

UNIVERSITY OF WISCONSIN - STEVENS POINT

HOME, SCHOOL, COMMUNITY AGENCIES
ECED 460 /660 3 Credits / 4 credits (Project)

SUMMER, 2018

Important Note: This syllabus, along with course assignments and due dates, are subject to change. It is the student's responsibility to check D2L for corrections or updates to the syllabus. Changes are shared in a course announcement or through email.

Course Information

Class Meetings: Online

Location: July 20, 2018 @ CPS 326

Course Description: This course examines types, history, challenges, and role of early childhood programs in the lives of families and children. Families, schools, and community agencies are examined within the context of the past, present, and future challenges posed by poverty, diversity, mental health and changing socio-demographics of the American family.

Course Learning Outcomes

Essential Questions:

- ✓ What are those social programs and teaching practices that every community must provide for its children and families? Why are these programs important?
- ✓ Do families matter? How will you define a family in present day America? Why should we care about families?
- ✓ How do the ideas proposed by Maslow, Epstein, & Bronfenbrenner help us to understand and support the relationship between Home, School, & the Community?

Enduring Understandings: Learners will understand that

- The well - being of any community can be measured by the availability and accessibility) social programs and teaching practices that support families and children.
- To build a solid future for our children, we must first understand who, where families are, and what matters to them.
- To provide culturally -sensitive and timely support/care for families, we must look to experts in the field of Child Development and Family Systems.

Students Learning Outcome

- ❖ Student can identify and explain (i) different types & relevance of social programs for children and families, (ii) families and challenges confronting them; (iii) the relevance of some early philosophers of EC programs to teaching practices in present day early childhood classrooms.
- ❖ Students can explain and contrast the notions – “INVOLVEMENT versus ENGAGEMENT” of families by school, and community. They will also identify the relevance of Home Visits to involving and/or engaging families.
- ❖ Students will be able to identify and describe the relevance of Epstein’s Framework, Bronfenbrenner’s Family Systems, and Maslow’s Hierarchy of Needs to how schools and the community can engage and meet the needs of diverse families.
- ❖ Students can identify and describe how socio-economic issues – e.g. poverty, diversity, transitions, and more affect young children and families.
- ❖ Students will design specific programs for children and families of various backgrounds, and explain how these programs meet a wide range of needs
- ❖ Students will engage in Action Research by designing a program for resolving a problem or concern experienced by/in their communities – school, home, or neighborhood.

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Learning Outcomes:

Knowledge: (KNOW)

- *Students will be able to describe at least three programs for children and families*
- *Students will be able to explain and critique ideas shared by EC philosophers*
- *Students will be able to define a family in present day America; and identify socioeconomic challenges they experience.*

Skills: (ABLE TO DO)

- *Students will be able to show how the ideas of Bronfenbrenner, Epstein, and Maslow must guide the relationship between home, school, and community.*
- *Students will be able to design social programs that meet the needs of families and children*
- *Students will be able to apply research findings on social issues to creating a safe environment for all children and families.*

Disposition: (VALUE/APPRECIATE)

- *Students will appreciate how diversity enriches the relationships among home, school, community*
- *Students will value the various investments made by families, schools, and community agencies in meeting the needs of children*

- *Students will value the significance of home visits and effective communication in working with families.*

You will meet the outcomes listed above through a combination of the following activities in this course:

- Readings and posting Responses –
- Preparation
- Application

Instructor Information

Instructor: Oluyomi A. Ogunnaike Ph.D.

Office: Room 448-CPS Building

Virtual Office Hours: 10 – 11:

I will be available to answer Qs from participants during this hour. Send Qs through campus email. OR you may wish to call during this hour (see below).

Phone: 715 - 346 – 4742 (preferred)

Email: oogunnai@uwsp.edu OR yogunnai@pointschools.net (emergency ONLY)

Expected Instructor Response Times

-I will attempt to respond to student emails within 24 hours. If you have not received a reply from me within 24- hours please resend your email.

-I will attempt to grade written work within 72 hours, however longer written assignments may take me longer to read and assess.

Textbook (Required)

✚ Grant, K.B. & Ray, J.A. (2013): *Home, School, and Community Collaboration: Culturally - Responsive Family Engagement*. 2nd Ed (2013)

✚ Morrison, G. S. (2018). *Early Childhood Education Today*. (14th ed.) Upper Saddle River, NJ: Pearson Education Inc.

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Course Requirements & Supplementary Course Materials

- Minimum recommended computer and internet configurations for online courses can be found [here](#).
- **Articles/Readings needed on the following topics namely:
- Video clips:

- Article Search & Reviews on specific topics – e.g. poverty

** Supplementary Course Materials:

- Articles

Course Structure

The format for this course is Hybrid -80 % online through the course management system D2L; 20% face –to–face. You will use your UWSP account to login to the course from the [D2L Login Page](#). If you have not activated your UWSP account, please visit the [Manage Your Account](#) page to do so.

In D2L, you will access online lessons, course materials, and resources. At designated times throughout the semester, we will participate in a blend of self-paced activities using D2L. Activities will consist of discussion forums and activity plans.

D2L Access

This course is delivered partially online through a course management system called D2L.

To access this course on D2L you will need access to the Internet and a supported Web browser (Internet Explorer, Chrome, Firefox, Safari). To ensure that you are using the recommended personal computer configurations, please refer to the [D2L settings link](#).

Technical Assistance

If you need technical assistance at any time during the course or to report a problem with D2L you can:

- Visit with a [Student Technology Tutor](#)
- Seek assistance from the [HELP Desk](#)

ASSIGNMENTS: DATES, GRADE, & EVALUATION TENTATIVE

NOTE: *Please inform me if there are problems or concerns about the dates and assignments.*

| Assignments | WHERE | Due Date | Points |
|---|---|----------|--------|
| Pioneer: Tiki-Toki | Google Drive (follow the instructions in the Content Section) | 6/25 | 5 |
| Venn diagram Comparison | Google Drive | 6/26 | 5 |
| Flyer on ECE Approach | Google Drive | 6/28 | 10 |
| Discussion & Posting on Flyers | D2L Discussion | 6/29 | 10 |
| <i>AHA</i> Ideas on Child care, Head Start, Early Intervention & Preschool Programs | D2L | 7/2 | 5 |
| Home Visit TIP SHEET | D2L | 7/3 | 5 |
| Mini research on Poverty | D2L | 7/8 | 30 |
| Non-Traditional Families Interview | D2L | 7/10 | 20 |
| Challenges of Families & Resolutions | Google Drive | 7/11 | 5 |
| Anti- Bias Reflection | D2L | 7/13 | 5 |
| Community Resources Interview | D2L | 7/17 | 10 |
| Final Project: | D2L | 7/20 | 50 |
| Participation & Attendance | ALL participants | | 40 |

TOTAL = 200

COURSE EVALUATION/GRADING

191 - 200 = A
 181 - 190 = A-
 171 - 180 = B+
 161 - 170 = B
 151 - 160 = B-
 141 - 150 = C+
 131 - 140 = C
 121 - 130 = D
 120 < = F

Assignments: OUTLINE

| Date | Assignment | What it is |
|---|--|--|
| 6/25 -Pioneer | Flip Grid Pioneer – Google Chart <i>Watch clips that describe major ideas</i> Tiki-Toki on chosen Pioneer 5 points | Introduction Sign up in twos next to a Pioneer - <i>Dewey, Vygotsky, Pestalozzi, Montessori, Piaget, Gardner</i> <i>Tiki-Toki-share DOB, Ideas about i)children; ii) style of learning, iii) teachers role; iv) relevance to today's ECE practices</i> |
| 6/26- Comparison of Pioneers | COMPARISON of New Pioneers– through VENN Diagram 5 points | Choose 2 pioneers different from 6/25 choice; Compare these 2 new pioneers |
| 6/27 – Approach – <i>Montessori, Waldorf, Reggio Emilia, High Scope</i> | <u>Watch & prepare Flyer</u> | |
| 6/28 – Informational flyer on Approach | Flyer on ONE Program Approach- <i>Montessori, Waldorf, Reggio Emilia, High Scope</i> 10 points | FLYER: Create a Google document on a chosen Approach - <i>Major ideas of approach, benefits, challenges, personal perception on relevance of approach</i> |
| *6/29 – Review others' flyers USE RUBRIC | Discussion Board 10 points | <i>Post discussions ideas on others' Flyers- i)within grps; ii)across grps</i> |

2nd Week: Preschool

| Date | Assignment | What it is |
|--|---|---|
| 7/2- More PROGRAMS – Preschool, Child care, HS, EI <i>DUE – D2L</i> | AHA ideas 5 points | Description of what was learned about MORE PROGRAMS - Preschool, Child Care, Head Start, & Early Intervention <i>Ideas & Reference</i> |
| 7/3 – Understanding Families & home visits <i>DUE – D2L</i> | TIP SHEET on HOME VISIT 5points | Read articles, watch video, & create <i>TIP Sheet</i> on Home Visit |
| 7/4 | NONE | |
| 7/5 - Poverty | | |
| 7/6 – Poverty <i>DUE – 7/8/2018</i> | 30 points | <i>Paper on Poverty & Rubric DUE into D2L</i> |

3rd Week – FAMILIES

| Date | Assignment | What it is |
|--|--|--|
| 7/9 Families & Interview | Non-Trad Family | |
| 7/10 <i>DUE – 7/10 /2018 – D2L</i> | Interview paper on Non-Trad Family 20 points | <i>-Paper on Interview -Sign up w/ another to discuss Challenges -Discuss, Identify & Document Common Challenges in GOOGLE DOC</i> |
| 7/11 | 5 points | <i>Choose a Challenge from Google DOC Write solution & References</i> |
| 7/12 | | |
| 7/13 ANTI-BIAS <i>DUE – 7/13 /2018 – D2L</i> | Anti –Bias 5 points | <i>Reflection Paper on Anti-Bias approach</i> |

4th Week: Community Agencies & Project

| Date | Assignment | What it is |
|--|--|--|
| 7/16 | Begin Project | |
| 7/17 <i>DUE – 7/17 /2018 – D2L</i> | Interview Community Agency 10 points | Community Agency Interview |
| 7/18 PROJECT | Final Project | 460 – Program of Design 660 – Action Research |
| 7/19 | Final Project | 460 – Program of Design 660 – Action Research |
| 7/20 <i>DUE – 7/20 /2018 – D2L</i> | Presentation 50 points | |

ECED 460/660 - Summer 2018
Course Outline of READINGS & ASSIGNMENTS
(Subject to Change as the needs of the class dictates)

Project Preparation: Start finding these sites/connections now for projects later in the term:

- 1. Choose any type of family of “diversity”/ different -a few examples include single parent (mom or dad), stay-at-home dad, immigrant family, blended family and/or other types. You will be interviewing this family.**
- 2. Locate one Community Agency in your area. You will be interviewing their director or an employee.**
- 3. Preps for assignment on Poverty - Think of a children’s book or adult book that deals with poverty; look at websites & think of ideas on how to deal with poverty in your classrooms. (all participants will complete this assignment)**
- 4. Final Project - Think of an issue that you are passionate about, begin to create a picture of a program dedicated to this issue (ECE 460 students) Participants in 660- be ready to provide helpful, practical & relevant resources to resolve a problem/challenge experienced by schools, or families, or community agencies**

Week 1: Programs, Pioneers, and Philosophies

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| 06/25 | <p>Please complete the following tasks this week:</p> <ol style="list-style-type: none"> 1. Go to Gmail/Google Account - Content - Week 1. Enter in the requested information. 2. Post a video introduction below on the Flipgrid under Content - Week 1. On your video introduction, I want you to share where you live or are from; where you teach or hope to teach, and a noun or verb that best describes you. 3. Read <u>Chapters 4 and 5</u> of <i>Morrison</i> Text 4. CLICK HERE to sign up for a pioneer of early childhood. There will be two people per pioneer. Enter your name on the TOP table of this document next to one pioneer. 5. Watch the video below that relates to your pioneer. Expand your learning by watching the others videos also! <ol style="list-style-type: none"> a. Dewey: https://study.com/academy/lesson/john-dewey-on-education-impact-theory.html (6 min 30 sec) b. Vygotsky: https://study.com/academy/lesson/lev-vygotskys-theory-of-cognitive-development.html (10 min 55 sec) c. Pestalozzi: https://study.com/academy/lesson/johann-heinrich-pestalozzi-theory-impact-on-education.html (5 min and 26 sec) d. Montessori: https://study.com/academy/lesson/maria-montessori-theory-contributions-to-education.html (5 min 30 sec) e. Piaget: https://study.com/academy/lesson/jean-piagets-stages-of-cognitive-development.html (8 min 56 sec) f. Gardner: https://study.com/academy/lesson/howard-gardner-theory-impact-on-education.html (5 min 41 sec) 6. Find additional resources on your pioneer. This could be video clips, websites, or research articles. You will be building a summary of your pioneer on a digital timeline. 7. Follow the instructions LINKED HERE for building your Tiki-Toki timeline project. 8. Place your pioneer on the timeline and include their major ideas about children, style of learning and the role of teachers in the classroom. How relevant are your pioneers ideas to how you perceive today’s |
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| | early childhood classrooms. Include your resources in the text on the timeline. |
| 06/26 | <ol style="list-style-type: none"> 1. Review the Tiki-Toki timeline that the class created yesterday. 2. Select two pioneers who are different from the one you reported on yesterday. 3. CLICK HERE to sign up for two new pioneers of early childhood. Choose two different pioneers from your previous choice (6/25). Enter your name on the BOTTOM table of this document next to two pioneers. 4. CLICK HERE to go to our class Google Folder. Right click on the pioneer comparison document and choose Make a Copy. Rename this document with your first name and your pioneers' last names. 5. Complete a Venn Diagram comparing and contrasting the philosophies of your two pioneers. Include your references on the bottom of your document. |
| 06/27 | <ol style="list-style-type: none"> 1. Read <u>Chapter 6</u> of the Morrison text. 2. Watch the following videos: <ol style="list-style-type: none"> a. <i>High Scope Approach</i> https://vimeo.com/204983488 (8 minutes) b. https://www.youtube.com/watch?v=XVv5ZL9nlgs Reggio Emilia (11 min 53 sec) c. Waldorf Approach: https://www.youtube.com/watch?v=pZc1YNCCnG8 d. Montessori Approach: https://www.youtube.com/watch?v=-oAzH79niws e. Montessori Approach 2: https://www.youtube.com/watch?v=q7a3Br6kPbU |
| 06/28 | <ol style="list-style-type: none"> 1. CLICK HERE to sign up for one program/approach to early childhood education. 2. Person #1 from the sign up sheet above should create a Google Doc in the ECED 660 folder. Title the Google Doc the program/approach you signed up for. 3. With your partners, build an informational flyer on the approach. Include your references. <ol style="list-style-type: none"> a. On the flyer include program's specifics - major ideas/practices, benefits & challenges, & your personal perceptions of the relevance of the program to ECE practices in today's classrooms. |
| 06/29 | Review your classmates' flyers in the Google Folder to learn more about the different approaches. Go to the Discussion Board in D2L. Click on the Approach Discussions. Ensure your first post is today (Friday). Discuss with your group how your approaches are similar/different. Discuss throughout the weekend. You will be evaluated on the number of posts, replies to your classmates, and understanding of the different approaches. CLICK HERE to see a rubric for your evaluation |
| Week 2: Preschool, Childcare, Head Start, and Early Intervention Programs | |
| 07/02 | <ol style="list-style-type: none"> 1. Read <u>Chapter 10</u> of <i>Morrison</i> Text. 2. Read article "The Most Important Grade" by Barnett 3. Read article "Begin with Preschool" Guilfoyle (2013) 4. Read article by Heckman on EC Program 5. Watch the following video on preschool quality: https://www.youtube.com/watch?v=wbWRWeVe1XE 6. Read <u>Chapter 7</u> in <i>Morrison</i> text. 7. Review the following websites: |

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| | <ul style="list-style-type: none"> a. https://dcf.wisconsin.gov/cclicensing/commentary (Licensed Child Care Rules - Family Child Care & Group Child Care) b. https://dcf.wisconsin.gov/ccregulation (Guide to Regulated Care) <p>8. Watch the following videos:</p> <ul style="list-style-type: none"> a. https://www.youtube.com/watch?v=MfftLCA3FY&feature=em-share_video_user Challenges of Care in WI b. Early Intervention: https://vimeo.com/223380414 c. Head Start: https://www.youtube.com/watch?v=hCMtXcgOEJI d. Head Start 2: https://www.youtube.com/watch?v=GUAVMnWvj8g <p>Review the following websites:</p> <ul style="list-style-type: none"> f. https://www.dhs.wisconsin.gov/children/index.htm g. http://www.co.portage.wi.us/departments/health-and-human-services/division-of-community-programs/programs-for-children-with-special-needs/health-and-human-services h. https://www.acf.hhs.gov/ecl/early-learning/head-start i. https://eclkc.ohs.acf.hhs.gov/policy/showcase/center <p>Type up a one page bullet sheet with your “aha” ideas that you discovered through the review of these materials. Include the resources where those surprises came from. Post on D2L</p> |
| <p>07/03</p> | <p><u>FRAMEWORK</u> for understanding Families –</p> <p>Readings Bronfenbrenner = <i>Morrison</i> Text (<u>Chapter 5</u>); <i>Grant & Ray</i> (<u>Chapter 2</u>) Epstein = <i>Grant & Ray</i> (<u>Chapter 2</u>); & Notes (<i>Epstein’s Keys</i>) Maslow - <i>Morrison</i> Text (<u>Chapter 5</u>)</p> <p><u>HOME VISITS</u>: Readings & Resources Watch Video -*www.pthvp.org Read <i>Grant & Ray</i> (<u>Chapter 12</u> -page 285-288) Read <i>How Home Visits transformed my teaching</i> -Louise El Yaofouri-Kreuzer (2018)</p> <p>Assignment on Home Visit: -Design a Home Visits Tips Sheets and Dropbox that on D2L.</p> |
| <p>07/05 and 07/06</p> | <p>Poverty Assignment</p> <p>Mini-Research & Reflection: “Looking Poverty in the Eye: What I know and must do” (Individual; about 5 double space pages).</p> <p>The purpose of this assignment is to examine “poverty” to the best of your ability in order to know how to deal with it in your classroom and interactions with children and families. To complete this assignment, the participant must:</p> <ol style="list-style-type: none"> 1. Conduct research on the topic of Poverty by doing the following: <ul style="list-style-type: none"> i. Consult at least 4 articles (published between 2010 and 2016). Examples of a few websites of academic journals include www.ascd.org; www.nccp.org; www.kappanmagazine.org; <p>More Resources -FYI</p> <ul style="list-style-type: none"> o Urban Institute -https://www.urban.org/ https://www.urban.org/features/understanding-poverty o Child Trends: https://www.childtrends.org/?s=Poverty |

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| | <ul style="list-style-type: none"> ○ Children’s Defense Fund http://www.childrensdefense.org/newsroom/mediareources/ending-child-poverty-now.pdf <p>ii. Read at least 2 articles from Magazines or Newspapers; iii. Literature - Children’s book (e.g. <i>Fly Away Home</i>. By Eve Bunting) and/or Adult novel; As you begin this assignment, consider the following questions</p> <ul style="list-style-type: none"> a. Definition: What exactly is “poverty”? Provide a working definition, characteristics or traits, population, percentages of children, adults, families, etc; b. Influence of Poverty? How does poverty affect the home, school, community, and social programs? c. Solution: What are those “<i>practical, serious, down-to earth, no lip service</i>” STEPS or PRACTICES that I must implement in my classroom to combat the impact of poverty in the lives of children and families? d. Feel free to include other comments, ideas, & thoughts about poverty. e. References: Cite this using APA style e.g. Author, year, Title, Publisher <p>Paper: Prepare a <u>typed paper</u>, not more than 5 double-space pages (Font size <u>12, Georgia or Garamond</u>) on the above. Be sure that your paper follows the APA Style (check www.apa.org). NOTE: Please follow the above instructions in preparing your paper. Doing this facilitates how your paper is graded. DUE on 7/8/18</p> |
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Week 3: Understanding Families; Understanding Anti-Bias Perspective

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| <p>07/09-07/10</p> | <ul style="list-style-type: none"> 1. Read the following: TEXT- <i>Grant & Ray</i> -<u>Chapter 4</u> - “Structurally Diverse Families” <i>Today’s Families</i> by King & Haugen (2013) <i>Families are changing & staying the same</i> - Cohen (2017) <i>Involvement or Engagement</i> by Ferlazzo <i>Family Partnerships that count</i> -by Allen <u>Chapter 6</u> “Students of families in transition” -<i>Family Values: An Immigrant Teacher’s story</i> - Akosua-Kayser (2017) -<i>Getting to know ELL’s Families</i> - Breiseth (2016) -<i>Supporting Transnational Family</i> - Cho, Shen, & Chin (2010) 2. Learning about Diverse Families in the US <ul style="list-style-type: none"> a. Interview a non-traditional family/family of diversity: single parent (mom or dad), stay-at-home dad, immigrant family, blended family (instructor provides interview questions); b. Dropbox the interview responses. c. CLICK HERE to sign up for your partners for your interview discussion. CLICK HERE to discuss with a partner in Flipgrid what you learned from this interview. Use password: ECED460/660. In your discussion, identify some common challenges faced by the families you interviewed. CLICK |
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| | <p>HERE to put those challenges on a Google Doc that shared with the rest of the class.</p> |
| 07/11-07/12 | <p>Read <i>Grant & Ray's -Chap 10 - "Teacher as communicator facilitator" - Chapter 12- "Teacher as a Family Resource & Advocate" p.292-298</i> <i>-Chapter 7- "Families overcoming obstacles"</i> <i>-Engaging families through better communication system</i> by Kraft (2017) <i>-Building partnerships through classroom events</i> by Zacarian & Silverstone (2017) <i>-"Looking out, looking in: A partnership approach -----"</i> Pushor, 2011 Go to the Common Challenges Google Doc from yesterday and put your name next to one of the challenges.</p> <ol style="list-style-type: none"> List your challenge below the table and write potential ways to address/support those challenges in your classroom. Include references and resources to utilize when your students experience similar challenges. |
| 07/13 | <p>ANTI - BIAS Approach: Watch the following videos:</p> <ol style="list-style-type: none"> https://www.youtube.com/watch?v=NPKXKEWfSzQ(Anti-Bias https://www.youtube.com/watch?v=7szjm94d4l0 Read article <i>Moving beyond anti-bias activities</i> (Kuhl, LeeKeenan, given, & Beneke (2016) <ol style="list-style-type: none"> Write a reflection on your personal thoughts about biases; and how you will ensure that your students do not engage in such biased practices. Dropbox your personal reflection on D2L. |
| <p>Week 4: Community Agencies and Final Project</p> | |
| 07/16-07/17 | <ol style="list-style-type: none"> Visit the community agencies you selected at the beginning of the term and conduct an interview with either the Director or an Employee on the following: <ol style="list-style-type: none"> How long has your agency been in operation; What are the various types of Resources or Services provided to the Home, Schools or other Programs, & the Community; How does your agency relate to FAMILIES, SCHOOLS, & the COMMUNITY in your areas of service; What are some of the challenges affecting these relationships and the Quality of the Services? Write up your findings. Include i) Name of Agency, ii) Answers to each question. Submit into D2L by 7/17/18. |
| 07/18-07/19 | <p>Final Project Work: See Project document for specific guidelines.</p> <p>ECED 460 students: Program & Paper: Design of a Program for families, children, & community – research, blueprint, name of the new program.</p> <ol style="list-style-type: none"> Identify a program you wish to design; Provide three to four research based reasons for designing this program; Create a <u>blueprint of your program</u>– facilities, population, curriculum, philosophy, program content; hour of operation, daily schedule, etc. Identify the benefits of your program. Submit a paper (D21, 7/20 before 10.30pm) that describes your program – name, reasons for designing such a program, facilities, philosophy, population served, and benefits of program. Bring your Blueprint and Paper to share on 7/20, |

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| | <p>ECED 660 students: Action Research & Paper:</p> <p>Purpose is to explore solutions to a specific need or problem experienced by you, the participant, others that include parents, caregivers, teachers, community agencies e.g. library, museums, places of worship,</p> <ol style="list-style-type: none"> 1. Identify or choose a need that is relevant to families, school, community or community agency. 2. Conduct research and review of literature on this chosen need. Look for research or articles written from 2009 – 2017. Find <u>at least 5</u> articles. Find additional information from course texts, magazines, children’s literature & personal experience. 3. Gather relevant information to create solutions to meet such a need. 4. Information can be prepared in the form of Power Point slides, Prezi, and others. 5. You may also consider assembling the solutions in a Binder submitted to the home, classroom teacher or community agency. 6. Submit a paper that describes in detail to the following: <p>Title: You decide the title of your choice</p> <p>Introduction: A paragraph that i) provides a brief background of the need explored/examined; ii) describe research conducted e.g. Bloom (2016) <i>stated that families have many shared responsibilities that fill up their time. As such, schools that desire to engage families have to consider the issue of time.</i></p> <p>Solutions: Provide detailed description of the solutions or ideas generated from your research & review of magazines & other relevant resources.</p> <p>Translating Solutions To Practice(s) Share basic ways about translating solutions to practice e.g. <i>Accessibility to relevant resources was another viable solution. To make this practical, the school should create a paid position for a Family Liaison who is responsible for visiting families to find out specific resources needed by families.</i></p> <p>Conclusion & Reflection Summarize your research efforts; share your thoughts and experience about completing the assignment.</p> <p>References- APA style e.g. Ferling A.J. (2010). The most important job in the world -parenting. <i>Young Children</i>, (19), 6-10</p> <p>SUBMIT your paper into D2L on 7/20 before 10.30p.m Be ready to present your work on 7/20</p> |
| <p>07/20</p> | <p>Class meeting and presentations of Project</p> <p>We will hold a face-to-face meeting in CPS 326 on Friday, July 20, 2018 @ 10.00am - 12noon.</p> |