

De Anza College
Social Sciences and Humanities Division
Child Development and Education Department

CD12

Child, Family, and Community Interrelationships

*Course Experiences
& Projects*

Fall 2016

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<http://www.deanza.edu/faculty/cruzmayra/cd12.html>

The Course Driving Question

How does our cultural schema establish respectful, reciprocal relationships that support and empower families? How do these relationships nurture young children's development and learning?

Community Service Learning

Assignments and Evaluation

Community Service Learning is an academic study linked to community service through structured reflection so that each reinforces the other. The community service may be direct service to people in need, community outreach and education, research or policy analysis. This quarter, you will be required to complete 12 hrs of service. The focus of this quarter service learning experience will be working with children and/or families. Students will have an opportunity to develop skills and knowledge related to Standard 2, Standard 6 and Supportive Skills (SS) of the NAEYC 2010 accreditation standards for professional development of teachers, as follows:

STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS

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.

Key elements of Standard 2

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 6: Becoming a professional

Students 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

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.

SUPPORTIVE SKILLS

SS 1: Self-assessment and self-advocacy

SS 2: Mastering and applying foundational concepts from general education

SS 3: Written and verbal skills

SS 4: Making connections between prior knowledge/experience and new learning

SS 5: Identifying and using professional resources

4 easy steps:

1. Complete the Project Contract and/or Community Service Learning Project Proposal for Option 1 or 2 by the **3rd week** of school. See page 14.

2. Required Hours and Record of Attendance /12 hours minimum

Maintain a record of attendance. Sign in and out, and obtain a verification of hours completed from a supervisor or person in charge. You must complete 12 hours of community service learning (CSL) in order to achieve the full credit. See page 15.

3. Reflection Essay and Assessment/Evaluation

Write a reflection essay about your service learning experience. It is suggested that you keep a journal while completing your hours of service. Your journal entries will help you prepare a well-organized and thoughtful 3-4 page essay.

Your reflection essay should include the following.

1. The name of the organization, mission, service, programs and the data about the community need (as *applicable*).
2. A description of the setting, activities, as well as duties and responsibilities
3. Your service learning goal and objectives
4. A discussion of the social problem (community need) faced by the group/community you served (data, demographics)
5. A deeper discussion that demonstrate with detail examples and thoughtful reflection how you achieved the NAEYC Standards and the Community Service learning evaluation criteria (See rubrics pages 9-12)

4. Presentation- Prepare a 5-7 minute presentation of your service learning experience. The presentation will be conducted during the last 2 classes of the quarter. A schedule will be distributed.

Use visuals like a power point presentation, presentation board or other. Your presentation should include the following.

- Name of organization, mission of organization, brief description of the community's social issues and how the organization is helping the family and children to solve this issue
- 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?
- Discuss or share one example of cultural competence and effective collaboration between families and communities in children's development and learning.

COMMUNITY SERVICE LEARNING PROJECT OPTIONS

COMMUNITY SERVICE LEARNING PROJECT OPTIONS and MUST DO

Student Learning Outcome: 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)

Project Purpose and Activities:

This assignment provides students with the opportunity to work with children and families or work with a community organization and work on a project within the organization (12 hrs). Here are the 2 options:

(1) Somos Mayfair (Community Partner) In Our Hands Initiative (family, friends and neighbors program).

See project description pages 5-7.

Somos Mayfair cultivates the dreams and power of the people of Mayfair through cultural activism, social services and community organizing. We are generations of immigrants, rooted in a vibrant community who nurture healthy families and successful students, and who speak out for justice in Silicon Valley.

(2) Work at a licensed early childhood program (family child care or center based program such as Head Start, school district, public or private center) with children and/or families. See description on pages 7-8.

For both options, complete the Student/Instructor Agreement (see page 13) and the project proposal below by the 3rd week of the quarter.

Community Service Learning Project

CD Child Family and Community Interrelationships

Fall 2016

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 (Cultural biography)

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

Option #1

Project title: Somos Mayfair *In Our Hands Initiative*

Rules on student involvement: _____ Students participate in the In Our Hands initiative under the supervision of a Mayfair coordinator and work side by side with Mayfair promotores (parent leaders from the community.) Students will be working directly in immigrant, working class communities. Students who are bilingual in English/Spanish are preferred as most parents participating in Somos programs are monolingual Spanish speakers. Students should demonstrate professional demeanor and be flexible and adaptable to meet the needs of the children, parents and program.

Students should be able to interact with children and adults in a way which conveys respect and nurturing. When working with an organization, staff, children, parents and families, we have the following expectations of students:

- 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.

Project purpose: In 2012, Somos launched a new strategy - a single, agency wide, unified popular education campaign that we've named *En Nuestros Manos/In Our Hands*. The core of this initiative is the recruitment, training and assigning of 100 parent and youth Community Teachers who serve as a popular cadre who work with the approximately 800 Mayfair children ages 0-8 and their parents. The teaching goal of these Community Teachers is to foster the early academic success of the youngest children, help school-age students achieve literacy proficiency by third grade and build power in the community. Somos is working directly with Cesar Chavez and San Antonio Elementary School to address disparities in academic achievement. Parents are organizing to demand changes and accountability from the local school district – more translation services from the district, opening campuses to parents and community, and meaningful parent involvement in decisions. In the past two years, parents have championed a district-wide translation and interpretation policy and secured additional money for translation services. Other wins for parents have included: an agreement from the district to provide additional training to the District Advisory Committee (DAC) on how to engage parents in the LCAP process; a verbal commitment to waive the fees for the use of the soccer field at Lee Mathson Middle School for the parent-led, Somos Soccer League; and securing \$1.4 million for additional parent engagement trainings.

While parents are involved in classes or organizing activities, Somos Mayfair provides Early Learning Services (ELS) programs for children. The goal of all programs for children at Somos Mayfair is to provide a safe, structured environment where children can be supported to explore and learn.

- Session: Fall 2016
- Coordinators: Victor Vasquez, Program Manager. vvasquez@somosmayfair.org

Availability:

- 10 students desired: We will accommodate students who demonstrate interest and commitment to the goals of the In Our Hands campaign and whose schedules work with program schedule
- Minimum time commitment: 12 hours

Orientation:

In class, the second week of school.

Faculty responsibility

Check in two times per quarter with coordinator.

Project Detail: List Specific task or activities

Volunteers will be assigned to one of the projects below based on their interests and skills and the needs of the students and families working with Mayfair. As a volunteer, you will be working as part of a team under the supervision of Somos Mayfair staff on one of the following projects:

- Reading Circles
 - Neighbors open their homes to host reading circles for two age groups: 0-5 and 6-10
 - Work with children and parents learning how to engage their children in effecting reading practices; Spanish-language books are used to promote a stronger sense of identity, culturally relevancy and strengthen family bonds
 - Meetings are held late mornings (children 0-5) and early afternoons for school age children

- Since all circles are conducted in Spanish, this is most appropriate for students who are comfortable with spoken Spanish
- Early Learning Services classroom support:
 - Assisting in the classroom environment to support the activities for children of various abilities and ages.
 - Organizing, planning, and being prepared for each session.
 - Providing age appropriate, engaging activities that should include, but may not be limited to:
 - Planning art activities
 - Reading/story telling
 - Playing games
 - Physical activity

Service location and address:

Somos Mayfair
School
370-B S. King Road
San Jose, CA 95116

Alternate locations:

Cesar Chavez Elementary School
2000 Kammerer Ave
San Jose, CA 95116

San Antonio Elementary
1721 E. San Antonio Ave
San Jose, CA 95116

Arbuckle Elementary
1970 Cinderella Ln,
San Jose, CA 95116

Lee Mathson Middle School (MIT)
2050 Kammerer Ave,
San Jose, CA 95116

Veggielution
647 S King Rd,
San Jose, CA 95116

Requirements: Agency specific

- 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 Somos Mayfair's vision to cultivate the dreams and power of the people of Mayfair through cultural activism, social services and community organizing
- 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.
- Be able to provide evidence of a negative TB test within the past year.
- Commitment to your assigned project. Failure to show up without notifying Somos will result in loss of the service learning opportunity.

Option #2

Focus: Working with Children and Families in a **licensed Child Development Program**

Community Need: Child care and school readiness

Project title & description: Early Childhood Education support (working as an assistant)

1. Assist working with children ages infancy – 5
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, communicate with families on children's needs and developmental progress
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:

- * 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.

Availability: Minimum time commitment: 12 hours

Orientation: You are responsible for attending a program orientation.

Faculty responsibility: Check in one time per quarter with program coordinator.

Service location and address: As arranged by student

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.
- Be able to provide evidence of a negative TB test within the past year.
- Fingerprinting when required
- Commitment to the service learning experience.

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>2a. Knowing about and understanding diverse family and community characteristics Well-prepared students possess knowledge and understanding of diverse family and community characteristics, 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) 2b. Supporting and engaging families and through respectful, reciprocal relationships 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 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) 2b. Supporting and engaging families and communities through respectful, reciprocal relationships 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) 2c. Demonstrating cultural competence and effective collaboration to involve families and communities in their children's development and learning 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 2c. Demonstrating cultural competence and effective collaboration to involve families and communities in their children's development and learning 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.	
4a. Understanding positive relationships and supportive interactions of their work with young children. 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>
4d. Reflecting on own practice to promote positive outcomes for each child. 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.	
6a. Identifying and involving oneself with the early childhood field	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.	
6b. Knowing about and upholding ethical standards and other professional guidelines	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.	
6c. Engaging in continuous collaborative learning to inform practice, using technology effectively with young children, with peers, and as a professional resource	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.	
6d. Integrating knowledgeable, reflective, and critical perspectives on early education	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.	
SS1. Supportive Skills: Self-assessment and self-advocacy	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.	
SS2: Supportive Skill: Mastering and applying foundational concepts from general education	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.	
SS3. Supportive Skills: Written and verbal communication (adequate expression) 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.	
SS4. Supportive Skill: Making connections between prior knowledge/experience and new learning	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.	
SS5.Supportive skill: Skills in identifying and using professional resources	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.	
TOTAL				___/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 and effective collaboration to having families and communities in their 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 3rd week of school and ending no later than the 10th 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

Exploring Your Roots and Culture (25pts)

This assignment requires that you *research* and *write* about your own family's culture listed below. Conduct interviews with family members, read historical and cultural information.

Assignment Components:



Family Tree

Trace your lineage (if you can) to the generation of your great-great grandparents. The family tree should include name and place of birth and birthdate. Include death date when appropriate. It is your choice whether you research biological or guardian relations. It is your choice to include maternal and/or paternal lineage.

Family Structure

Describe your current family structure/living arrangements. Describe a family structure when you were a school-age child.

History/Origins

Describe your immediate family's (father, mother, primary caregivers when you were a child) history/origins; geography-names of nations, regions, towns, and places they came from or migrated to. Describe as best as you can the groups(s) or subgroup(s) they belong to; language, religion, political belief, county, neighborhood, etc.

Cultural Artifacts and Traditions

Describe a sample of your family's (current and past) significant/important objects; language, tools, furniture, music, clothing, stories, dances and celebrations.

Important People

Name at least two people, a teacher, author, poet, scientist, legislator, from the same ethnic/cultural group as your own contributed to the esteem of that same group. Include women.

Cultural Beliefs and Values

Provide a brief statement about beliefs and values shared by your identified cultural group.

Bias and Discrimination

Make a statement about how your cultural group may have experienced discrimination or prejudice; during which historical period and for what reasons; stereotyped behavior or perceptions of others.

Reflection: How does your own values, goals and sense of self, as related to family history and life experiences impacts relationships with children and families?

Exploring Your Roots & Culture Rubric

Student Name: _____

CATEGORY	5- You rock!	3- You're great!	1- Uh oh!	0-Eek!!!	Score
Essay Formatting	Student follows proper essay formatting: Times New Roman, 12pt. Font, typed, double-spaced, with 1 inch margins.	The student is missing 1-2 components proper essay formatting.	The student is missing 3-4 components to proper essay formatting.	The student did not properly format their essay.	
Grammar & Spelling (Conventions)	Writer makes no errors in grammar or spelling that distracts the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distracts the reader from the content.	
Family Tree	The family tree successfully meets all the criteria.	The family tree is missing 1-2 components of the criteria.	The family tree is missing 3-4 components of the criteria.	The family tree is not present.	
Focus	The writer maintains focus throughout the essay with plenty of supportive details.	The writer exhibits minor lapses in focus throughout their essay, with some supportive details.	The writer loses or exhibits major lapses in focus on their essay, with few supportive details.	The writer fails to establish focus on essay, and has little or no supportive details.	
Assignment Components	The writer achieves all components: Family Tree, Family Structure, History/Origins, Cultural Artifacts & Traditions, Important People, Cultural Beliefs & Values, Bias & Discrimination & Reflection.	The writers achieve 5-6 areas of the assignment components.	The writer achieves 4-3 areas of the assignments components.	The writer completes less than 2 assignment components.	
Score					Total Score: _____/25

Comments: _____

Campus/Community Civic Engagement Activities

You are required to participate in 2 activities, minimum of 2 hours each activity; submit a 1 page written reflection on each experience and proof of attendance a week after the activity and no later than Week 10. Activities may be announced throughout the quarter.

Civic Engagement Activities

Volunteer for a political campaign (Option #1)

In this election, there are a number of political campaigns. Spend 4 hours volunteering for one of your choice. The official candidate list for Santa Clara County races to review is posted on this link.

<https://www.sccgov.org/sites/rov/Info/Nov2016Info/Documents/E110%20Unofficial%20Candidate%20List.pdf>

The majority of the candidates have websites that you can visit and access information.

Full disclosure- I am a candidate running for San Jose Evergreen Community College District Board Trustee Area #7

Register students to vote on your campus

Voter registration drives on college campuses are as much a part of an election process as Election Day itself. Even if you only have an hour or two to spare during lunch, volunteer to help. In just a few hours, you can register your fellow students and community members - and make a huge difference in the political process. Voter

Registration Deadline: 15 days before Election Day

To register to vote online visit <https://www.sccgov.org/sites/rov/Register/Pages/Online.aspx>

Organize a "voting trip" for your fellow students

Signing up in advance and going in a group always increases the likelihood of someone actually following through with something. Take this organizing tool and apply it directly to your campus. Plan a small "trip" where people from a club, organization, or even your residence hall meet at a predetermined time and vote together. You'll have fun, meet new people, and make a difference, all while only having to spend a small amount of time planning.

Volunteer for an on-campus political event

Your involvement doesn't have to be huge to make a big difference. If you know there is a program, speaker, or other event on campus, talk to the organizers about being involved. You can take tickets, pass out flyers, or help with the event set-up. Without help from people doing lots of little things, these events could never happen. A small role is still important!

Incorporate your activism and involvement into a research project or paper

Who says being politically active has to be separate from your academics? Turn your involvement into research. Join a campaign, plan a program, or attend a rally - and write about it later.

Attend events for both parties or sides of an issue

Being a politically active college student includes educating yourself, too, right? So, even if you are 100% confident in how you are going to vote or in how you feel about an issue, attend an event or program for the opposing side. (Remember, too, that you are there to learn and not just argue...) You might be surprised at what you learn during the experience.

Campus Resources: <http://collegelife.about.com/od/cocurricularlife/ht/electioninvolve.htm>
<http://www.deanza.edu/vida/>

