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2022

ECE 302 Children, Families, Communities, and Schools in Sociocultural Contexts—Birth to Grade 6

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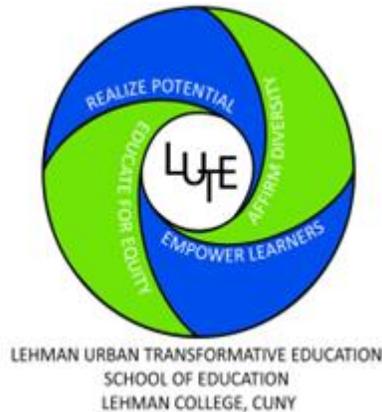
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Department of Early Childhood and Childhood Education
School of Education
LEHMAN COLLEGE
City University of New York



The School of Education prepares competent, ethical, and reflective professionals for service in diverse communities.

LUTE DOC: <http://www.lehman.cuny.edu/academics/education/introduction.php>

Semester:

Course Number and Title: ECE 302: Children, Families, Communities, and Schools in Sociocultural Contexts—Birth to Grade 6

Instructor:

Meeting Time:

***Note:** There will be a combination of in-person, Zoom, and asynchronous classes

Zoom Link:

E-mail:

Office hours:

Textbook Requirements: This is a Zero Textbook Course (ZTC), so there are no required textbooks to purchase. You can access all readings and videos through Blackboard.

Resources:

CUNY IT Support – <https://cunyithelp.cuny.edu/>

Computer Center Help Desk – 718-960-1111

Instructional Support Services – 718-960-8175

Student Disability Services – 718-960-8441

Counseling Center Services – 718-960-8761

1. Course Description

3 hours, 3 credits. Study of the sociocultural contexts of urban communities, schools, and community-based organizations and the impact of these contexts on children. Emphasis on how schooling is perceived by children, families, and communities. Use of media and technology as appropriate. Note: Requires a minimum of 10 hours of field work in community and educational settings with diverse populations and contrasting social and economic environments (Covid-19 restrictions will be considered and this requirement will be flexible).

Readings:

As this is a ZTC, there is not a required textbook. Rather there are presentations made with Google Slides for each week that must be read in entirety. The same way that you would take time to read through a chapter per class session, you are expected to view these presentations. The presentations include slides with text, embedded videos, and links to articles and open resource textbooks.

Each slide, video, and article must be viewed unless stated otherwise (example: “if you would *like to learn more*, [click here](#)”). You will click on the underlined words, which are often “[Click Here](#)” to visit a webpage. Most videos are embedded in the slide. You can click play and the enlarge button on the bottom right of the video to watch it without leaving the slide.

Recommended Readings (this text is used in other 302 sections):

Barbour, Patricia Scully; Michele L Stites; Hilary Roberts-King; Chandler H., Families, Schools, and Communities. Pearson Education (US), 2019.

2. Themes of the LUTE conceptual framework of the School of Education addressed in the course:

Theme I: Empower Learners

SOE faculty, staff, candidates, and alumni are empowered, through participation in collaborative inquiry and shared decision-making, to promote and support innovative practices in educational settings.

Theme II: Educate for Equity

SOE faculty, staff, candidates, and alumni are mindful of inequities and advocate for social justice as they work on closing achievement, opportunity, and attainment gaps.

Theme III: Realize Potential

SOE faculty, staff, candidates, and alumni are sensitive to the needs of the whole child/adolescent/adult. At every level, educators must help students realize their potential by establishing rigorous academic standards, using assessment to track progress, attending to diverse learning styles/needs, and taking into account social/emotional factors that contribute to or impede school success.

Theme IV: Affirm Diversity

SOE faculty, staff, candidates, and alumni affirm diversity by creating environments that ensure safety, equity, and appropriate outcomes for all learners and educators. We recognize the importance of school-family-community partnerships as essential educational contexts, knowledge bases, and sources for inquiry.

3. Student outcomes expected upon successfully completing the course (alignment with stated LUTE outcomes):

Students who successfully complete this course will learn:

Knowledge	Skills	Dispositions
<ul style="list-style-type: none"> ● Demonstrate knowledge of the theoretical frameworks that guide the interactions between the school, home, and community. ● Demonstrate knowledge about how the home and community environments extend learning that is established in the school environment, i.e., understanding the roles of Community Based Organizations (CBOs), museums, libraries, arts centers, and other community resources in supporting learning. 	<ul style="list-style-type: none"> ● Identify and apply strategies for initiating and maintaining effective communication between teacher and parents/guardians and /families including families from linguistically, culturally and racially diverse backgrounds. ● Identify and respond to challenges to initiate and maintain effective communication between teacher and parents/guardians and /families including families from linguistically, culturally and racially diverse backgrounds. ● Identify and apply strategies that ensure that parents/guardians are encouraged to participate as active members in school-based decision-making. ● Identify strategies for encouraging parents/guardians to participate in and contribute to their children’s education and for collaborating with parents/guardians to reinforce in-school learning outside of school. 	<ul style="list-style-type: none"> ● Demonstrate affirmation and respect for culturally and linguistically diverse families and communities, and promote anti-bias approaches through the creation of learning environments and experiences. ● Demonstrate knowledge of the social-emotional skills/abilities that educators must possess for positive interpersonal communication.

4. Instructional methods implemented in the course

- Reflection through Blackboard discussions and short-constructed response writing;
 - School/center/home observation (or research and interviews) and recording of data;
 - Constructivist project/s;
 - Online classroom demonstration and reporting via collaborative tools;
 - Use of media and technology specifically related to course content;
 - Emphasis on group work and empowered decision-making, with formative instructor feedback throughout.
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5. Graded course assignments and date/s due

(Complete details available in Blackboard and Assignments Packet.)

Assignment	Due Date	Weight of Assignment
Class Participation and Attendance	In Class	34%
Quizzes (5)	Various Sessions	20%
Personal Essay	March 2	8%
Twitter Feed Website Assignment	March 16, April 24	8%
CBO Study Project	Various Due Dates	34%
Total:		100%

[Please see the Assignments Packet](#) for detailed assignment descriptions and directions. Below you will find a brief explanation of each assignment.

1. Class Participation and Attendance (34 points)

We will meet most weeks either online or in-person. There will be various opportunities for discussions and group work. You will earn full credit by attending all classes and being an active participant in class.

2. Quizzes (20 points)

One week will have an instructor-created quiz to measure your understanding of the covered content. For other weeks, you will be designing an assessment using an online tool (4 points each).

3. Personal Essay (8 Points)

A reflective essay on family, school, and community.

4. Twitter Feed Website Assignment (8 points)

Write two “tweets” on a Google Sheet for each assigned website then review a website that a classmate tweeted about that caught your eye.

5. Community Based Organization (CBO) Study Project (34 Points)

This is the key assignment for this course focused on a CBO of your choice.

6. Online Component of the Course:

Some classes will be completed online. This course contains online readings that can be completed online by students at times that are convenient to them. When we meet remotely, it is important that you are in a quiet location with your camera on, ready to participate when necessary. We will use Google Slides and other online tools for group work, so you will benefit from using a computer or laptop.

In order to participate in this course, it is recommended to have access to high-speed internet in order to use Blackboard, Zoom, and other online resources (videos, readings).

Q&A Discussion Board Forum: If you have questions about assignments, technology issues, etc. please post them here. I encourage everyone to use this space. Feel free to answer a question if you know the answer. If you email me a question that may benefit the class, I will ask you to post your question here.

7. Assessment/grading policy (*procedures, components, weights assigned to each component*)

Please stay on top of assignments as outlined above and in the assignments packet. Deductions will be for late assignments.

In the event of illness or emergencies, you must notify me by **e-mail**. If you have extenuating circumstances, I will be able to give you a flexible due date for an assignment.

If there is anything you do not understand, please post in the Q&A discussion board or send me an email.

8. Detailed rubric/s for assessing course assignments *are provided on Blackboard.*

Upon completion of each assessment, the candidate will evidence Exemplary, Satisfactory, Developing, or Unsatisfactory competency in the required outcomes (knowledge, skills & dispositions). **We will follow Lehman College's system for grade equivalents.**

Exemplary (4)	Satisfactory (3)	Developing (2)	Unsatisfactory (1)
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Exemplary evidence in terms of quantity and accuracy, as well as ability to integrate theory and practice and reflect on each. A/A-	Adequate evidence in terms of quantity and accuracy, as well as ability to integrate theory and practice and reflect on each. B+/B/B-	Partial evidence in terms of quantity and accuracy, as well as ability to integrate theory and practice and reflect on each which requires further development. C+/C/C-	Inadequate evidence in terms of quantity and accuracy, as well as ability to integrate theory and practice and reflect on each. D/F
A =94-100	B+=87-89	C+=76-79	D+=67-69
A-=90-93	B=83-86	C=73-75	D=64-66
	B-=80-82	C-=70-72	D-=60-63
			F=0-59

9. Required fieldwork/research

- Hours- A **minimum** of **10 Hours**
- Site/s- At local **CBO**/online
- Purpose of fieldwork related to course content--to gain a first-hand experience with: (a) Parent Coordinator/ Facilitator; (b) CBO Administrator; (c) public school environment; and (d) CBO environments.

10. Description of how each of the following is integrated within the course

- **Child development:** study of the family and cycle of life—personal essay
- **Bilingualism:** letter to the parents, interview with CBO director
- **Diversity:** interview with CBO director & Parent Coordinator, letter to the parents
- **Inclusion** of children with special needs: study of families and impact discussion
- **Technology:** Blackboard
- **Aesthetics:** CBO visits

11. Academic and Plagiarism Policy:

The highest standards of academic integrity are expected from all Lehman students. You are responsible for knowing and understanding Lehman's academic integrity policy. It deals with issues of evaluation, plagiarism, fabrications and other student obligations. For details of Lehman's policy, please go to:

www.lehman.cuny.edu/student-affairs/documents/student-handbook-02.pdf

12. Attendance policy

Attendance and full participation are highly valued and factor into your final grade. If you must be absent, please notify me via email to discuss a make-up assignment so that you can still earn credit for that session.

13. Classroom specific policies

You are also expected to maintain the highest academic standards of Lehman College.

Cell phones and other Electronic Devices: Please keep phones on silent and use your electronic devices as you would in a school setting. You are expected to adhere to the ethical principles of the profession.

Lateness: Lateness will be considered being 5 or more minutes late to class. Repeated lateness will result in a lesser grade.

Late Assignments Policy: Typically, you will lose points per day that the assignment is late. If you have extenuating circumstances, please let me know so that I can accept an assignment late without deducting points.

APA Guidelines: All papers must be referenced according to the guidelines presented in the *Publication Manual of the American Psychological Association*. If you are unfamiliar with the APA style of referencing, please visit <http://owl.english.purdue.edu/> and click on the APA Style and Formatting Guide located on the right-hand side. **This applies to the CBO assignment.*

Grammar, Mechanics, and Spelling: Assignments with numerous mistakes in grammar, mechanics, or spelling will not be accepted. If you know that you struggle in this area, use spell check and/or have someone proofread before you submit a final copy. I recommend using Grammarly, an add-on that will be a lifesaver.

Revision of Assignments: If you would like to revise any assignment after you receive feedback and a grade, please contact me **within two days of receiving your feedback**. Assignments that are handed in after the due date will NOT be able to be revised.

14. Tentative Course Calendar

Session #	Dates Class Format	Session Topics and Module Slides	Assignments Due All assignments due at 11:59 pm	Instructor Link to Session Slides and More Note: Remove these links prior to sharing syllabus with students
1	February 2 Zoom	<ul style="list-style-type: none"> Class Introductions Review Course Information 	<ul style="list-style-type: none"> Review Course Outline and Assignments Packet A 	Survey : Consider sending before start of semester Synchronous Session 1 Students will all need access to the School of Education Student Modules under "Organizations" on Blackboard.. Confirm this with students.
2	February 9 Zoom	<ul style="list-style-type: none"> Home, School, and Community Influences 	<ul style="list-style-type: none"> Identify CBO on Google Doc 	Synchronous Session 2 Prepare ahead of time a Kahoot and Padlet-see slides for details.
3	February 16 Async	<ul style="list-style-type: none"> Viewing Family Diversity Understanding Roles and Experiences of Parents 	<ul style="list-style-type: none"> Instructor Created Quiz Leave 1 comment on each Slide Deck 	Quizizz Quiz Directions for students: Create an account (you can use Google or your email). Play the game. You have 2 opportunities to play the game and I will use your highest score. There are 8 questions; each question is worth 1/2 a point, for 4 points total. I will post a link with the correct answers once everyone has completed the quiz. Learn more about Quizizz (teacher tutorial) here .
4	February 23 Zoom	<ul style="list-style-type: none"> Early Learning and Childcare 	<ul style="list-style-type: none"> CBO: Introduction 	Review slide 5 in Online Tools Slides to go over Blooket. Play a Blooket of your choice, such as on Child Care (unable to link here but there are many options). Allow students to explore Blooket options in small groups so they can find what would be useful for their population.

5	March 2 Zoom	<ul style="list-style-type: none"> • Online Tools 	<ul style="list-style-type: none"> • CBO: Pics/Brochures • Personal Essay 	Review slides 9-22 of Online Tools Slides with students. Allow for some breakout rooms for students to discuss what they think will work best for them.
6	March 9 Async	<ul style="list-style-type: none"> • Working with Families with Children with Special Needs 	<ul style="list-style-type: none"> • Create Kahoot (Quiz) • Leave 2 comments on the Slide Deck 	Note: In the following and future sessions after students create a quiz, have students play one another's quizzes in the following session.
7	March 16 In-Person	<ul style="list-style-type: none"> • Protecting and Safeguarding Children 	<ul style="list-style-type: none"> • Write Tweet (Twitter Assignment) 	In-person class instructor notes are on slide 3 . You may want to remove these instructions before sharing slides with students. Make sure you are familiar with both Quizlet and Quizlet live before class.
8	March 23 Zoom	<ul style="list-style-type: none"> • Influences of the Home 	<ul style="list-style-type: none"> • CBO: Interviews • Create Blooket (Quiz) 	Synchronous Session 8 Slides Note: can make a copy of these for students to have access for breakout room activity
9	March 30 Zoom	<ul style="list-style-type: none"> • Community Influences on Children's Development 	<ul style="list-style-type: none"> • CBO: Research 	Synchronous Session 9 Slides Breakout Room Slides
10	April 6 In-Person	<ul style="list-style-type: none"> • Communication Strategies for Collaboration 	<ul style="list-style-type: none"> • Create Google Form (Quiz) 	In-Person Session 10 Slides This slide deck is created with Pear Deck. It's not necessary to use if you don't have access to a paid account. Prepare the partner activity for slide 6: Print and cut out from here into three rows/columns. Review this website ahead of time to be familiar with great field trips

11	April 13 Async	<ul style="list-style-type: none"> • Establishing and Maintaining Collaborative Relationships 	<ul style="list-style-type: none"> • CBO: Conclusion • Leave 2 comments on the Slide Deck and complete assignment on welcoming environments 	
No Class	April 20	Spring Recess		
12	April 27 Zoom	<ul style="list-style-type: none"> • Building School Partnerships with Families and Community Groups 	<ul style="list-style-type: none"> • CBO: Letter • Create Quizlet (Quiz) • Respond to Tweets on Internet Resources (Discussion Board) 	Synchronous Session 12 Slides Make sure you are familiar with slidesmania and slidesgo
13	May 4 Async	<ul style="list-style-type: none"> • Finish Work on CBO • Reflection 	<ul style="list-style-type: none"> • CBO: Make final changes • CBO: Advertisement 	Set up 1:1 meetings with students who need it
14	May 11 In-Person	<ul style="list-style-type: none"> • Educating All Students (EAS) Exam 	<ul style="list-style-type: none"> • Reflection 	In-Person Session 14 Slides Group Work Slides *Make a copy of the reflection

15. Relevant state and/or national standards addressed in the course (Danielson, Common Core, NAEYC, ACEI)

Our course is also in alignment with NCATE (National Council for Accreditation of Teacher Education); ACEI (Association of Childhood Education International); NAEYC (National Association for the Education of Young Children) and INTASC Standards (Interstate New Teacher Assessment and Support Consortium Standards).

<http://www.ncate.org>

http://www.ccsso.org/chief_state_school_officers/index.cfm

<http://www.naeyc.org>

<http://www.acei.org>

We also align ourselves with the Danielson Framework: <http://www.danielsongroup.org>

By completing all elements of this course, you are being prepared for Educating All Students (EAS) Exam - Competency 5: School-Home Relationships.

The screenshot shows a Blackboard course page for 'School-Home Relationships' at Lehman College School of Education. The page is titled 'School-Home Relationships' and 'Educating All Students (EAS) Competency 5'. The main content area contains the following text:

School-Home Relationships

It is a basic assumption of all public educational systems from pre-K through 12th grade that schools must continually reach out to students' parents/guardians and other family members as well as any involved primary care givers for the benefit of children's overall academic, cognitive, social and psychological development. Our schools cannot regard themselves as "fortresses" of learning that are disconnected from children's home life and their daily experiences in their neighborhoods. It is realized that children's learning is a fluid process that takes place continuously as they move between their classroom, school, home and community each day.

It should be kept in mind that while the school does constitute a specific and essential kind of learning community, it by no means can effectively operate without incorporating different aspects of students' home and community life. The primary role of parents and other family members should never be forgotten or taken for granted. It is these people who have the deepest and longest lasting impact on children's overall development. After all, children's teachers come and go but their family remains integral for an entire lifetime.

Performance Expectations:

The New York State educator understands effective strategies for promoting positive and productive relationships and interactions between the school and home to enhance student learning.

The sidebar on the left contains a table of contents with the following items:

- Home
- A. Communication
- B. Collaboration
- C. Accommodation
- D. Participation
- E. Reinforcement
- Resources
- Test Yourself
- Contributors