

## CHART 2

### Standard 2: Family–Teacher Partnerships and Community Connections

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Each chart corresponds to a standard in [NAEYC's professional standards and competencies](#). These standards reflect consistency with the guidelines in the statement on developmentally appropriate practice and in *Developmentally Appropriate Practices in Early Childhood Programs*, fourth edition. Each chart offers sample readings from NAEYC's foundational documents and *DAP* as well as additional resources, activities, assignments, and reflections that faculty can incorporate into courses across their higher education programs.

Readings	Activities/Assignments	Thought/Reflection Questions
<p><b>Essential Readings</b></p> <p><i>DAP</i>, 4th ed., book chapters:</p> <p>Chapter 7: “Engaging in Reciprocal Partnerships with Families and Fostering Community Connections”</p> <p>NAEYC’s Foundational Documents:</p> <ul style="list-style-type: none"> <li>• “Advancing Equity in Early Childhood Education” (page 8)</li> <li>• “Professional Standards and Competencies for Early Childhood Educators” (pages 13–14)</li> <li>• “Developmentally Appropriate Practice (DAP)” (page 18)</li> <li>• “Code of Ethical Conduct and Statement of Commitment” (pages 3–4)</li> </ul> <p><b>Vignettes</b></p> <p><i>DAP</i>, 4th ed., Chapter 1: “Intentional Teaching: Complex Decision Making and the Core Considerations”</p> <ul style="list-style-type: none"> <li>• 1.4</li> </ul>	<p><b>1. Adapt any of the suggested vignettes to create an assignment.</b> Here’s an example with vignette 7.1.</p> <p><b>Purpose</b></p> <p>Discover and apply evidence-based practices for building reciprocal partnerships</p> <p><b>Directions</b></p> <ul style="list-style-type: none"> <li>• Ask students to read the first three paragraphs of vignette 7.1.</li> <li>• Ask students to imagine that they are Evelia and Alma’s teacher. After having met with Mrs. Gomez, they are committed to working collaboratively with the Gomez family to support the children’s use of Spanish and English.</li> <li>• Ask students to identify examples of evidence-based practices that they would use for acting on their commitment. Require that the examples include the page and resource on which they based their example. To support this, provide examples of resources they might also draw on, like <i>Best Practices for Serving English Language Learners and Their Families</i> (<a href="http://www.learningforjustice.org/sites/default/files/2018-04/TT-ELL-Best-Practices-Guide-FINAL-WEB-APril2018.pdf">www.learningforjustice.org/sites/default/files/2018-04/TT-ELL-Best-Practices-Guide-FINAL-WEB-APril2018.pdf</a>).</li> </ul> <p><b>2. Observing partnerships assignment</b></p>	<p><b>From Chapter 7</b></p> <p><b>Thought Questions</b></p> <ul style="list-style-type: none"> <li>• What does <i>reciprocal family and community partnerships</i> mean to you? What examples, if any, of such partnerships can you provide from your own practice or from programs with which you are familiar?</li> <li>• What do you believe partnerships with families and communities can do for children?</li> <li>• When it comes to your own work developing family and community partnerships, or this work in programs that you have observed, what is working well? What obstacles do you encounter?</li> </ul> <p><b>Reflection Questions</b></p> <ul style="list-style-type: none"> <li>• Which examples of practice presented in the chapter charts resonated with you, and why?</li> <li>• What goals might you set to take an intentional and equitable approach to fostering family and community partnerships?</li> <li>• What opportunities for reflection and professional growth are you (or an educator you have observed) afforded as you serve children and families whose values, beliefs, and practices may differ from your own?</li> </ul>

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<p><i>DAP</i>, 4th ed., Chapter 7: “Engaging in Reciprocal Partnerships with Families and Fostering Community Connections”</p> <ul style="list-style-type: none"> <li>7.1, 7.2, 7.3, 7.4</li> </ul> <p><i>DAP</i>, 4th ed., Chapter 8: “Observing, Documenting, and Assessing Children’s Development and Learning”</p> <ul style="list-style-type: none"> <li>8.1, 8.2, 8.4</li> </ul> <p><b>Additional NAEYC Readings and Resources</b></p> <ul style="list-style-type: none"> <li>“10x: Increasing Family Involvement in School” <a href="https://naeyc.org/resources/pubs/tyc/aug2020/family-involvement-school">NAEYC.org/resources/pubs/tyc/aug2020/family-involvement-school</a>   TYC article</li> <li>Articles for Families by Topic <a href="https://naeyc.org/our-work/families/browse-by-topic">NAEYC.org/our-work/families/browse-by-topic</a>   Resource collection</li> <li>“Building Reciprocal Relationships with Communities” <a href="https://naeyc.org/resources/pubs/tyc/summer2021/reciprocal-relationships-communities">NAEYC.org/resources/pubs/tyc/summer2021/reciprocal-relationships-communities</a>   TYC article</li> <li>“Building Resilience: Helping Children Cope with Violence in Their Communities” <a href="https://naeyc.org/resources/pubs/yc/sept2019/building-resilience-helping-children-cope-violence-communities">NAEYC.org/resources/pubs/yc/sept2019/building-resilience-helping-children-cope-violence-communities</a>   YC article</li> <li>Diverse Families <a href="https://naeyc.org/resources/topics/diverse-families">NAEYC.org/resources/topics/diverse-families</a>   Resource collection</li> <li>Family Engagement <a href="https://naeyc.org/resources/topics/family-engagement">NAEYC.org/resources/topics/family-engagement</a>   Resource collection</li> </ul>	<p><b>Purpose</b></p> <p>Recognize DAP practices that support families</p> <p><b>Directions</b></p> <ul style="list-style-type: none"> <li>Assign Chapter 7 to provide information and examples of collaboration with families that reflect DAP.</li> <li>Provide a handout with the bullets from the left-hand column of the first section (“Establishing Respectful, Reciprocal Relationships”) from the For All Ages/ Examples of DAP chart on page 150 in Chapter 7. Leave the right-hand column blank. Ask students to use the handout to record any of the practices they see in a video of exemplary practice or from observations in a classroom. Video 4.4 from CONNECT Module 4 (<a href="https://connectmodules.dec-sped.org/connect-modules/resources/videos/video-4-4/">https://connectmodules.dec-sped.org/connect-modules/resources/videos/video-4-4/</a>) is a great one to use.</li> <li>Facilitate a discussion about what students noticed. See how many of the seven practices they observed. It may be helpful to show the video more than once so they can notice and record even more.</li> </ul> <p><b>3. Practicing communication for collaboration assignment</b></p> <p><b>Purpose</b></p> <p>Provide opportunities for students to practice conversations with families</p>	

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<ul style="list-style-type: none"> <li>• “The Importance of Flexibility and Family Engagement: Connecting Virtually with Preschoolers” <a href="https://naeyc.org/resources/pubs/tyc/aug2020/importance-flexibility">NAEYC.org/resources/pubs/tyc/aug2020/importance-flexibility</a>   TYC article</li> <li>• “Supporting Adopted Children and Their Families: Using Picture Books to Tell the Stories of Adoption” <a href="https://naeyc.org/resources/pubs/yc/sep2018/supporting-adopted-children-families?r=1&amp;Site=NAEYC">NAEYC.org/resources/pubs/yc/sep2018/supporting-adopted-children-families?r=1&amp;Site=NAEYC</a>   YC article</li> <li>• Supporting Families and Teachers Through Change Blog Series <a href="https://naeyc.org/resources/topics/supporting-families-and-teachers-through-change-blog-series">NAEYC.org/resources/topics/supporting-families-and-teachers-through-change-blog-series</a>   Blog</li> <li>• “Two Homes, One Classroom: Inclusive Practices That Work” <a href="https://naeyc.org/resources/pubs/tyc/feb2017/two-homes-one-classroom">NAEYC.org/resources/pubs/tyc/feb2017/two-homes-one-classroom</a>   TYC article</li> <li>• “Understanding the Sociocultural Context of Families Is More Important Than Ever” <a href="https://naeyc.org/resources/blog/understanding-sociocultural-context-families-more-important-ever">NAEYC.org/resources/blog/understanding-sociocultural-context-families-more-important-ever</a>   Blog</li> </ul>	<p><b>Directions</b></p> <ul style="list-style-type: none"> <li>• After students have read Chapter 7, provide additional information about how to plan and orchestrate effective conversations with families. One way to do this would be to show CONNECT Module 3 videos 3.3–3.5 or CONNECT Module 4 videos 4.5–4.7 and 4.8–4.10 (see <a href="https://connectmodules.decspe.org/connect-modules/resources/videos">https://connectmodules.decspe.org/connect-modules/resources/videos</a>). Discuss the differing styles, ways of asking questions, and ways of engagement that are demonstrated.</li> <li>• Explain that it takes lots of practice for educators to build a repertoire for seeking and sharing information, particularly if the content is sensitive. Underscore how important it is to practice such conversations before actually having them with families.</li> <li>• <u>Option 3.1: Sharing information.</u> Ask students to imagine that they are a preschool teacher who has recently noticed that a child in the class is not progressing in speech and language like their peers. Ask students to create the outline for having a conversation about this topic with the child’s family, including the questions to ask and ideas for possible resources. Divide students into pairs so they can practice with one student playing the role of the teacher and one playing the role of the family. After switching roles and practicing, ask students to record the conversation. Then have each student listen to their partner playing the role of the teacher and provide feedback on how they did. A good tool for measuring the quality of the performance is the “Establishing Respectful, Reciprocal Relationships” handout that’s mentioned above in Activity 2.</li> </ul>	

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	<ul style="list-style-type: none"><li>Option 3.2: Seeking information. Show a video dilemma (e.g., CONNECT Module 4 videos 4.1 and 4.2 [<a href="https://connectmodules.dec-sped.org/connect-modules/resources/videos/video-4-1/">https://connectmodules.dec-sped.org/connect-modules/resources/videos/video-4-1/</a>; <a href="https://connectmodules.dec-sped.org/connect-modules/resources/videos/video-4-2/">https://connectmodules.dec-sped.org/connect-modules/resources/videos/video-4-2/</a>]) or share a print scenario (e.g., download scenarios from <a href="https://rpm.fpg.unc.edu/sites/rpm.fpg.unc.edu/files/files/resources/Learning%20Guide%205-6-Family-Scenario-Based%20Activity.docx">https://rpm.fpg.unc.edu/sites/rpm.fpg.unc.edu/files/files/resources/Learning%20Guide%205-6-Family-Scenario-Based%20Activity.docx</a>). As a group, discuss all the possible angles of the chosen scenario, including the teacher and family perspectives. As above in Option 3.1, ask students to create an outline for a conversation with the family to learn more about what is going on and how to move forward, then try that conversation out as above, switching roles and providing feedback.</li></ul> <p><b>4. Community resources</b></p> <p><b>Purpose</b></p> <p>Provide opportunities for students to learn about the services and supports provided by community programs and how they do/do not reflect DAP</p> <p><b>Directions</b></p> <ul style="list-style-type: none"><li>Working with community partners, assemble a list of programs in the community that support children from birth through age 8. Consider child care, preschool, school, and after-school programs. Identify a leader at each program who would be willing to participate in an interview with a student.</li></ul>	

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	<ul style="list-style-type: none"><li>• Ask students to develop a set of interview questions that probe the ways in which the program may or may not reflect DAP. Using language from the DAP position statement, for example, students might develop questions about how a program<ul style="list-style-type: none"><li>• Facilitates relationship with families within and outside the program</li><li>• Works toward shared goals for the program with families</li><li>• Uses diverse methods to maintain regular, frequent, two-way communication</li><li>• Engages and supports children who are dual language learners</li><li>• Engages and supports children with disabilities</li><li>• Engages and supports children who are racially, ethnically, and culturally diverse</li></ul></li><li>• Share the list of community programs with students in a way that allows each student to have a unique program. Ask each student to schedule a time with the program contact to conduct an interview, using the questions they developed.</li><li>• Ask students to write about the ways in which the program does/does not reflect the use of DAP, based on what they learned during the interview. Ask that they also identify ways in which the program could move in the direction of more responsive practices.</li></ul> <p><b>5. Family handbook assignment</b></p> <p><b>Purpose</b></p> <p>Help students consider and practice ways in which a program's family handbook reflects DAP practices</p>	

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	<p><b>Directions</b></p> <ul style="list-style-type: none"><li>• Provide students with a sample manual or handbook from an early childhood program (e.g., parent handbook).</li><li>• Ask students to create a family handbook that reflects the developmentally appropriate practices outlined in Chapter 7. As part of the assignment, ask students to identify evidence sources upon which to draw. Consider using the charts in Chapter 7 to create the rubric categories for this assignment.</li></ul> <p><b>6. Individualizing resources</b></p> <p><b>Purpose</b></p> <p>Provide practice in identifying and sharing resources to meet needs identified by families</p> <p><b>Directions</b></p> <ul style="list-style-type: none"><li>• Identify and reach out to organizations, programs, or educators who work with young children and families on an ongoing basis. Explain the assignment and determine the willingness of each organization, program, or educator to connect their families with students and the process for doing so.</li><li>• After each student has been paired with a family ask that they touch base with the family in the manner the family prefers (e.g., phone, videoconference). The purpose of the call will be for the student to spend time learning about the family, their young child, and what is important to them.</li></ul>	

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	<ul style="list-style-type: none"><li>• After getting to know the family, ask each student to pose this question to the family: What is a topic related to your child’s learning and development about which you would like more information? It may be that they want to know how to evaluate their child’s use of media or technology and how it supports their learning, or it may be a question about supporting their child’s literacy development at home or how to help their child sleep independently at night. Once the topic has been identified, students are responsible for finding resources for the family. This may include articles, websites, or other resources. In addition, students are also responsible for finding a community resource that might be a good source of information.</li><li>• Ask that students assemble what they have gathered and share it with the family. <i>Note: Consider setting up a shared drive so students may share their work with each other.</i></li></ul>	