

Home, School, and Community Relations

Course Design

2007-2008

Course Information

Organization	Eastern Arizona College
Division	Social Science
Course Number	ECE 210
Title	Home, School, and Community Relations
Credits	3
Developed by	JoAnn Morales
Lecture/Lab Ratio	3 lecture hours
Transfer Status	Under evaluation
Activity Course	No
CIP Code	20.0202
Assessment Mode	Pre/Post Test (55 Questions/55 Points)
Semester Taught	Spring Semester
GE Category	None
Separate Lab	No
Awareness Course	No
Intensive Writing Course	No

Prerequisites

None

Educational Value

This course will be helpful to students who are interested in providing childcare in a home environment, a child care center, private preschools and those interested in a career in education. Students will learn the skills to communicate effectively with parents.

Description

This course will stress the importance of family. The course objectives will include the specific attitudes, philosophies, and practical techniques that teachers in any setting can find useful in building relationships with families.

Textbooks

Carol Gestwicki. *Home, School, and Community Relations*. Thomson Delmar Learning. Required

Supplies

None

Competencies and Performance Standards

- 1. Determine the sum of the demands and stresses in the lives of the families and of the individuality of each family's life.**

Learning objectives

What you will learn as you master the competency:

- List several external factors causing stress in families.
- List several emotional responses evidenced in parents.
- Identify types of diversity that may be found in typical communities.
- Understand that teachers have no obligation to understand family life and how family life impacts teaching.
- Define family and consider several characteristics of families.
- Describe seven characteristics of contemporary life that influence the nature of modern families.

Performance Standards

You will demonstrate your competence through:

- o The most recent class discussion
- o Personal experiences and observations in working with parents in practicum or work settings
- o Experiences in non-student life that increase awareness of families, parents, and community supports
- o Reactions to reading assignments and any outside readings
- o Chapter tests

Your performance will be successful when:

- o you provide acceptable written and oral responses to questions
- o you participate in discussions and activities assigned

- 2. Characterize the roles and emotional responses of parents.**

Learning objectives

What you will learn as you master the competency:

- Discuss seven roles that parents play and the implications for teachers.
- Describe seven emotional responses of parents and the implications for teachers.

Performance Standards

You will demonstrate your competence through:

- o The most recent class discussion
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3. Explore the motivations for working with families that have evolved in the last two decades of early childhood education.

Learning objectives

What you will learn as you master the competency:

- a. List three motivations and models for family involvement.
- b. Discuss the ideas that underlie each motivation and model.

Performance Standards

You will demonstrate your competence through:

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4. Determine the benefits and potential barriers of teacher - family partnerships for children, parents & teachers.

Learning objectives

What you will learn as you master the competency:

- a. List three benefits for children when families and teachers work together constructively.
- b. List three benefits for families when families and teachers work together constructively.
- c. List three benefits for teachers when families and teachers work together constructively.
- d. Discuss several factors that may create barriers between parents and teachers.
- e. Discuss several emotional responses of parents and teachers that may cause barriers.
- f. Discuss several factors in the lives of parents and teachers that may create barriers.
- g. Discuss six attitudes or ideas of teachers that are conducive to forming a partnership with families.
- h. Discuss concrete actions that are necessary in laying the foundation for a parent-teacher partnership.

Performance Standards

You will demonstrate your competence through:

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5. Consider initial steps to take in establishing a partnership between home and school, and between parent, teacher, and child.

Learning objectives

What you will learn as you master the competency:

- a. Identify several steps helpful to establishing a relationship prior to the child's entrance into the classroom.
- b. Discuss benefits associated with each step.
- c. Discuss strategies associated with each step.
- d. Describe the separation experience for children and parents, and discuss a teacher's role.

Performance Standards

You will demonstrate your competence through:

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6. Examine a variety of methods of communication both formal and informal, that teachers can utilize to build relationships with families.

Learning objectives

What you will learn as you master the competency:

- a. Identify methods a teacher uses to convey information, interest, and support to families.

- b. Discuss details for implementing the various communication methods.
- c. Identify reasons for holding regular parent-teacher conferences.
- d. List factors that facilitate productive parent-teacher conferences.
- e. List pitfalls to avoid in parent-teacher conferences.
- f. Discuss several purposes for home visits.
- g. Discuss points to consider in undertaking home visits.
- h. Describe advantages of home visits.
- i. Identify the general purpose and techniques of home based programs.

Performance Standards

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7. Examine the roles parents can play within the classroom.

Learning objectives

What you will learn as you master the competency:

- a. Discuss several advantages and potential problems of working with parents in the classroom.
- b. Identify methods of encouraging family visitations.
- c. Discuss methods to facilitate parent observation.
- d. Describe methods of utilizing families as resources in a classroom.

Performance Standards

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8. Explore how schools and programs can enhance parents, teachers and the community in the decision making process.

Learning objectives

What you will learn as you master the competency:

- a. Discuss a rationale for parent education.
- b. Identify several assumptions regarding parent education and corresponding implications for planning programs.
- c. Describe ways in which parents can function as advisors.
- d. Discuss corporate involvement in family, education, and child care issues.
- e. Describe current legislative initiatives that shape policy affecting families, schools, and children.
- f. Discuss community linkages that support families and children.
- g. Identify and discuss advocacy roles for teachers and families.
- h. Identify ways the community can provide resources for teachers and children.

Performance Standards

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9. Explore how teachers can work with families of diverse cultural experiences.

Learning objectives

What you will learn as you master the competency:

- a. Discuss a rationale for recognizing the importance of culture and working with families from diverse backgrounds, identifying benefits for children, parents, and teachers.
- b. Describe several specific strategies for teachers welcoming all families.
- c. Identify methods of resolving cultural conflicts.
- d. Discuss common cultural issues that arise in classrooms.

Performance Standards

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10. Discuss various family situations including a family's history, their emotions and the demands occurring in our contemporary society.

Learning objectives

What you will learn as you master the competency:

- a. Describe behaviors in children and parents associated with the stress of divorce and remarriage and discuss ways teachers can be helpful.
- b. Describe possible emotional responses of parents of children with special needs and discuss ways teachers can work effectively with them.
- c. Discuss factors that create an abusive situation, indicators that suggest abuse or neglect, and teachers' responsibilities in working with these families.
- d. Discuss over involvement of parents and ways of handling it.
- e. Discuss several frequent causes of parent-teacher tension and ways of dealing with them.
- f. Understand the ways various early education programs function to involve parents in their programs.

Performance Standards

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Types of Instruction

Classroom presentation

Grading Scale

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	Below 59%