

# Community Service Learning Project

CD Child Family and Community Interrelationships

Spring 2018



## Working with Children and Families in a licensed Child Development Program (12 hrs)

**Community Need:** Child care/early childhood education and school readiness

**Project title & description:** Early Childhood Education support (working as an assistant) in a licensed facility

1. Assist working with children ages infancy – 5 is the focus (CYW programs serve children infancy-12)
2. Assist with planning, developing and carrying out classroom goals and objectives. Providing age appropriate, engaging activities that should include, but may not be limited to:
  - Planning art activities
  - Reading/story telling
  - Playing games
  - Physical activities
3. Assist with the implementation of Individualized Learning plan (ILP) for each child
4. Assist with maintaining accurate records on children's developmental progress
5. Conduct observations of child's interactions including parent-child
6. In collaboration with the Lead Teacher, observe the interactions with parents.
7. Participate in advocacy activities in support of children and families

**Rules on student involvement:** When working with an organization, staff, children, parents and families, we have the following expectations of students:

- \* Follow the program's volunteer policy and procedure.
- \* When contacting the organization to schedule your visit/placement, make sure to show up.
- \* Show up and choose to be present.
- \* When working with families, learn and contribute.
- \* Pay attention to what has heart and meaning.
- \* Challenge yourself to examine your assumptions and beliefs. Be aware of your own biases.
- \* Learn about the community you will be serving first.
- \* Be open to outcome, not attached to outcome.
- \* Coordinate photo taking with staff.
- \* No cell phones allowed. If you are expecting a call, give the Center phone number.

**Availability:** Minimum time commitment: 12 hours to be arranged by the student and the organization

**Number of Students desired:** 20

12 students	Fairwood CDC – 1110 Fairwood Ave., Sunnyvale CA 94089	408 245-7285
4 students	Ellis CDC – 550 E Olive, Sunnyvale CA 94085	408 774-0405
4 students	San Miguel CDC- 777 San Miguel Ave., Sunnyvale, CA 94086	408 738-1385

**Orientation:** Check one  In class orientation  At the Agency

**Program/Service site/s: Each site will set up their own schedule**

(1) Fairwood (Infant/Toddler Program & Full Day Pre-School Program) – 1110 Fairwood Ave., Sunnyvale CA 94089  
408 245-7285 Sandra Murguia, Site Supervisor [Sandra@californiayoungworld.org](mailto:Sandra@californiayoungworld.org)

(2) Ellis CDC (Preschool Part time Program) – 550 E Olive, Sunnyvale CA 94085  
408 774-0405 Josephine Felix, Site Supervisor [Josephine@californiayoungworld.org](mailto:Josephine@californiayoungworld.org)

(3) San Miguel CDC (Full Day Pre-School Program) 777 San Miguel Ave., Sunnyvale, CA 94086  
408 738-1385 Emerson Ventura, Site Supervisor [emerson@californiayoungworld.org](mailto:emerson@californiayoungworld.org)

**Faculty responsibility:** Check in 1-2 times per quarter with program coordinator.

**General Requirements:** (in addition to Agency specific requirements)

- Be over 18 years old.
- Enjoy working with children.
- Have the language skills to work with families participating in the program.
- Demonstrate a strong commitment to the program's mission
- Be able to demonstrate a flexible, compassionate, and supportive attitude when working with children and sensitivity to children with special needs and/or in crisis.
- Bring a strength-based and positive approach to discipline.
- **TB-Test**  
Be able to provide evidence of a negative TB test within the past year. TB test is given at De Anza for free.  
<http://www.deanza.edu/healthservices/immunize.html>
- **Proof of immunization**  
SB 792 and will require all staff and volunteers to show proof of immunization according to the most recent CDC Adult Schedule:
  - This bill mandates proof of vaccination for measles, pertussis and optional annual flu vaccine (for the first year of employment) for daycare providers, early childhood teachers, Head Start teachers, parent co-ops where money is exchanged, early childhood and after school program caregivers, in home daycare providers and parent volunteers who care for and supervise children.
  - A personal belief exemption for the flu vaccine is allowed but it is unclear at the time of this writing if the personal belief exemption will be allowed past the first year of employment. Medical exemptions for all three of the mandated vaccines include titer testing, pregnancy contraindicated for MMR. pre-pregnancy, lactation, pregnancy, infertility and autoimmune diseases are all considerations for medical exemption for the TDaP & MMR vaccines.
- **Fingerprinting when required**  
California Child Care Licensing Regulations  
2101170 CRIMINAL RECORD CLEARANCE  
The Department will conduct a criminal record review of all persons working in a child care facility including:
  - f Adults responsible for administration or supervision of staff.
  - f Any person, other than a child, residing in the facility.
  - f Any person who provides care and supervision to children.
  - f Any staff person who has contact with the children.
  - f Relatives and legal guardians of a child in the facility are exempt.

**A volunteer or student who is always directly supervised by a fingerprinted staff, and who spends no more than 16 hours per week at the facility is exempt.**

Prior to employment, residence or initial presence in the child care facility, all individuals subject to a criminal record review shall obtain a Department of Justice clearance, or request a transfer of a current clearance to be associated with the facility.  
<http://ccld.ca.gov/res/pdf/CCCRegulationHighlights.pdf>
- Commitment to the service learning experience.

**Assessment:** CSL Evaluation Rubric

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## Service Learning Reflection Evaluation

Name: \_\_\_\_\_

Submit with your reflection

Date: \_\_\_\_\_

### Apprentice

(For the purpose of this class you should be at least at the apprentice level once you finish your service learning experience.)

<i>Evaluation criteria</i>	0-2pts. Does not meet the standard	3-4 pts. Meets standards	5-6 pts. Exceeds the standards	<i>Max Points</i>
Awareness of Purpose of Service (civic engagement)	Student expresses no empathy and awareness regarding children and family issues.	Student expresses some empathy and awareness regarding children and family issues.	Student expresses an authentic empathy and awareness regarding children and family issues.	
Application of course concepts to service learning (academics)	Student expresses no connection between course concepts related to children and family and service experience.	Student expresses some connection between course concepts related to children and family and service experience.	Student expresses connection between course concepts related to children and family, and service experience.	
<p><b>2a. Knowing about and understanding diverse family and community characteristics</b> Well-prepared students possess <b>knowledge and understanding of diverse family and community characteristics</b>, and of the many influences on families and communities. Family theory and research provide a knowledge base. Socioeconomic conditions; family structures, relationships, stresses, and supports (including the impact of having a child with special needs); home language; cultural values; ethnicity; community resources, cohesiveness, and organization—knowledge of these and other factors creates a deeper understanding of young children’s lives.</p>	Student expresses no understanding of family and community characteristics.	Student expresses a moderate understanding of family and community characteristics.	Student expresses a deeper understanding of family and community characteristics.	
<p>Responsibility to the community (civic engagement) <b>2b. Supporting and engaging families and through respectful, reciprocal relationships</b> Students possess the knowledge and skills needed to <b>support and engage diverse families through respectful, reciprocal relationships</b>; understand how to build positive relationships, taking families’ preferences and goals into account and incorporating knowledge of families’ languages and cultures; demonstrate respect for variations across cultures in family strengths, expectations, values, and childrearing practices; consider family members to be resources for insight into their children, as well as resources for curriculum and program development; know about and demonstrate a variety of communication skills to foster such relationships, emphasizing informal conversations while also including appropriate uses of conferencing and <i>technology</i> to share children’s work and to communicate with families.</p>	Student expresses no insight into children and family issues pertinent to the service experience and demonstrates no awareness of a personal sense of responsibility in serving children and families.	Student engages a few times children and family and demonstrates moderate awareness of a personal sense of responsibility in serving children and families.	Student frequently seen engaging with children and family and demonstrates a great deal of awareness of a personal sense of responsibility in serving children and families.	
<p>Impact on student’s personal life (personal growth) <b>2b. Supporting and engaging families and communities through respectful, reciprocal relationships</b> Students possess the knowledge and skills needed to support and engage diverse families through respectful, reciprocal relationships; understand how to build positive relationships, taking families’ preferences and goals into account and incorporating knowledge of families’ languages and cultures; demonstrate respect for variations across cultures in family strengths, expectations, values, and childrearing practices; consider family members to be resources for insight into their children, as well as resources for curriculum and program development; know about and demonstrate a variety of communication skills to foster</p>	Student expresses no connection between service to children, family and self, and demonstrates no change in attitudes perspectives, beliefs, or understanding that promote respectful reciprocal relationships and of own skills.	Student engages a few times children and families, and expresses some connection between service to children, family and self, and demonstrates some change in attitudes perspectives, beliefs, or understanding that promote respectful reciprocal relationships and of own skills.	Student frequently seen engaging with children and family, and expresses a great deal of connection between service to children, family and self, and demonstrates change in attitudes, perspectives, beliefs, or understanding that promote respectful reciprocal relationships and of own skills.	

such relationships, emphasizing informal conversations while also including appropriate uses of conferencing and technology to share children's work and to communicate with families.				
<i>Evaluation criteria</i>	0-2pts. Does not meet the standard	3-4 pts. Meets standards	5-6 pts. Exceeds the standards	<i>Max Points</i>
Application of course concepts to service learning (academics) <b>2c. Demonstrating cultural competence and effective collaboration to involve families and communities in their children's development and learning</b> Students develop cultural competence as they build relationships with diverse families, including those whose children have disabilities or special characteristics or learning needs; families who are facing multiple challenges in their lives; and families whose languages and cultures may differ from those of the early childhood professional; also understand that their relationships with families include assisting families in finding needed resources, such as mental health services, health care, adult education, English language instruction, and economic assistance that may contribute directly or indirectly to their children's positive development and learning.	Student does not express an understanding of the the relationship and collaboration between families and the organization in understanding children's development and learning	Student expresses with some detail the relationship and collaboration between families and the organization in understanding children's development and learning	Student expresses with detail the relationship and collaboration between families and the organization in understanding children's development and learning	
Critical thinking (Academics) Overall essay <b>2c. Demonstrating cultural competence and effective collaboration to involve families and communities in their children's development and learning</b> Students develop cultural competence as they build relationships with diverse families, including those whose children have disabilities or special characteristics or learning needs; families who are facing multiple challenges in their lives; and families whose languages and cultures may differ from those of the early childhood professional; also understand that their relationships with families include assisting families in finding needed resources, such as mental health services, health care, adult education, English language instruction, and economic assistance that may contribute directly or indirectly to their children's positive development and learning	Student does not reflect on diversity and cultural issues neither ask questions nor show no awareness of multiple perspectives related to children and families. Opinions are stated with no analysis and support.	Student reflects with some examples on diversity and cultural issues and asks some questions and shows some awareness of multiple perspectives related to children and families. Opinions are stated with some analysis and support.	Student reflects genuinely on diversity and cultural issues and asks many questions and shows a great deal of awareness of multiple perspectives related to children and families. Opinions are stated with much analysis and support.	
<b>4a. Understanding positive relationships and supportive interactions of their work with young children.</b> Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.	Student does not understand how to build positive relationships and supportive interaction with young children.	Student has some understanding on how to build positive relationships and supportive interaction with young children.	Student expresses a deep understanding on how to build positive relationships and supportive interactions with young children.	

<i>Evaluation criteria</i>	0-2pts. Does not meet the standard	3-4 pts. Meets standards	5-6 pts. Exceeds the standards	<i>Max Points</i>
<b>4d. Reflecting on own practice to promote positive outcomes for each child.</b> Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.	Student does not demonstrate how to promote positive outcomes for each child.	Student demonstrates some understanding on how to promote positive outcomes for each child.	Student demonstrates well how to promote positive outcomes for each child.	
<b>6a. Identifying and involving oneself with the early childhood field</b>	Student does not describe her/his involvement with the project focused on serving children and families in an early childhood program.	Student provides some description of her/ his involvement with the project focused on serving children and families in an early childhood program.	Student accurately describes his involvement with the project focused on serving children and families in an early childhood program.	
<b>6b. Knowing about and upholding ethical standards and other professional guidelines</b>	Student does not give examples on the use of the code of ethics to describe responsibilities and challenges.	Student gives some examples on the use of the code of ethics to describe responsibilities and challenges.	Student gives concrete examples on the use of the code of ethics to describe responsibilities and challenges.	
<b>6c. Engaging in continuous collaborative learning to inform practice, using technology effectively with young children, with peers, and as a professional resource</b>	Student does not express how the service learning experience contributes to her/his continuous collaborative learning to inform practice, using technology effectively with young children, with peers, and as a professional resource.	Student provides some examples on how the service learning experience contributes to her/his continuous collaborative learning to inform practice, using technology effectively with young children, with peers, and as a professional resource..	Student articulates accurately how the service learning experience contributes to her/his continuous collaborative learning to inform practice, using technology effectively with young children, with peers, and as a professional resource.	
<b>6d. Integrating knowledgeable, reflective, and critical perspectives on early education</b>	Student does not reflect on critical perspectives on early education.	Student reflects in some ways on critical perspectives on early education.	Student reflects in a meaningful ways on critical perspectives on early education.	
<b>SS1. Supportive Skills: Self-assessment and self-advocacy</b>	Student demonstrates no skills in self-assessment and self-advocacy.	Student demonstrates some skills in self-assessment and self-advocacy.	Student demonstrates strong skills in self-assessment and self-advocacy.	
<b>SS2: Supportive Skill: Mastering and applying foundational concepts from general education</b>	Student does not reflect on the experience and does not master and apply foundational concepts from general education.	Student reflects in some ways on foundational concepts from general education.	Student reflects in a meaningful ways on foundational concepts from general education.	
<b>SS3. Supportive Skills: Written and verbal communication (adequate expression)</b> Service Learning Project Presentation (3pts.) Written Reflection (3pts.)	Student demonstrates no skills in written and verbal communication.	Student demonstrates some level of skills in written and verbal communication.	Student demonstrates strong skills in written and verbal communication.	
<b>SS4. Supportive Skill: Making connections between prior knowledge/experience and new learning</b>	Student does not reflect on the experience and does not make connections between prior knowledge/experience and new learning.	Student reflects in some ways on the experience and makes connections between prior knowledge/experience and new learning.	Student reflects in a meaningful ways on the experience and makes connections between prior knowledge/experience and new learning.	
<b>SS5.Supportive skill: Skills in identifying and using professional resources</b>	Student does not express know how to identify or use resources.	Student expresses some ideas on how to identify or use resources to connect colleagues and families..	Student expresses with a great deal of detail how to identify or use resources to connect colleagues and families.	
<b>TOTAL</b>				___/108

<i>Evaluation criteria</i>	0-7	8-11	12-14	15- 17	<i>Max Points</i>
Service Learning Hours completed	Completed 4 hrs or under	Completed 5-8 hrs	Completed 9-10 hrs	Completed 11-12 hrs	___/17

## Community Service Learning Project Instructions for Oral Presentation

Prepare a 5-minutes oral presentation of your service learning experience. Make sure that when you prepare your oral presentation you include the following points in it:

Name of organization , Mission of organization, Brief description of the community and the social issues the community faces

Brief description of your duties and responsibilities with families and children

Brief discussion of the tools, resources and course concepts that you used to help with the issues related with the families and children of that community and how you used this tools, resources and course knowledge to understand the diversity of the families and children of that community.

Discuss or share one example of how do you support and engage families and community in a respectful reciprocal relationship. **Or** Discuss or share one example of cultural competence (cultural humility) and effective collaboration with families and communities to support children's development and learning.

### Scoring Rubric for Oral Presentation

SS3. Supportive Skills: **Written and verbal communication (adequate expression)**

Category	Scoring Criteria	Completed check	Score
Organization (1 points)	The type of presentation is appropriate for the topic and audience.		
	Information is presented in a logical sequence.		
Content (1 points)	Introduction is attention-getting, lays out the problem well, and establishes a framework for the rest of the presentation.		
	Technical terms are well-defined in language appropriate for the target audience.		
	Presentation contains accurate information.		
	Material included is relevant to the overall message/purpose.		
	Appropriate amount of material is prepared, and points made reflect well their relative importance.		
	There is an obvious conclusion summarizing the presentation.		
Presentation (1 points)	Speaker maintains good eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.).		
	Speaker uses a clear, audible voice.		
	Delivery is poised, controlled, and smooth.		
	Good language skills and pronunciation are used.		
	Visual aids are well prepared, informative, effective, and not distracting.		
	Length of presentation is within the assigned time limits and information was well communicated.		
Score	Total Points		3

## **De Anza College Child Development and Education Department**

### CD 12 Community Service Learning Instructor/Student Agreement

This agreement is between **Mayra E. Cruz**, Instructor and \_\_\_\_\_, CD 12 Student.

*Identified community need:* \_\_\_\_\_

*Description of the service to be provided:* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*Early Learning Organization* \_\_\_\_\_, located at

\_\_\_\_\_

Organization's address/phone number

Supervisor's name: \_\_\_\_\_

*Service Learning Project Hours:* \_\_\_\_\_

*Projected timeline for project/s completion:* \_\_\_\_\_

This is your service learning/civic engagement experience. Keep a journal of the experience. The journal will help you complete the reflection essay. The *Student is responsible for:*

- ✓ Contacting the organization (when applicable)
- ✓ Attending all required hours, 12 hours for the quarter.
- ✓ Maintain a timesheet, record of attendance.
- ✓ Discuss placement matters with instructor if necessary.

*Duration:* Minimum of 2 hrs per week, beginning the 3<sup>rd</sup> week of school and ending no later than the 10<sup>th</sup> week of school.

Entered on this \_\_\_\_ of the month of \_\_\_\_\_, 201\_\_.

*Executed by:*

\_\_\_\_\_  
Student's name

**Mayra E. Cruz**  
Instructor's name

\_\_\_\_\_  
Student's signature

\_\_\_\_\_  
Instructor's signature





## CD12 Student Learning Outcomes

1. Analyze theories of socialization that address the interrelationship of child, family, and community (Essay exam)
2. Describe and assess the impact of educational, political and socioeconomic factors on children and families as well as social issues, changes and transitions that affect children, families, schools, and communities (Exam questions)
3. ***Identify, describe and evaluate effective strategies that empower families and encourage family involvement in children's development including community support services and agencies available to families and children (community service learning)***
4. Analyze one's own values, goals and sense of self as related to family history and life experiences, assessing how this impacts relationships with children and families (class reflections and essay exam)

### NAEYC Standards Alignment:

#### Standard 2: Building Family and Community Interrelationships

Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

2a: Knowing about and understanding diverse family and community characteristics

2b: Supporting and engaging families and communities through respectful, reciprocal relationships

2c: Involving families and communities in young children's development and learning

#### Standard 4: Using Developmentally Effective Approaches

Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.

4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children

4d: Reflecting on own practice to promote positive outcomes for each child.

#### Standard 6: Becoming a Professional

Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

6a: Identifying and involving oneself with the early childhood field

6b: Knowing about and upholding ethical standards and other early childhood professional guidelines

6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.

6d: Integrating knowledgeable, reflective, and critical perspectives on early education

6e: Engaging in informed advocacy for young children and the early childhood profession

### Supportive Skills

SS1: Self-assessment and self-advocacy

SS2: Mastering and applying foundational concepts from general education

SS3: Written and verbal skills

SS4: Making connections between prior knowledge/experience and new learning

SS5: Identifying and using professional resources