



ECD 108 -- Family and Community Relations
Early Childhood Development
Business and Public Service

Semester Year

Catalog Course Description: This course is an overview of techniques and materials for promoting effective family/program partnerships to foster positive child development. Emphasis is on availability and accessibility of community resources and on developing appropriate communication skills.

Prerequisite(s): ENG 101

Credit Hours: 3.0

Class Schedule:

Lab – 10 hours in community agency & other activities

Instructor:

Office:

Office Hours: Before/after class or call for an appointment

Telephone:

E-mail:

Campus Mailbox: SA 119 or RH 126A

Program Website: www.midlandstech.edu/ecd

Program Director: Sandra Hackley, (803) 822-3592, hackleys@midlandstech.edu

Program Assistant: Donya Albert, (803) 822-3358, albertd@midlandstech.edu

Departmental Assistant: Kimberley Bauer, (803) 822-3320, bauerk@midlandstech.edu

Interim Department Chair: Sandra Hackley, (803) 822-3592, hackleys@midlandstech.edu

Textbook(s): Gestwicki, C. (2013). *Home, School, and Community Relations*. New York: Thomson/Delmar Learning. (Eighth Edition)

Course Objectives: Upon completion of this course the student will be able to:

1. Describe the role of parents and teachers as partners in the total development of the child, recognizing cultural diversity as a critical element in sensitive, responsive early childhood environments. (NAEYC 2a-2c)
2. Identify elements that facilitate productive parent/ teacher conferences or home visits, recognizing the emotional responses and protective urges of parents and developing ways to work effectively with them. (NAEYC 1b, 2c, 3c, 3d)
3. Identify elements of effective parent education workshops. (NAEYC 1b, 2a, 4a, 4c)
4. Identify resources to support families in the community. (NAEYC 2b, 2c)
5. Describe characteristics of family life and external factors causing stress on family life. (NAEYC 2a)
6. Identify methods teachers may use to convey interest, information, and support to families. (NAEYC 2a, 2c)
7. Create a plan to effectively engage families in an early childhood setting. (NAEYC 2a-2c, 5c, 4b)

Course Outcomes and Competencies:

Intended Course Outcome #2: Students will be able to describe strategies to build and strengthen family and community relationships.

Course Competency 2b: Students will be able to examine strategies to support and engage families and communities through respectful, reciprocal relationships.

Performance Measurement Instrument and Success criteria: Students will successfully complete a family engagement plan.

NAEYC Standards

1. PROMOTING CHILD DEVELOPMENT AND LEARNING

- 1a: Knowing and understanding young children's characteristics and needs, from birth through age 8.
- 1b: Knowing and understanding the multiple influences on early development and learning
- 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS

- 2a: Knowing about and understanding diverse family and community characteristics
- 2b: Supporting and engaging families and communities through respectful, reciprocal relationships
- 2c: Involving families and communities in young children's development and learning

3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES

- 3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children
- 3b: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments
- 3c: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.
- 3d: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.

4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES

- 4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children
- 4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology
- 4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches
- 4d: Reflecting on own practice to promote positive outcomes for each child

5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM

- 5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.
- 5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
- 5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

6. BECOMING A PROFESSIONAL

- 6a: Identifying and involving oneself with the early childhood field
- 6b: Knowing about and upholding ethical standards and other early childhood professional guidelines
- 6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.
- 6d: Integrating knowledgeable, reflective, and critical perspectives on early education
- 6e: Engaging in informed advocacy for young children and the early childhood profession

7. EARLY CHILDHOOD FIELD EXPERIENCES

- 7a. Opportunities to observe and practice in at least two of the three early childhood age groups (birth – age 3, 3-5, 5-8)
- 7b. Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)

Course Requirements:

Family Interview: 100 potential points (10% of final grade)

Each student will be required to interview one parent from a different background, who has a young child from birth to age 8. The interview will be written in the question/ answer format. A paragraph should be included for your reaction to the interview. Include information about parent roles, strengths, and needs.

Family Conference: 100 potential points (10% of final grade)

Each student will focus on one child in an early childhood setting and gather information about his/her development, strengths, and needs. The student will then plan a “mock” parent conference. Two students will pair up with one being the teacher and one being the parent. Roles will then be reversed. Each student will write a reflective statement about the experience.

CONNECT Module 4: 100 potential points (10% of final grade)

Each student will independently complete this on-line module found at <http://community.fpg.unc.edu/connect-modules/learners/module-4>. Watch the videos and complete the activities. Write a reflection of what you learned.

Family Workshop: 100 potential points (10% of final grade)

In small groups, students will develop a workshop which could be presented to families. The workshop plan will have a goal, objectives, materials needed, and a detailed outline of the workshop. The students will present this workshop to the class.

Visit Community Agency: 100 potential points (10% of final grade)

Each student will volunteer at a community agency that could benefit families with young children. Students will write a report of that agency and the services it offers to children and parents. Students are expected to spend at least 10 hours at this agency and provide some documentation (letter or time sheet). Students **MUST** have their lab sites approved by the instructor!

Community Agency Resource File: 100 potential points (10% of final grade)

Students will collect at least 15 different brochures (or websites) of LOCAL community agencies and organizations which could assist families of young children in the Midlands. It should be well organized for easy access.

Strengthening Families Checklist: 100 potential points (10% of final grade)

Each student will choose a child care program to complete a Strengthening Families Checklist. Use your own program or another program. Write a summary of the assessment and the steps the program should take to further strengthen families. List assets and possible barriers for the program.

Plan for Family Engagement: 200 potential points (20% of final grade)

Each student will develop a plan for engaging families in an early childhood setting. This plan should incorporate previous activities. Follow the rubric for specific criteria.

Course Grading:

Specific Assignments: Grading

All assignments will be graded for accuracy. SLOPPY OR CARELESS WORK WILL NOT BE ACCEPTED! Only work turned in on time will be eligible for all possible points. **All work is expected to be turned in on time, however we understand life events sometimes arise; so if work is not submitted on time we will accept it no more than one week after the due date and you will receive up to 30% off your total score.**

Midterm Exam	100
Family Interview	100
Family Conference	100
CONNECT Module 4	100
Family Workshop	100
Community Agency	100
Resource File	100
Strengthening Families Checklist	100
Plan for Family Engagement	200
Total =	1000

Early Childhood Grading Scale:	
A = 93-100	930-1,000 points
B = 85-92	850-929 points
C = 75-84	750-849 points
D = 70-74	700-749 points
F = Below 70	Below 700 points
W = Withdrawal before midterm	
WF = Withdrawal after midterm with a failing grade on the last day attended	

Note: Please keep all assignments for your final portfolio for ECD 243.



Academic Affairs Student Guidelines and Expectations

MTC Student Handbook:

Students are expected to read the *MTC Student Handbook* and abide by its policies. You can find the handbook online at <http://www.midlandstech.edu/handbook/>; copies are also available at various locations on campus. Some of the more important handbook policies that impact your academic success are listed below.

Academic Integrity:

- The students of MTC have adopted the following Honor Code:
As a member of the Midlands Technical College community, I will adhere to the college's Student Code. I will act honorably, responsibly, and with academic integrity and honesty. I will be responsible for my own academic work and will neither give nor receive unauthorized or unacknowledged aid. I will behave courteously to all members of the MTC community and its guests and will respect college property and the property of others.
- The Student Code (Appendix I of the *MTC Student Handbook*) defines academic dishonesty, which includes, but is not limited to, cheating on tests, plagiarism, collusion, and falsification. Such actions will result in discipline.
- Cheating on tests includes:
 - Copying from another student's paper.
 - Copying or presenting someone else's work as your own.
 - Using unauthorized materials during a test.
 - Collaborating with any other person during a test without permission.
 - Knowingly obtaining, using, buying, or selling in whole or part the contents of any test.
 - Bribing any other person to obtain information about tests.
 - Substituting for another student, or permitting another student to substitute for you.
- Plagiarism is taking another person's work and using it without giving the source credit in any graded assignment.
- The use of cell phones or other portable electronic devices for purposes of academic dishonesty in any form is strictly prohibited; students who violate this policy will be subject to the disciplinary procedures and sanctions outlined in the Student Code.
- For more information about academic dishonesty, see the Student Code.

Class Attendance and Participation:

Students are expected to attend all classes and are responsible for class work, homework, lecture notes, reading assignments, etc., whether or not they are present. In the event of extenuating circumstances (illness, etc.), students are allowed to miss no more than twice the number of meeting times per week (i.e.: classes meeting once a week are allowed TWO absences). These absences are cuts; there is no such thing as an excused absence. Absences will be counted beginning with the first day of class. On the first cut exceeding the limit, you will be subject to being withdrawn from the course in accordance with the Business and Public Service Department's attendance policy.

Tardies: Students are encouraged to attend EVERY CLASS and are expected to arrive ON TIME. It is inconsiderate to classmates and disruptive to the class to arrive late. If students arrive after the instructor has taken roll, it is the STUDENT's responsibility to see the instructor after class ON THAT DAY and see that the absence is changed to a tardy. Students are expected to be in their seats ready to start class at the beginning of the class. Leaving during class should only be in case of an emergency. If students know they must leave early, they must let the instructor know ahead of time. If students enter class more than fifteen minutes late OR if students leave class more than fifteen minutes early, they are counted absent. Three tardies count as one absence.

Withdrawal: Should the maximum allowable absences be exceeded prior to midterm, a "W" will be submitted to the registrar to be recorded on the student's transcript. Should the maximum allowable absences be exceeded after midterm, a "W" will be submitted to the registrar if the student was passing the course at the time of withdrawal OR a "WF" will be submitted if the student was failing the course at the time of withdrawal.

Classroom Conduct and Preparation: All students in each Early Childhood Development class will be treated and respected as a professional adult; in return, students will also be expected to treat and respect the instructor and classmates as professional

adults. Because of the nature of discussions involved in this class, it is important that we respect each other's experiences, opinions and values. Disruptive behavior is un-professional, and will not be tolerated, and any student whose un-professional behavior disrupts the learning environment of this class will be dismissed from this class and counted absent. The student must meet with the instructor during office hours before the next class meeting to discuss the conditions under which the student will be allowed to return to class. Students are expected to BE PREPARED FOR and PARTICIPATE in every class meeting. Students are expected to have all assignments completed by the due date.

Make Up Assessment and Presentation Policy: Students are required to be present for all scheduled assessments and presentations. No student is automatically entitled to a makeup assessment or presentation! Makeup assessments and presentations will only be provided in an exceptional case where the student is able to provide clear and convincing evidence of a serious illness or emergency that absolutely precludes attendance. The decision to allow a makeup assessment or presentation is at the sole discretion of the instructor. It is your responsibility to discuss and schedule this with the instructor. Any student found cheating on an assessment will be given a "0" for that assessment.

Portable Electronic Devices:

Cell phones and other portable electronic devices may be used in classrooms only for maintaining access to *MTC Alerts!*, the college's emergency notification system. Other uses of portable electronic devices (for example, leaving class to make or receive phone calls, sending or reading text messages, accessing the internet, taking pictures or videos, listening to music, etc.) will be considered disruptive activities, and the student will be subject to disciplinary action.

Student Email Accounts (MyMTC Email):

- All MTC students are assigned a college email account called *MyMTC* Email. For access, follow the link on the *Enrolled Students* page or go to <http://www.midlandstech.edu/myemail>.
- *MyMTC* Email is the primary way the college communicates with students. You are responsible for checking your college email regularly for important information and announcements about registration, financial aid, cancelled classes, emergencies, etc.
- Students can use their college email accounts to communicate with faculty, staff, fellow students, and others, as well as to maintain personal calendars and task lists.
- In addition to using *MyMTC* Email, students may also be required to communicate with instructors through Desire 2 Learn (D2L, the college-wide learning management system), or through course-specific software, such as MyMathLab.

MyMTC:

The college conducts business with students through *MyMTC*, which provides many services and resources, including access to transcripts, grades, and program evaluations; information about financial aid status; and how to search and register for courses. To access *MyMTC*, follow the link on the *Enrolled Students* page or go to <http://mymtc.midlandstech.edu>.

Children on Campus:

Children are generally not permitted on campus except for special events. Children are not permitted in classes, labs, or advisors' offices. Children can never be left unattended on campus, including in the library, the Academic Success Center, or parking lots.

Inclement Weather Policy:

- If weather conditions or other emergencies cause the college to close or open late, announcements will be made over local radio and TV stations, on the MTC website, and on the college's information line (803-738-8324).
- Notices will be sent to students via *MyMTC* Email and *MTC Alerts!* when applicable.
- Check for separate announcements for day and evening classes because weather conditions can change during the day.
- Inclement weather schedules: In standard non-lab and non-clinical classes, if the college closing or reopening means that there is at least 30 minutes of a class remaining, plan to attend that class. For example, if the college opens at 10 a.m., classes that normally meet at 8 a.m. will not meet, but classes that normally begin at 9:35 a.m. will begin at 10 a.m. Similarly, if the college closes at 8 p.m., 6 p.m. classes will meet for their regular time, but 7:35 p.m. classes will not meet.
- Check your syllabus for specific information about the inclement weather policy for that course.

Campus Emergency Protocol:

- To report safety concerns or suspicious activities, call Campus Security at 7850 (on campus) or 738-7850 (cell phone or off campus).
- To report a security emergency, call Campus Security at 738-7199 or dial local 911 immediately.
- The college also provides emergency call boxes; look for these red call boxes in or near parking lots on all campuses.
- If a college-wide emergency occurs, the college will communicate additional information and instructions in a number of ways, including the MTC Information Centers, campus loud speakers, *MyMTC* Email, the MTC website, and *MTC Alerts!* To sign up for *MTC Alerts!* and receive emergency notifications on your cell phone, go to: http://www.midlandstech.edu/Phone_Alert.htm.

Student Evaluation of Instruction:

Toward the end of the semester, students will be encouraged to participate in evaluating their courses. You can complete this confidential evaluation through *MyMTC* using your username and password. Announcements will be made during the term concerning how and when to complete the online evaluation.

Students Requiring Special Accommodations:

- If a student with a disability requires special accommodations, the student should go to Counseling Services in the Student Center on Beltline or Airport Campus for assistance. Documentation regarding a specific disability is required in order for special arrangements to be made. All information received will remain confidential.
- For more information, follow the *Disability Resource Centers* link under *Online Resources* on the *Enrolled Students* page.

Work Left at the End of the Semester: Students will have two months after the end of each semester to pick up any work left from the previous semester. Students may pick up this work from the ECD Office. Please call Sandra Hackley at 822-3768 to make arrangements to pick up work.

Transferability of Course: This course may not be transferable to certain four-year colleges. Students contemplating transferring to other colleges are encouraged to contact their college of interest to determine whether this course will be transferable. Students may also check the ECD website at www.midlandstech.edu/ecd to view program plans for transferring to four year colleges in this area.

DSS Hours: If students are working in a child care program, they will need to print their transcript at the end of each semester and send their grades to the Center for Child Care Career Development (CCCCD). The CCCCCD will translate the ECD classes into DSS hours. For more information, go to http://www.sc-cccd.net/College_Courses.htm.

(Approved July 12, 2011)

Course Topic Outline/Course Calendar with Assignments:

Date	Week	Topic	Assignments Due
	Week 1	Course Introduction Introduction to Families	None
	Week 2	Bronfenbrenner Parenting	Chapters 1 & 2 Interview Questions
	Week 3	Family Involvement Video - Building Bridges	Chapters 3 & 4 Family Interview
	Week 4	Benefits & Barriers Protective Urges	Chapters 5 & 6
	Week 5	Families in Stress Strengthening Families	Chapter 7 & 14 Community Resource File
	Week 6	Out of class time Work with partners on Strengthening Families Checklist and CONNECT Modules	
	Week 7	Communicating with Families Video – First Moves	Chapter 8 CONNECT Modules
	Week 8	Family Diversity Negotiating with Families	Chapters 13 Strengthening Families Checklist
	Week 9	Parent-teacher Conferences Home Visits Work on conferences	Chapters 9 & 15 Collect conference support materials
	Week 10	Exam Mock Conferences	Chapters 12 Conference support materials and notes
	Week 11	Community Resource Fair Families in the Classroom Parent Education Born to Learn videos	Community Agency Hours and report and materials for your display
	Week 12	Present workshops	Chapters 10 & 11 Family Workshop
	Week 13	Out of class time Work on Family Engagement Plan	Plan for Family Engagement emailed or in my mailbox before _____
	Week 14	Finish workshops Share Plans for Family Engagement	

PLEASE NOTE: Should change become necessary, the instructor reserves the right to adjust the requirements, pace, or scheduling of this course. Any change will be announced in class before it becomes effective.

Name: _____

1 – Family Interview Rubric

View parents and teachers as partners in the total development of the child, recognizing cultural diversity as a critical element in sensitive, responsive early childhood environments. **All work is expected to be turned in on time, however we understand life events sometimes arise; so if work is not submitted on time we will accept it no more than one week after the due date and you will receive up to 30% off your total score.** Total 100 points.

Criteria	Excellent	Good	Fair	Poor	Points
1. Selection of family	Student selects a parent with a young child (ages birth to eight years) who has a different (cultural or socio-economic or other) background (10)	Student selects a parent with a young child who is somewhat different from them (8)	Student selects a family without a current young child (birth to eight years) (5)	Student selects someone in their own family (0)	
2. Questions	Questions are written to gain an in-depth understanding of the parent and include many open-ended questions. (15)	Some questions are open-ended. (13)	Most questions are <u>not</u> open-ended. (8)	No open-ended questions. (0)	
3. Family roles	Interview describes multiple family roles. (15)	Interview describes a few family roles. (13)	Family roles are vague or implied (8)	No family roles are discussed. (0)	
4. Family strengths.	Interview reflects several strengths of the family (15)	Interview mentions one strength (13)	Family strengths are vague or implied (8)	No family strengths mentioned (0)	
5. Family challenges	Interview reflects several family needs or challenges (15)	Interview mentions one need or challenge (13)	Family challenges are vague or implied (8)	No family challenges mentioned (0)	
6. Reflection	At the end of the interview, the student writes a comprehensive reaction to the interview and describes what was learned from this experience (20)	Student reflection could be more comprehensive but does describe learning (18)	Student summarizes interview but does not describe what was learned (13)	No reflection (0)	
7. Presentation	Interview is typed or easily read, written using good grammar, and has limited spelling errors. (10)	Interview is easily read but has multiple grammatical or spelling errors (8)	Interview is not easily read or has many grammatical or spelling errors (5)	Interview is difficult to read (0)	
Totals					



To Whom It May Concern:

_____ is requesting to participate in 10 hours of community service
 (Student name)

at _____ for the ECD-108- Family and Community Relations class at
 (agency)

Midlands Technical College. As a part of the course lab activity, the student is required to participate in 10 hours of community service at an agency or organization that would be a resource to families of young children. This resource could include emergency assistance (food, clothing, shelter, etc.) or other services for families. If you have any questions, please feel free to contact Sandra Hackley, Early Childhood Development Program Director, at 822-3768.

To be completed by agency:

I, _____, representing _____
 (agency representative) (name of agency/organization)

certify that _____ completed 10 hours of community service
 (student name)

during the times listed below:

Date	Time	Total Hours

_____ (Signed) _____ (Date)

Telephone number: _____

Name: _____

2 - Family Conference Rubric

Identify elements that facilitate productive parent/teacher conferences, recognizing the emotional responses of parents and developing ways to work effectively with them. **All work is expected to be turned in on time, however we understand life events sometimes arise; so if work is not submitted on time we will accept it no more than one week after the due date and you will receive up to 30% off your total score.** Total 100 points.

Criteria	Excellent	Good	Fair	Poor	Points
Documentation	Has notes for conference and documentation on child. Includes child's own work and a developmental checklist. (20)	Has notes, and some documentation (18)	Has notes or some documentation (13)	Does not provide notes or any documentation (0)	
Opening	Provides light conversation and invites family member to sit in comfortable chair without any barriers between. Opens with a positive comment about the child. (15)	Provides some opening conversation and seats family member without barrier between them. (13)	Jumps right into conference without any opening conversation or sits behind barrier. (8)	No opening conversation and sits behind a barrier. (3)	
Active listening	Student uses good eye contact and body language to establish a positive relationship with the parent. Encourages parent to talk. (15)	Uses some active listening skills and encourages parent to talk. (13)	Uses few active listening skills or does not encourage parent to talk. (8)	Talks all the time or interrupts parent. (3)	
3. Parents as Partners	Student seeks to understand the parent's point of view and seeks to develop a partnership with the parent to work on certain areas or skills. (20)	Asks questions to understand parent's point of view. (18)	Talks about working on some skills together. (15)	Not evident (5)	
4. Ending	Student ends with positive comments about the child and ways to follow-up. (15)	Some positive comments. (10)		No positive comments (0)	
5. Reflective Statement After Conference	Reflective statement is very comprehensive and thoughtful. Use questions below. (15)	Reflective statement is somewhat comprehensive and thoughtful. (13)	Reflective statement is short and not very thoughtful. (10)	No reflective statement. (0)	
Totals					

***Questions for Reflective Statement (Use separate sheet of paper):**

- 1. How did I show that I was actively listening?**
- 2. What did I do to help facilitate the parent's participation and encourage partnership?**
- 3. How did I start the conversation in a positive manner?**
- 4. How did I end the conversation in a positive manner?**
- 5. If I were to do this again, what would I do differently?**

Name: _____

3 – CONNECT Module 4 - Rubric

Each student will go on line to <http://community.fpg.unc.edu/connect-modules/learners/module-4>. View all videos and complete all activities and a reflection of learning. All work is expected to be turned in on time, however we understand life events sometimes arise; so if work is not submitted on time we will accept it **no more than one week after the due date** and you will receive up to 30% off your total score. Total possible score: 100 points.

Criteria	Excellent	Good	Fair	Poor	Total
Activity 4.1a Describe the Dilemma	Activity complete and comprehensive. Shows thought and understanding. (7)	Activity complete and shows some thought. Could be more comprehensive. (5)	Activity complete. (3)	Activity incomplete (1) No Activity (0)	
Activity 4.2a Answerable Question	Activity complete and comprehensive. Shows thought and understanding. (7)	Activity complete and shows some thought. Could be more comprehensive. (5)	Activity complete. (3)	Activity incomplete (1) No Activity (0)	
Activity 4.3a Reflection on Partnership	Activity complete and comprehensive. Shows thought and understanding. (7)	Activity complete and shows some thought. Could be more comprehensive. (5)	Activity complete. (3)	Activity incomplete (1) No Activity (0)	
Activity 4.4a Family Friendly Relationship	Activity complete and comprehensive. Shows thought and understanding. (7)	Activity complete and shows some thought. Could be more comprehensive. (5)	Activity complete. (3)	Activity incomplete (1) No Activity (0)	
Activity 4.5a Shared Decisions	Activity complete and comprehensive. Shows thought and understanding. (7)	Activity complete and shows some thought. Could be more comprehensive. (5)	Activity complete. (3)	Activity incomplete (1) No Activity (0)	
Activity 4.6a Challenging Issues	Activity complete and comprehensive. Shows thought and understanding. (7)	Activity complete and shows some thought. Could be more comprehensive. (5)	Activity complete. (3)	Activity incomplete (1) No Activity (0)	
Activity 4.7a Partnership-Oriented Practices	Activity complete and comprehensive. Shows thought and understanding. (7)	Activity complete and shows some thought. Could be more comprehensive. (5)	Activity complete. (3)	Activity incomplete (1) No Activity (0)	
Activity 4.8a Apply Research to Practice	Activity complete and comprehensive. Shows thought and understanding. (7)	Activity complete and shows some thought. Could be more comprehensive. (5)	Activity complete. (3)	Activity incomplete (1) No Activity (0)	
Activity 4.9a Policy on Family-Professional Partnerships	Activity complete and comprehensive. Shows thought and understanding. (7)	Activity complete and shows some thought. Could be more comprehensive. (5)	Activity complete. (3)	Activity incomplete (1) No Activity (0)	
Activity 4.10a Experience-based Knowledge	Activity complete and comprehensive. Shows thought and understanding. (7)	Activity complete and shows some thought. Could be more comprehensive. (5)	Activity complete. (3)	Activity incomplete (1) No Activity (0)	
Activity 4.11a Unique Contexts	Activity complete and comprehensive. Shows thought and understanding. (7)	Activity complete and shows some thought. Could be more comprehensive. (5)	Activity complete. (3)	Activity incomplete (1) No Activity (0)	
Activity 4.12a Decision Making	Activity complete and comprehensive. Shows thought and understanding. (7)	Activity complete and shows some thought. Could be more comprehensive. (5)	Activity complete. (3)	Activity incomplete (1) No Activity (0)	
Activity 4.13a Implementation Plan	Activity complete and comprehensive. Shows thought and understanding. (7)	Activity complete and shows some thought. Could be more comprehensive. (5)	Activity complete. (3)	Activity incomplete (1) No Activity (0)	
Summary and Reflection of Learning	Summarizes learning and reflects on how information will be used in working with families. Thoughtful and comprehensive. (9)	Summarizes learning and reflects on how information will be used in working with families. (7)	Summary or reflection complete. (5)	Incomplete (3) No summary (0)	
Total					

93 - 100 = A; 85 - 92 = B; 75 - 84 = C; 70 - 74 = D; 69 points or less = F

Name: _____

4 - Family Workshop Rubric

Students will apply what they have learned about engaging families to develop a workshop for families. **All work is expected to be turned in on time, however we understand life events sometimes arise; so if work is not submitted on time we will accept it no more than one week after the due date and you will receive up to 30% off your total score.**

Total possible score: 100 (10% of final grade)

Criteria	Excellent	Good	Fair	Poor	Points
Workshop topic	Workshop topic is very relevant to families with young children. (10)	Workshop topic would be relevant to families with young children. (8)	Workshop topic would be somewhat relevant to families with young children. (5)	Workshop topic would not be relevant to families with young children. (0)	
Format - Plan	Plan of workshop meets specified criteria. All information is complete and comprehensive. (10)	Plan of workshop meets specified criteria. Most information is complete and comprehensive. (8)	Plan of workshop somewhat meets specified criteria. Some information is missing or not understandable.(5)	Format of workshop does not meet specified criteria. Information is missing and format is difficult to read. (0)	
Eye Contact	Presenters maintained eye contact with the students during all of the presentation. (10)	Presenters maintained eye contact with the students during most of the presentation. (8)	Presenters maintained eye contact with the students during some of the presentation. (5)	Presenters did not maintain eye contact with the students during the presentation. (0)	
Use of Notes/Index Cards	Presenters had notes available, but rarely needed to refer to them during the presentation. (10)	Presenters had notes available, and needed to refer to them during some of the presentation. (8)	Presenters had notes available, and referred to them during most of the presentation. (5)	Presenters had notes available, and read them to the students them during most of the presentation. (0)	
Knowledge of Material	Presenters demonstrated excellent knowledge of workshop material. (20)	Presenters demonstrated good knowledge of workshop material (15)	Presenters demonstrated some knowledge of workshop material. (10)	Presenters demonstrated lack of knowledge of workshop material. (5)	
Ice Breaker	Group provided an excellent ice breaker to present the topic and engage participants. (15)	Group provided a good ice breaker to present the topic and engage participants (10)	Ice breaker was unrelated to the topic or did not engage the participants. (5)	Group did not provide an ice breaker. (0)	
Engaged class with activities	Group engaged the class with an excellent interactive activity (beside ice breaker) that related to the workshop topic. (15)	Group engaged the class with a good interactive activity (beside ice breaker) that related to the workshop topic. (10)	Group provided an activity but it either did not relate to the topic or did not engage the participants. (5)	Group did not provide an activity. (0)	
Reflection	Group wrote a thoughtful reflection on their workshop and how they might adapt it for a real group of parents. (10)	Group wrote a good reflection on their workshop. (8)	Group wrote a minimal reflection on their workshop. (5)	Group did not write a reflection. (0)	
Totals:					

93 - 100 =A; 85 - 92 = B; 75 - 84 = C; 70 - 74 = D; 69 points or less = F

Name: _____

5 – Agency – Community Service Rubric

Each student will select a local agency or organization from the approved list that would assist families in crisis. Other agencies not on the list must be approved by the instructor BEFORE midterm. Community service hours at non-approved agencies will NOT BE ACCEPTED. They are to volunteer at this agency for at least 10 hours and write a report about this agency and what was learned from the experience. **All work is expected to be turned in on time, however we understand life events sometimes arise; so if work is not submitted on time we will accept it no more than one week after the due date and you will receive up to 30% off your total score.** Total points: 100.

Criteria	Excellent	Good	Fair	Poor	Points
Selection of agency	Student selects and makes arrangements with an agency that would be a resource to families before midterm. (20)	Student selects and makes arrangements with an agency after midterm. (15)		Student selects an agency that has not been approved. (0 for entire project)	
10 hours at agency	Student documents at least 10 hours spent at this agency. (25)	Student documents 8-9 hours spent at this agency. (20)	Student documents 6-7 hours at this agency (15) 4-5 hours (10) 2-3 hours (5)	Student documents less than 2 hours spent at this agency. (0)	
Report	Student writes a report about this agency and how it can be a resource to families with young children. Report is comprehensive. (20)	Student writes a report about this agency but report is not complete or is not comprehensive. (15)	Student writes minimal information about the agency. (10)	Student does not write report. (0)	
Reflection	Report includes a reflection of what was learned from this experience. Reflection is comprehensive. (20)	Report includes a reflection of what was learned from this experience. (15)	Reflection is minimal. (10)	No reflection. (0)	
Resource Fair	Student has brochures or other information from the agency and shares this information with fellow students.(15)	Student has some information to share about the agency. (10)	N/A	Student does not have any information to share . (0)	
Totals					

Name: _____

6 – Brochure File Rubric

Each student will collect at least 15 brochures from local community agencies/organizations which would be helpful to families in early childhood settings. **All work is expected to be turned in on time, however we understand life events sometimes arise; so if work is not submitted on time we will accept it no more than one week after the due date and you will receive up to 30% off your total score.** Total Points: 100.

Criteria	Excellent	Good	Fair	Poor	Points
1. 15 Brochures	Student has at least 15 brochures. (30)	10-14 brochures (25)	6-9 brochures (20)	0-6 brochures (15)	
2. Local agencies or organization	All 15 brochures are from local agencies that could benefit families in the Midlands. (25)	10-14 resources Helpful (20)	6-9 resources helpful (15)	0-5 resources helpful (10)	
3. Comprehensive information	All 15 brochures provide comprehensive information about who they are, what they do, where they are located, and how parents can contact them. (25)	10-14 resources Comprehensive (20)	6-9 are comprehensive (15)	0-5 are comprehensive (5)	
4. Resources are neat and well organized.	Brochures are in a file folder or notebook and are listed either by category or alphabetical with a table of contents. (20)	Brochures are neat and somewhat organized. (15)	Brochures are in a folder or notebook but are not organized. (10)	Brochures are not in a folder or notebook and are not organized. (0)	
Totals					

Name: _____

7 – Strengthening Families Checklist

Students will interview the director of a child care program (or someone who is able to answer the questions). Student completes the checklist and a summary statement. **All work is expected to be turned in on time, however we understand life events sometimes arise; so if work is not submitted on time we will accept it no more than one week after the due date and you will receive up to 30% off your total score.** Total Points: 100.

Criteria	Excellent	Good	Fair	Poor	Points
Complete	Checklist is complete and includes comments on each item (barriers/assets) (40)	Checklist is mostly complete and includes comments on most of the items. (30)	Checklist is somewhat complete and includes comments on some of the items. (20)	Checklist does not include any comments on any of the items. (0)	
Summary Statement	Summary statement is comprehensive and includes assets and barriers (40)	Summary statement could be more comprehensive, but includes assets and barriers (30)	Summary statement includes assets or barriers. (20)	Summary statement does not include assets or barriers. (0)	
Contact Information	Student has the person interviewed write their name and contact information at the bottom of the checklist. (20)	N/A	Contact name or information about center is missing. (10)	No contact name or other information about the center listed. (0)	
Totals					

Name: _____ Semester: _____

Due Date: _____ Date Received: _____ Instructor: _____

ECD 108 – Family & Community Relations

Family Engagement Plan Rubric – Possible Points: 200

Directions: Each student will write a family engagement plan following the rubric below. This Plan will count as 20% of the total grade for this course.

Criteria	Excellent	Good	Fair	Poor	Points
Opening Paragraph <i>NAEYC Standard 2a</i>	Opening paragraph describes the characteristics of the family interviewed (see Family Interview Rubric) and includes family members, geography, ethnicity, roles, etc. (no names – confidentiality) (25)	Opening paragraph describes family characteristics and includes information about family roles, diversity, <u>or</u> parenting styles (20)	Opening paragraph describes family characteristics but does not include information listed in “Good” box at left (10)	Opening paragraph does not describe family characteristics or family name is divulged (0)	
Second Paragraph <i>NAEYC Standard 2a</i>	Second paragraph gives examples of individual strengths and needs of this particular family (above) (25)	Second paragraph gives examples of universal strengths <u>and</u> needs of all families (20)	Second paragraph gives examples of strengths <u>or</u> needs of families (15)	No examples of strengths or needs of families (0)	
Family Strengthening Strategies <i>NAEYC Standard 2b</i>	At least four strategies (from Strengthening Families Checklist) to support, strengthen, and empower families identified and described, with explanation of how strategies could be used to build respectful, reciprocal relationships with this family (30)	Four strategies to support, strengthen, and empower families identified and described with minimal explanation of how strategies could be used. (25)	Four strategies to support, strengthen, and empower families identified with no explanation. (15)	Less than four strategies identified (10) No strategy (0)	
Community Resources <i>NAEYC Supportive Skill 5</i>	At least three local community agencies/organizations (from brochures you collected) identified to meet specific needs of family and explanation provided on how resources would benefit and support this family (25)	Three local agencies/ organizations identified and explanation provided on how resources support families in an early childhood setting (20)	Three agencies/ organizations identified but are not local or do not meet needs of families in an early childhood setting (15)	Less than three agencies / organization identified (5) No agencies (0)	
How would you engage this family in your early childhood program? <i>NAEYC Standard 2c</i>	A description of how you might actively engage this particular family in your child care or early education program. Activity should benefit the individual needs of unique family (above) and include description of how to engage family, eliminate possible barriers, and how activity strengthens children’s development and learning (30)	Activity benefits general needs of families in community and includes description of how to engage families and communities and how this activity strengthens children’s development and learning (25)	Activity does not meet needs of families in community <u>or</u> activity does not include description of how to engage families or how this activity strengthens development and learning (15)	No family engagement activity designed or described (0)	
Summary <i>NAEYC Supportive Skill 4</i>	Summary reviews plan and reflects on student’s past, current, or potential work with families. (25)	Summary reviews plan and reflects on potential work with families. (15)	Summary reviews plan but does not show any reflection. (10)	No summary provided (0)	
Written and Computer Skills <i>NAEYC Supportive Skill 3</i>	Paper is typed, in 12 point font, with 1” margins; No spelling or grammatical errors; and (15)	Paper is typed but is not in 12 point font or have 1” margins; or three or less spelling or grammatical errors (15)	Paper is typed but is not in 12 point font and does not have 1” margins; or four or five spelling or grammatical errors (10)	Paper is not typed or more than five spelling/grammatic al errors (0)	
Oral Presentation <i>NAEYC Supportive Skill 3</i>	Student thoughtfully answers these three questions with the class: 1) Briefly describe family; 2) How would you engage family in ECE program? 3) What have you learned from this class that will help you in your work with families? (25)	Student answers questions but could use more thought or did not show complete understanding about working with families (15)	Student minimally answers questions or does not show any thought or understanding about working with families (5)	Student does not share the answers to these questions with class (0)	
Total Points					

*NAEYC Standards used in this activity: 2a: Knowing and understanding diverse family and community characteristics; 2b: Supporting and empowering families and communities through respectful, reciprocal relationships; 2c: Involving families and communities in their children’s development and learning; NAEYC Supportive Skills: SS3: Written and verbal skills; SS4: Making connections between prior knowledge/experience and new learning; SS5: Identifying and using professional resources.

A=186-200; B=170-185; C=150-169; D=140-149; F=Below 140

ECD 108 – Family and Community Relations

Assessment Record for _____

Assignments and Total Points	Activities	Actual Points
<u>Tests</u> Midterm	100	
Family Interview	100	
Family Conference	100	
<u>CONNECT Module 4</u>	100	
Parent Workshop	100	
Community Agency	100	
Community Resource File	100	
Strengthening Families Checklist	100	
Family Engagement Plan	200	
Totals	1000	

A = 93-100
 B = 85-92
 C = 75-84
 D = 70-74
 F = Below 70

930-1,000 points
 850-929 points
 750-849 points
 700-749 points
 Below 700 points

Midland's Technical College
ECD 108 – Family and Community Relations
Student Information Sheet & Syllabus Contract

Name: _____ **Phone:** _____

Address: _____

Email Address: _____

Child Care Program: _____ **Phone:** _____

Emergency Contact Person: _____ **Phone:** _____

What I hope to learn from this class:

What the instructor needs to know to help me be successful in this class:

I, _____, have received the course syllabus from my instructor. The syllabus has been explained to me, and I have had my questions answered by the instructor. I understand that it is my responsibility to keep the syllabus in my possession for future reference. I will take the initiative and maintain the necessary degree of persistence to have any future questions answered by the instructor. I understand that additional help may be obtained from the instructor during posted office hours or by appointment, but that it is my responsibility to seek such help. I further understand that support services will be provided upon my request and upon appropriate application to student services. I understand the potential for both passing and failing the course, and that I must obtain a cumulative grade of at least "C" to successfully complete the course.

In addition, I understand the attendance requirements set forth by Midlands Technical College.

I agree to adhere to all course, departments, and Technical College policies as referenced in the accompanying syllabus. I have had ample time to review this information.

STUDENT: _____ **Date:** _____

INSTRUCTOR: _____ **Date:** _____