploring characteristics of At-Risk Children and Families (Socioeconomic status, Fragmentation of the Family, Linguistic and Racial Differences, Disabilities, and various Internal and External Stress Factors) Accessing social, legal, and educational Support Systems for vulnerable children and families Parenting styles Culture including collectivistic/ individualist, coping style, attitude towards authority, communication style Tradition Values School and educational systems Early care and education Influence of one's own experience on relationships with children and families Legal requirements and ethical responsibilities Credentialing requirements, Title 22, Child Development Permit requirements, TK characteristics of At-Risk Children and Families (Socioeconomic status) Community-Accessing social, legal, and educational Support Systems for vulnerable children and families Community Agencies and Referral Systems Accessing specialized services and support for families and children collaboration and partnerships Impact of contemporary social issues and risk factors such as stereotypes, age, gender, ability, language, culture, racial identity and ethnicity, and socioeconomic status racism/ bias, bullying, homelessness, Methods of Socialization as They Relate to Parenting Styles, School Curriculum, and Teaching Methods Ecology of the Mass Media, Community, Peer Group, School, Teaching Teacher Roles and Responsibilities Regarding Educational Equity and Access Defining and discussing the importance of personal and professional Codes of Ethics Understanding the role of Race, Class, Disability and Gender in the classroom and the impact of Diverse Learning and teaching Styles and Racial Identity and learning /student success Exploring Advocacy roles and responsibilities for teachers Exploring the challenges facing families and communities of diverse backgrounds and the various socialization methods: Affective (Personal Attachment), Operant (Reinforcement, Shaping, Extinction, Punishment, and Feedback), Cognitive (Instructions, Experience, Reasons), Cultural (Tradition and Group Pressure) used in child rearing at home and at school Strategies for empowering families Communication Partnerships Advocacy Acknowledging Parents as their children's Primary Teachers and Advocates Cultivating attitudes and practices that foster the establishment of meaningful partnerships with these diverse families and communities Utilizing Empowerment rather than Deficit Models of interaction when building relationships with parents Outcomes of Socialization: Emotional, Cognitive Social and Behavior values, attitudes, motives, attributions self-esteem self-regulation/ behavior/ morals, gender roles FIELD EXPERIENCE-10 hours of field experience/focused observations: Index/Titles of the Observations: Obs. 1 – General Classroom Demographics Obs. 2 – Teaching Culturally Diverse Students Obs. 3 – Professional Perspective/ Gender Equity Obs. 4 – The Equitable Classroom 1 Obs. 5 – Inclusion of Students Who have Disabilities Obs. 6 – Professional Perspective Obs. 7 – Collaboration/Parent Partnerships h. Obs. 8 – Democracy in the Classroom Obs. 9 – The Equitable Classroom 2 Obs. 10 – Professional Perspective/Ethnic Equity Obs. 11 – Attend an IEP Meeting for a Disabled Student (if feasible to arrange) Course Alignment with Standards applicable to this course: Curriculum Alignment Project Standards (CAP PROJECT: professionalism, special needs / early intervention, family context, school readiness, English Language Learners. Learning Outcomes Specific for CAP Alignment Analyze theories of socialization

that address the interrelationship of child, family, and community. Critically assess how educational, political, and socioeconomic factors directly impact the lives of children and families. Synthesize and analyze research regarding social issues, changes, and transitions that affect children, families, schools, and communities. Critique strategies that support and empower families through respectful, reciprocal relationships to involve all families in their children's development and learning. Critically assess community support services and agencies that are available to community and families. Analyze one's own values, goals and sense of self as related to family history and life experiences, assessing how this impacts relationships with children and families. California Commission on Teacher Credentialing (CCTC) Standards of Quality and Effectiveness for Professional Teacher Preparation Programs: Standard 1 Program Design and Curriculum, Standard 3 Clinical Practice and Teaching Performance Expectations (TPEs) aligned with the California Standards for the Teaching Profession TPE 1: Engaging and supporting all students in learning, applicable elements 1, -6 TPE 2 Creating and Maintaining Effective Learning Environments, Elements 1-6 TPE 4: Planning Instruction and Designing learning experiences for all students elements 1-7 TPE 6: Developing as a professional Educator element 1-7

Method(s) of Instruction

- Lecture (02)
- DE Online Lecture (02X)
- Field Experience (90)

Instructional Techniques

Instructor-initiated learning strategies include activities (e.g. closure statement, pre-post practice tests, motivational media) that bridge learning from the previous week to new material to be the focus of the current week; a discussion to be used as a focal point for interactions, sharing, debating, and processing course content; and other instructional strategies to encompass different student learning styles and activity-based processing activities. These may include lecture, discussion, small group activities, fieldwork self-assessments, vignette analysis/ problem solving related to classroom teaching, behavior management, obstacles to student success, instructor guided Inquiry learning, simulations, case study analysis, role play, interviews, debate, self-assessment, brainstorming, action research.

Reading Assignments

Required reading: text, articles; Activities to process course content: Journals, discussion forum, research, focused observations and write-ups in area schools (10 hours required), active learning assignments--real-world activities, e.g., interviews with school personnel, parents; a walk around the school observation activity, analysis of a kids TV show, movie, focused on parameters of course content; Refer to Assessment methods below/assessment and instruction are not separate entities-- assessment is part of the instruction;

Writing Assignments

Writing assignments inherent in the course structure: discussion board processing of concepts, observation write-ups Seven written assignments/experiential learning writeups involving active learning activities (community analysis, walk around the school, research on demographics, analysis of academic performance index and adequately yearly progress for students fieldwork site, application of specific standards {CSTP, TPE, CAP}, interview with principal (school improvement committee questionnaire with a compare/contrast analysis with one selected film; final assignment to be selected from choice ranging from

an observation of a parent and child, vignette analysis, children's TV show analysis, philosophical orientation activity, analysis of newsletters from various communities; weekly discussion board requirements with focused questions related to course content.

Out-of-class Assignments

10 hours focused observations with accompanying write-ups. See Course Content Outline for titles for each observation. Interviews, as assigned

Demonstration of Critical Thinking

Observations- 25% of final grade (10 hours focused observations, 10 observation write-ups, Discussion/Participation - 25% of final grade
 Experiential processing activities -30% of final grade Midterm -10 % of final grade Final -10% of final grade

Required Writing, Problem Solving, Skills Demonstration

Multiple measures are used to assess performance and achievement in the class. A weighted category system is used with the calculation of a final grade computed using the weighted categories representing Fieldwork/observations, discussion forum, experiential processing activities, midterm, and final exams. Categories have many components, so that students have many opportunities for success, and all is not lost if one area has "challenges" or a lower than optimal outcome.

Eligible Disciplines

Education: Master's degree in education OR the equivalent. Master's degree required.

Textbooks Resources

1. Required Berns, R. Child, Family, School, Community: Socialization and Support, 10th ed. Stamford, CT: CENGAGE, 2016 Rationale: - Legacy Textbook Transfer Data: Legacy text

Other Resources

1. Current articles, as relevant and assigned from Coastline Library 2. Optional: The Knowledge Loom, Brown University 3. Optional: Joyce Epstein's 6 Types of Involvement