Supporting the Growth and Education of Parents
Course Design
2000-2001

Course Information
Organization: Eastern Arizona College
Division: Social Science
Course Number: ECD 131B
Title: Supporting the Growth and Education of Parents
Credits: 1
Developed by: JoAnn Morales
Lecture/Lab Ratio: 1 hour lecture, 2 hours lab
Transfer Status: Under evaluation. Check the latest electronic Course Equivalency Guide.
Extended Registration Class: NO
CIP Code: 20.0202
Assessment Mode: Pre/Posttest Questions=7 Points= 8
Semester Taught: Offered on Request
Gen. Ed. Area: None
Separate Lab: No
Awareness Course: No
Intensive Writing Course: No
Prerequisites: Six hours per week of ECD employment or volunteer work is required.
Educational Value: This course will be helpful to students interested in child care, daycare, and education careers.
Description: Methods of building awareness of parental values for their children and helping parents gain more understanding about their children's needs.
Supplies:
# Competencies and Performance Standards

1. Determine the meaning of "parent as prime educator" and how the teacher/caregiver can support parents in that role.

<table>
<thead>
<tr>
<th>Domain--Cognitive</th>
<th>Level--Application</th>
<th>Importance--Important</th>
<th>Difficulty--Low</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criteria</strong>--Criteria - Performance will be satisfactory when:</td>
<td><strong>Conditions</strong>--Competition will be demonstrated:</td>
<td><strong>Learning Objectives:</strong></td>
<td></td>
</tr>
<tr>
<td>• learner provides acceptable written and oral responses to questions.</td>
<td>• in the completion of selected activities in the module.</td>
<td>a. Discuss the meaning of &quot;parent as prime educator.&quot;</td>
<td></td>
</tr>
<tr>
<td>• learner participates in discussions and activities assigned.</td>
<td></td>
<td>b. Share 5-6 comments you might make to a parent picking up his/her child at the end of the day that would be supportive of the parent's efforts with the child.</td>
<td></td>
</tr>
</tbody>
</table>

2. Establish an interpersonal environment in which parents and teacher/caregiver can learn together.

<table>
<thead>
<tr>
<th>Domain--Affective</th>
<th>Level--Organizing</th>
<th>Importance--Important</th>
<th>Difficulty--Medium</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criteria</strong>--Criteria - Performance will be satisfactory when:</td>
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<td></td>
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<tr>
<td>• learner provides acceptable written and oral responses to questions.</td>
<td>• in the completion of selected activities in the module.</td>
<td>a. Discuss your role in helping parents learn more about young children and their needs.</td>
<td></td>
</tr>
<tr>
<td>• learner participates in discussions and activities assigned.</td>
<td></td>
<td>b. Make a list of ideas about reaching the parents of children in your program.</td>
<td></td>
</tr>
</tbody>
</table>

3. Distinguish cultural differences among families of young children and support those families' values and beliefs.

<table>
<thead>
<tr>
<th>Domain--Cognitive</th>
<th>Level--Analysis</th>
<th>Importance--Important</th>
<th>Difficulty--Medium</th>
</tr>
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<tr>
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<td><strong>Learning Objectives:</strong></td>
<td></td>
</tr>
<tr>
<td>• learner provides acceptable written and oral responses to questions.</td>
<td>• in the completion of selected activities in the module.</td>
<td>a. Explain ways that you can be sensitive to and incorporate cultural differences within your group.</td>
<td></td>
</tr>
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<td>• learner participates in discussions and activities assigned.</td>
<td></td>
<td>b. Observe your environment to determine whether there is a variety of multicultural, multiracial, nonstereotyping pictures, books, dolls etc.</td>
<td></td>
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4. Assist parents in strengthening the home as the primary educational influence.

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<th>Difficulty</th>
</tr>
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<tbody>
<tr>
<td>Affective</td>
<td>Responding</td>
<td>Important</td>
<td>Medium</td>
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Criteria: Criteria - Performance will be satisfactory when:
- learner provides acceptable written and oral responses to questions.
- learner participates in discussions and activities assigned.

Conditions: Competence will be demonstrated:
- in the completion of selected activities in the module.

Learning Objectives:
- a. Create a lending library for parents.
- b. Develop a newsletter article or separate handout on activity ideas that parents could do at home to encourage cognitive or language development.
- c. List 5 activities that parents could use at home to encourage their child's development.

5. Create a parent education program, including information on child growth and development.

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<th>Difficulty</th>
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<tbody>
<tr>
<td>Cognitive</td>
<td>Synthesis</td>
<td>Important</td>
<td>High</td>
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Criteria: Criteria - Performance will be satisfactory when:
- learner provides acceptable written and oral responses to questions.
- learner participates in discussions and activities assigned.

Conditions: Competence will be demonstrated:
- in the completion of selected activities in the module.

Learning Objectives:
- a. Make a list of parent education topics that would be helpful to parents in your group.
- b. Create a section of your bulletin board for posting magazine articles which cover topics of interest to your parents.

6. Provide programs in which parents can find nurturing support among peers and make friends within informal social networks.

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<td>Application</td>
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Criteria: Criteria - Performance will be satisfactory when:
- learner provides acceptable written and oral responses to questions.
- learner participates in discussions and activities assigned.

Conditions: Competence will be demonstrated:
- in the completion of selected activities in the module.

Learning Objectives:
- a. Plan a social event for parents that involves food.
- b. Host a parenting class.
- c. Create a section of your bulletin board for announcements by parents.

7. Provide information about community and professional resources to families.

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Criteria: Criteria - Performance will be satisfactory when:
- learner provides acceptable written and oral responses to questions.
- learner participates in discussions and activities assigned.

Conditions: Competence will be demonstrated:
- in the completion of selected activities in the module.

Learning Objectives:
- a. Discuss with your advisor social service agencies in your community that provide resources and information for parents.
- b. Post notices on the bulletin board about community resources and events relating to families and young children.
8. Develop an implementation plan.

**Criteria**—Criteria - Performance will be satisfactory when:
- learner completes a written implementation plan which states how the new skills and techniques learned will be implemented.

**Conditions**—Competence will be demonstrated:
- in the completion of selected activities in the module.
- in the completion of an implementation plan.
- in the completion of a posttest.

**Learning Objectives:**
a. State how the information and skills learned in this module will be incorporated into his/her ongoing work with children.

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**Types of Instruction**

- Individualized/Independent Study
- On-the-job Experience
- Simulated or Actual Work Experience

**Grading Policy**

**Evaluation Methods:** A pre and posttest will be given. Pre-test will not count. Posttest will count 10% of the grade. The instructor evaluates the student's competence by observation, responses to written assignments, and individual conferences.

**Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Requirement</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100% of completed competencies. A written implementation plan. 100% attendance and preparedness.</td>
</tr>
<tr>
<td>B</td>
<td>80-89% of completed competencies. A written implementation plan. 95% attendance and preparedness.</td>
</tr>
<tr>
<td>C</td>
<td>70-79% of completed competencies. A written implementation plan. 90% attendance and preparedness.</td>
</tr>
<tr>
<td>D</td>
<td>60-69% of completed competencies. A written implementation plan. 85% attendance and preparedness.</td>
</tr>
<tr>
<td>F</td>
<td>Below 59%</td>
</tr>
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</table>
Learning Plans

Learning Plan 1-- Supporting the Growth and Education of Parents

Overview:

Competency: 1. Determine the meaning of "parent as prime educator" and how the teacher/caregiver can support parents in that role.

Competency: 2. Establish an interpersonal environment in which parents and teacher/caregiver can learn together.

Competency: 3. Distinguish cultural differences among families of young children and support those families' values and beliefs.

Competency: 4. Assist parents in strengthening the home as the primary educational influence.

Competency: 5. Create a parent education program, including information on child growth and development.

Competency: 6. Provide programs in which parents can find nurturing support among peers and make friends within informal social networks.

Competency: 7. Provide information about community and professional resources to families.

Competency: 8. Develop an implementation plan.

Learning Activities:

_____ 1. Select a daycare.
_____ 2. Meet with your advisor.
_____ 3. Read the module.
_____ 4. Make observations of children in your program.
_____ 5. Plan and carry out activities with children.
_____ 6. Complete the supplement section as assigned throughout the module.

Performance Assessment Activities:

_____ 1. Complete assigned activities in the module.
_____ 2. Submit the assignments for evaluation and credit.
_____ 3. Discuss observations with your advisor.
_____ 4. Submit an implementation plan.
_____ 5. Complete a posttest.