

ECED 460 – Home, School, Community Agencies  
3 credits  
Syllabus  
Spring 2020

Time: **Mondays & Wednesdays: 9:30-10:45 a.m.**

Location of Course Meetings: **CCC 114**

Instructor Name: Dr. Ogunnaike  
Office Location: CPS 448

Office #: 715.346.4742  
Email: [oogunnai@uwsp.edu](mailto:oogunnai@uwsp.edu)  
Office Hours: 1-2 (Tues & Wed)  
Other Meetings: By Appointment

**Course Description:** This course examines the relationship between the Home, School, and Community (Agencies) using Maslow's Hierarchy of Needs and Epstein's Framework on Home-School-Community Collaboration. The course also examines the role of fathers, school and home relationships, working with families, especially those from diverse cultural backgrounds, communication, and curriculum of local community agencies.

**Essential Questions** Guiding the Course

- *What are those challenges currently experienced by the Home, School, & Community Agencies?*
- *How do the ideas proposed by Maslow and Epstein help us to understand and support the relationship between Home, School, & the Community?*
- *As educators of young children, how can we support Home (the family), School, & Community (Agencies)?*

**Enduring Understandings:** The student will understand that

- Changes in family structure and socio-economic status affect the Home, School, & Community Agencies.
- Maslow reinforces the importance and significance of basic needs while Epstein underscore practical steps in communicating and connecting with families.
- Respect for diverse families and the uniqueness of their needs serve as a starting point for supporting homes, schools, and the community.

**Student's Learning Outcomes (SLO):**

- Students will be able to identify and describe different types of families and suggest how schools & community agencies can best meet the needs of these families.
- Acting as Agents of Change, students will prepare a "Framework of Action" that outlines step by step, how they plan to provide needed support to homes, schools, and community (agencies) based on specified needs.
- Students can identify and describe how the ideas of Maslow's Hierarchy of Needs and Joyce Epstein's Keys of Communication are used in supporting home, school, and community (agencies).
- Students will identify the impact of poverty and prepare research -based practices in ECE classroom that support and sensitize all learners.

NOTE: Evaluation/Course Requirements- Detailed information about assignments can be found in the document – “ECE 460 Assignment Pamphlet”

\* Signature Assessment

Assignment	Brief Description	Points/Percentage	Learning Outcomes Met (#)
Weekly Reviews of course Readings	<i>Review of assigned class readings on specific topics.</i>	20	1,2,3,9,10
Social Issue of concern - Poverty OR ACE	<i>Research on the impact of social issues of concern e.g. Poverty OR Adverse Childhood Experiences (ACE)</i>	20	2, 3
Community Agency Interview	<i>Questions on type, services, challenges, and relationship between different Community Agencies and the Home &amp; School.</i>	10	10
Involvement w/ Elementary school PTO, Interviews, & School Summary*	<i>Participation in specific elementary schools through PTO attendance, interview (two teachers, two parents, and the principal) and preparation of a Summary of School's efforts in partnering with home and community agencies</i>	30	10
*Agents of Change	<i>Final project – students work directly with parents, OR teachers, OR community agencies to provide much needed support OR resources, such as materials, data, etc. on a topic, issue, chosen by the Home, School, Community Agencies.</i>	50	9, 10

**Learning Outcomes – School of Education**

**Standard #10: Leadership and Collaboration:** *The student can build and foster relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being, and demonstrates the ability to act with integrity, fairness and in an ethical manner.*

**Standard #9: Professional Learning and Ethical Practice:** *The student can apply reflective thought to their teaching practice and evaluate and explain the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others. The student can identify professional growth opportunities and explain how these opportunities might contribute to their teaching success and effectiveness.*

**Standard #1: Learner Development:** *The student can explain the central concepts, tools of inquiry, and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.*

**Standard #3: Learning Environments:** *The student can explain how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.*

**Standard #2: Learning Differences:** *The student can explain how children with broad ranges of ability learn and develop/provide instruction that supports their intellectual, social, and personal development.*

### Required Course Materials

- ✚ Grant, K.B. & Ray, J.A. (2016): Home, School, and Community Collaboration: Culturally - Responsive Family Engagement. 3<sup>rd</sup> Ed (RENTAL)
- ✚ Supplementary Readings: TBD

### Technology Guidelines

- **Cell phone usage:** Research supports that having visual access to a cell phone diminishes our ability to learn. Checking social media, texts, emails, and messages is unprofessional and disrespectful to our class community. Please turn off your phone during class; I will do so as well. If I notice that you are using your phone during class, I may ask you to share what you are researching or ask you to put it away. Thank you for following these guidelines as they help create a positive learning community.
- This course requires posting of work online that is viewable only by your classmates. None of the work submitted online will be shared publicly. Some assignments require account creation for online programs. Your academic records (grades, student IDs, personal identification information) will not be shared by the instructor of this course. Confidentiality of student work is imperative, so you should not share the work of your peers publicly without their permission. By participating in these assignments, you are giving consent to sharing of your work with others in this class and you recognize there is a small risk of your work being shared online beyond the purposes of this course. If you elect to not participate in these online assignments due to confidentiality concerns, then an alternate assignment will be offered to you.

- **Inclusivity Statement**

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

- If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it using this [link](#). You may also contact the Dean of Students office directly at [dos@uwsp.edu](mailto:dos@uwsp.edu).

- **Confidentiality**

Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them.

## Communicating with your Instructor



Email is another way to reach me at: [oogunnai@uwsp.edu](mailto:oogunnai@uwsp.edu)



Calling my office (715-346-4742) is the quickest way to reach me. Leave a voicemail if I do not answer.



Skype Videoconference is also available by request.

## **Communicate Clearly**

Remember some faculty receive as many as 100 emails per day. Yours should be clear, concise, and professional so that your issues can be responded to effectively. Include the entire thread of an ongoing email conversation so that your instructor can recall the history of your issue without searching for other emails you have sent. Sign off with your first and last name. I will not open attachments without messages or messages that are illegible.

## Office hours

I am available without an appointment on **the days/times below**.

### **✚ 1-2 (Tues & Wed) Other Meetings: By Appointment**

Individual meetings can be arranged through an email request, phone call, or conversation directly before or after class. **I do not** hold normal office hours during the following weeks: (*Thanksgiving week, Spring Break, Summer Break, and finals weeks.*)

## Attendance

Attending class will likely be the single most important factor in determining your performance and grade in the course, so plan to attend every class. In most class meetings you will have at least one project, exercise, test, and/or discussion that will impact your grade, and your class discussions will count toward participation. The relationship between attendance and achievement in education has been extensively documented in peer-reviewed research. ***I am not able to re-teach the material to you in the event that you are absent, but you can ask a classmate to share notes. Any exceptions to the attendance policy should be confirmed in writing.***

Please refer to the “Absences due to Military Service” and “Religious Beliefs Accommodation” below. Additionally, below are attendance guidelines as outlined by the UWSP registrar:

Attend all your classes regularly. We do not have a system of permitted "cuts."

If you decide to drop a class, please do so using myPoint or visit the Enrollment Services Center. Changes in class enrollment will impact your tuition and fee balance, financial aid award and veterans educational benefit.

During the first eight days of the regular 16- week term, your instructor will take attendance. If you are not in attendance, you may be dropped from the class. You are responsible for dropping any of your enrolled classes.

- If you must be absent during the term, tell your instructor prior to the class you will miss. If you cannot reach your instructor(s) in an emergency, contact the Dean of Students Office at 715-346-2611 or [DOS@uwsp.edu](mailto:DOS@uwsp.edu).
- If you are dropped from a class due to non-attendance, you may only be reinstated to the class section using the class add process. Reinstatement to the same section or course is not guaranteed. Your instructors will explain their specific attendance policies to be followed at the beginning of each course.
- If you take part in an off-campus trip by an authorized university group such as an athletic team, musical or dramatic organization, or a class, make appropriate arrangements in advance with the instructor of each class you will miss. If you are absent from classes because of emergencies, off-campus trips, illness, or the like, your instructors will give you a reasonable amount of help in making up the work you have missed.
- If you enroll in a course and cannot begin attending until after classes have already started, you must first get permission from the department offering the course. Otherwise, you may be required to drop the course.
- If you do not make satisfactory arrangements with your instructors regarding excessive absences, you may be dismissed. If you are dismissed from a class, you will receive an F in that course. If you are dismissed from the University, you will receive an F in all enrolled courses.

## Late Work

It is important to identify if there are allowances for late work based on excused absences and the grading criteria for excused and unexcused late work. It is also helpful to include number of hours/days/weeks that late work will be accepted.

## Absences due to Military Service

As stated in the UWSP Catalog, you will not be penalized for class absence due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, not to exceed two (2) weeks unless special permission is granted by the instructor. You are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the absence. The faculty member is responsible to provide reasonable accommodations or opportunities to make up exams or other course assignments that have an impact on the course grade. For absences due to being deployed for active duty, please refer to the [Military Call-Up Instructions for Students](#).

## Religious Beliefs Accommodation

It is UW System policy ([UWS 22](#)) to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements.

You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:

- There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and
- You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.

- Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
- Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement.
- You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

## Equal Access for Students with Disabilities\*

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

*If modifications are required due to a disability, please inform the instructor and contact the Disability and Assistive Technology Center to complete an Accommodations Request form. Phone: 346-3365 or Room 609 Albertson Hall.*

## Help Resources

Tutoring	Advising	Safety and General Support	Health
Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. 018 Albertson Hall, ext 3568	Academic and Career Advising Center, 320 Albertson Hall, ext 3226	Dean of Students Office, 212 Old Main, ext. 2611	Counseling Center, Delzell Hall, ext. 3553. Health Care, Delzell Hall, ext. 4646

### UWSP Service Desk

The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at [techhelp@uwsp.edu](mailto:techhelp@uwsp.edu) or at (715) 346-4357 (HELP) or visit this [link for more information](#).

### Care Team

The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which individually I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting [here](#).

## Academic Honesty

Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it.

*UWSP 14.03 Academic misconduct subject to disciplinary action.*

- (1) Academic misconduct is an act in which a student:
  - (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
  - (b) Uses unauthorized materials or fabricated data in any academic exercise;
  - (c) Forges or falsifies academic documents or records;
  - (d) Intentionally impedes or damages the academic work of others;
  - (e) Engages in conduct aimed at making false representation of a student's academic performance; or
  - (f) Assists other students in any of these acts.
  
- (2) Examples of academic misconduct include, but are not limited to:
  - Cheating on an examination
  - Collaborating with others in work to be presented, contrary to the stated rules of the course
  - Submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
  - Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
  - Stealing examinations or course materials
  - Submitting, if contrary to the rules of a course, work previously presented in another course
  - Tampering with the laboratory experiment or computer program of another student
  - Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Students suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in the [University System Administrative Code, Chapter 14](#).

## Other Campus Policies

### FERPA

The [Family Educational Rights and Privacy Act](#) (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear *educational need to know* may also have to

access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.

## **Title IX**

UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students.

Please see the information on the [Dean of Students webpage](#) for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. For more information see the [Title IX page](#).

## **Clery Act**

The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1<sup>st</sup> in our [Annual Security Report](#). Another requirement of the Clery Act is that the campus community must be given timely warnings of ongoing safety threats and immediate/emergency notifications. For more information about when and how these notices will be sent out, please see our [Jeanne Clery Act](#) page.

## **Drug Free Schools and Communities Act**

The Drug Free Schools and Communities Act (DFSCA) requires institutions of higher education to establish policies that address unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for Prevention lists information about alcohol and drugs, their effects, and the legal consequences if found in possession of these substances. [Center for Prevention – DFSCA](#)

## **Copyright infringement**

This is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act. Each year students violate these laws and campus policies, putting themselves at risk of federal prosecution. For more information about what to expect if you are caught, or to take preventive measures to keep your computing device clean, visit our [copyright page](#).



**FINAL GRADES WILL BE BASED ON THE FOLLOWING:**

<b>Assignments</b>	<b>Due date</b>	<i>Whom or Where</i>	<b>Points - Total</b>	<b>InTASC Standards</b>
Weekly Reviews	Weekly, One per group	<i>Class Presentation</i>	20	# 9
Special Assignment #1 on <i>Poverty or Adverse Childhood Experiences (ACE)</i>	3/2	<i>Class Presentation &amp; Graded</i>	20	#1, 2, 3,9, & 10
Special Assignment # 2 - <i>Community Agencies Interview</i>	2/26	<i>Presented in class</i>	10	#10
PTO Meeting Report	2/29	<i>Canvas</i>	20	#1, 9, 10
School Interview	2/29	<i>Canvas</i>	30	#1, 9, 10
<b>*Summary of School Involvement</b>	3/5	<i>Canvas</i>	20	#9, 10
<b>*Agents of Change Project</b>	3/11	<i>Presented in class &amp; Canvas</i>	50	# 1,9, 10
Professionalism			30	ALL
TOTAL			200	
<b>*SIGNATURE ASSSMENTS</b>				

**COURSE GRADING OUTLINE**

191 - 200 = A

141 - 150 = C+

181 - 190 = A-

131 - 140 = C/C-

171 - 180 = B+

&lt;140 = D (fail - will need to repeat the course)

161 - 170 = B

151 - 160 = B-

Students must receive a C- or better in all Elementary Education, Early Childhood, & Physical Education courses required for teacher certification. Students that earn a D will repeat the course.

**COURSE OUTLINE (TENTATIVE - subject to change)**

- Supplementary Materials: *Class Distribution* or/and *Canvas*
- **H-S-C** refers to: Home, School, Community /Community Agencies

Date & Topic	Readings	Class Activities	Assignments
<b>1/23 (Wednesday)</b>  Course Introduction	<i>None</i>	<i>Introduction: Groups &amp; Topics; Assignments &amp; School Involvement</i>  <i>Discuss Facilitation:</i>	-Review next class readings
<b>1/27 (Monday)</b>  <i>-Overview of Family</i>  <i>-Framework for HSC Connection: Bronfenbrenner, Epstein, &amp; Maslow;</i>	ALL Groups : Read- <b>Grant &amp; Ray (2016) Text</b>  - Chap 1 - 'Family Engagement & the Responsive Educator'.  -Chap 2 - 'Theories & Models for Family Engagement'.	<i>Group 1 facilitates today's discussion</i>  -Discuss Framework: Similarities, Differences, & Connections to HSC  -Discuss: School Involvement assignments	<i>Readings &amp; Video on Home Visit</i>  All groups-  i. Read TEXT- Grant & Ray (2016) page 285 -287  ii. Watch <b>one</b> of the links below here & bottom of page:  <a href="https://aftvoices.org/breaking-through-bias-with-parent-teacher-home-visits-a46142f27c1">https://aftvoices.org/breaking-through-bias-with-parent-teacher-home-visits-a46142f27c1</a>
<b>1/29 (Wednesday)</b>  <i>-Families: Working Relationships with Others</i>  <b>Home VISITS</b>	All groups: <i>Read these articles on Canvas</i>  - "Involvement or engagement"? by <b>Ferlazzo, May 2011, Educ Leadership</b>  - <i>Family partnerships that count: How can schools meaningfully engage families in supporting student learning' Allen, 2008;</i>  - <i>How Home visits Transformed My Teaching – through Yaafouri-Kreuzer (2017)</i>	<i>Group 2 facilitates today's discussion</i>  <i>Discuss findings on Home Visit video</i>  See below links	

HOME VISIT: <https://aftvoices.org/breaking-through-bias-with-parent-teacher-home-visits-a46142f27c1>

<https://www.youtube.com/watch?v=qbCIpLt4OGo>; <https://www.youtube.com/watch?v=HDzCSNLT8Hw>

Dates	Readings	Class Activities	Assignments
<p><u>2/3(Monday)</u></p> <p><b>Families: Types, Influence, &amp; Challenges</b></p> <p><b>Groups 2-5: Find &amp; review articles on assigned families</b></p>	<p>ALL <b>Groups</b> read the following articles <u>on Canvas</u></p> <p>a. 'Today's families : Who we are'. <b>King &amp; Haugen, 2013 p.46-52</b></p> <p>b. 'Families are changing' - by <b>Cohen 2017</b></p> <p>=====</p> <p><b>-Group 1 - "Supporting Transnational Families" by Cho, Chen, Shin (2010), Young Children -Canvas article</b></p> <p><b>-Group 2 – Latino OR Hispanic Families</b></p> <p><b>-Group 3 - Hmong Families</b></p> <p><b>-Group 4 - Asian families</b></p> <p><b>-Group 5 – Migrant Families</b></p>	<p><i>Group 3 facilitates today's discussion</i></p> <p>Discussion on Types of Families</p>	<p><i>Read description of Agent of Change Project</i></p>
<p><u>2/5(Wednesday)</u></p> <p><b>Begin discussing Agent of Change Project</b></p>	<p>All Groups Read</p> <p>Description of Agent of Change Project</p>	<p>- Discuss <u>Agent of Change Project</u>:</p>	
<p><u>2/10 (Monday)</u></p> <p><b>Family/Parenting Challenges:</b></p>	<p>All Groups Read <b>TEXT</b>-</p> <p>-Chapter 6- "Students of families in transition"</p> <p>-Chapter 7: "Families overcoming obstacles"</p> <p><b>PDK article:</b> Canvas Article</p> <p>- <i>Connecting the immigrant experience through literature. Allen, G. E (2016)</i></p>	<p>- <i>Group 4 facilitates today's discussion</i></p> <p>-Discuss Similarities in readings;</p> <p>-Connect to Maslow, Epstein</p>	

Date & Topic	Readings	Class Activities	Assignments
<p><b><u>2/12 (Wednesday)</u></b></p> <p><b><i>Culture, Diversity &amp; Involvement</i></b></p> <p><b><i>-Continue Discussion of Final Project</i></b></p>	<p>All Groups Read Text Chapter 5 “Culturally-diverse families”</p> <p><b><u>Canvas articles</u></b></p> <p><i>–Family Values: An Immigrant teacher’s story. Akosua-Kayser, 2017</i></p> <p><b>PDK article:</b> - <i>Stages of Immigrant Parent Involvement</i> by <b>Youngchan Han &amp; Love (2016)</b></p>	<p><i>Group 5 facilitates today’s discussion</i></p> <p>Video on: <b><u>Diversity &amp; Parent Involvement CANVAS</u></b></p> <p>Leave time to discuss AOG final project</p>	
<p><b><u>2/17(Monday)</u></b></p> <p><b><i>Home-School-Community Relationships: Focus: Working Together</i></b></p>	<p>All Groups- Read following <b><u>articles on Canvas</u></b></p> <p><i>-Family gatherings that build partnerships. Floyd 2013; 61-63</i></p> <p><b>PDK article:</b> <i>-Children of immigration. M. Suarez-Orozco &amp; C. Suarez-Orozco (2016)</i></p>	<p><i>- Group 1 facilitates today’s discussion</i></p> <p>-Watch VIDEO: <b><u>"Cultivating roots - Home/School partnerships"</u></b> (NAEYC # 870)</p> <p>Prepare two Qs for our Guest Speaker on Schools.</p>	<p>Each group -Prepare <b>two Qs</b> for our Guest Speaker on Schools.</p> <p><b>Bring Qs to class</b></p>

Date & Topic	Readings	Class Activities	Assignments
<p><b><u>2/19 (Wednesday)</u></b></p> <p><b><i>H-S-C Relationships</i></b></p> <p><b><i>Focus: A local School</i></b></p> <p>Guest Speaker: School Administrator TBA</p>	<p>All Groups- Read following <b><u>articles on Canvas</u></b></p> <p><i>-Looking out, looking in: A partnership approach - Pushor, 2011;</i></p> <p><i>-Building partnerships through classroom events. By Zacarian &amp; Silverstone 2017</i></p>	<p><i>- Group 2 facilitates today's discussion</i></p> <p>Time to discuss Special Assignments:  Poverty / ACE special assignment  Community Agencies-</p>	
<p><b><u>2/24 (Monday)</u></b></p> <p><b><i>Home-School-Community Relationships</i></b></p> <p><b><i>Focus: Effective Communication Strategies</i></b></p>	<p>ALL Groups : Read</p> <p><b>TEXT</b> : Chap 10 - "Teacher as communicator facilitator"</p> <p><b>Canvas article</b> – <i>Engaging parents through better communication system. Kraft (2017)</i></p>	<p><i>- Group 3 facilitates today's discussion.</i></p> <p><i>What is Communication</i></p> <p>Leave Time for groups to work on Poverty/ACE assignment</p>	
<p><b><u>2/26 (Wednesday)</u></b></p> <p><b><i>Home-School-Community Relationships</i></b></p> <p><b><i>Focus: Effective Advocacy</i></b></p> <p>Guest Speaker (TBD)</p>	<p>ALL Groups : Read</p> <p><b>TEXT</b> : Chap 12- "Teacher as a Family Resource &amp; Advocate" p.292-298</p>	<p>Presentation of Community Agencies Interview findings.</p>	<p><i>Special Assignment #2 on Community Agencies</i></p> <p><u><i>Presented in Class</i></u></p>
<p><b><u>3/2 (Monday)</u></b></p> <p><b><i>POVERTY &amp; ACE</i></b></p> <p>Special Assignment 1</p>		<p>- Group Presentations on <u>Poverty/ACE</u></p> <p>Discuss <u>Agent of Change Project:</u></p>	<p><i>Presentation of Assignment on Poverty</i></p>

**Examples of Community Agencies** to interview: Places of Worship; Community Libraries, Community Museums, State/Local Agencies e. g Police Dept, Health & Human Services, Parks & Recreation. **DO NOT INTERVIEW:** YMCA, BBBS, BOYS & GIRLS club, Salvation Army

Date & Topic	Readings	Class Activities	Assignments
<u>3/4 (Wednesday)</u>  <b>NO CLASS</b>	NONE  Visit ICB Placements?  <b>Work on Final Project</b>		<i>Summary of School Involvement DUE</i>
<u>3/9 Monday)</u>  <b>NO CLASS</b>	NONE  Visit ICB Placements?  <b>Work on Final Project</b>		<i>Summary of School Involvement DUE <u>into D2L</u></i>
<u>3/11 (Wednesday)</u>  <i>Presentation of Final Projects</i>	<b>Present Final Projects</b>	-Final Projects	<b>Final Projects due into D2L by <u>3/13</u></b>
3/14-3/22	<b>Spring Break</b>		
3/23	<b>ICB Experience begins</b>		

