

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

**CD12**

Child, Family, and Community Interrelationships

*Course Experiences  
& Projects*

**Spring 2018**

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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

### 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)

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 in early childhood settings for *Child Development Majors*. Students will have an opportunity to develop skills and knowledge related to Standards 2, 4, 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 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**

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

### **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

*Non-Child Development Majors* will have an opportunity to work on an electoral campaign.

Student Learning Outcome: Develop in students a broad knowledge of political campaign, practical skills of analysis and communication, and an understanding of approaches to politics.

4 easy steps:

**1. Complete the Project Contract and/or Community Service Learning Project Proposal for Option 1, 2 or 3** by the **3<sup>rd</sup> week** of school.

### **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 manager or supervisor or person in charge. You must complete 12 hours of community service learning (CSL) in order to achieve the full credit. See page 12.

### **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 4-5 page essay.

Early Childhood Education Experience(**Child Development Majors**)- 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*), a description of the setting, activities, as well as duties and responsibilities
2. Your service learning goal and objectives
3. A discussion of the social problem(s)/community need(s) faced by the group/community you served (data, demographics)
4. A deeper discussion that demonstrates with examples and thoughtful reflection, on how you have achieved the NAEYC Standards and the evaluation criteria (See rubrics pages 6-8)

Electoral Campaign Experience (**Non- Child Development Majors**)- Your reflection should include the following:

1. About the candidate- Office being sought, the candidate background/story, campaign slogan and platform (list of issues and positions), the candidate's message
2. Your service learning and civic engagement goal and objectives
3. About the campaign- campaign materials, the ground campaign, the use of social media and free media, the phone campaign, and Get Out the Vote
4. Highlights/reflection of the Interview with the candidate
5. A discussion that demonstrates the significance of an electoral campaign and a thoughtful reflection on what you have achieved as a volunteer in the campaign

**4. Presentation-** Each student is required to prepare a 4-minute presentation of your service learning experience. The presentation will be conducted the week before finals. A schedule will be distributed.

Use a visual like a power point presentation, presentation board, a storybook or other. Your presentation could include the following:

**For Early Childhood Experience (Child Development Majors)**

- Name of organization, mission of organization, brief description of the community's social issue/s and how the organization is helping children and families to solve this issue
- Brief description of your duties and responsibilities with children and families
- Brief discussion of the tools, resources and course concepts applied and how did you use this tools, resources, and course knowledge to understand the diversity of the families and children of the community served
- Discuss or share one example on: *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?* (our course guiding question)
- Discuss or share one example of cultural competence (cultural humility) and effective collaboration with families and communities to support children's development and learning

**For Campaign Experience (non- Child Development Majors)**

1. About the candidate- Office being sought, candidates background/story, campaign slogan and platform (list of issues and positions), the candidate's message
2. Your service learning and civic engagement goal and objectives
3. About the campaign- campaign materials, the ground campaign, the use of social media and free media, the phone campaign, and Get Out the Vote
4. Highlights/reflection of the Interview with the candidate

## **CLASS EXPERIENCES & PROJECTS**

1. COMMUNITY SERVICE LEARNING PROJECTS for CD Majors (page 3-12)  
For Non-Majors (page 5, 9-12) The rubric to assess the written reflection to be distributed in class
2. READING SUMMARY ANN REFLECTION (page 13)
3. SHARING CULTURAL OBJECTS
4. ADVOCACY SURVEY and ANALYSIS

### **COMMUNITY SERVICE LEARNING PROJECT OPTIONS *for Child Development Majors***

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 in early learning community settings. Project descriptions will be shared in class. Here are the 3 options:

(1) **De Anza College Child Development Center** (*licensed early childhood program and community partner*)  
*The De Anza Child Development Center(CDC) is dedicated to providing a quality learning environment that is respectful and supportive of all children, families, students, and the community.*  
<http://www.deanza.edu/child/>

(2) **California Young World** (*licensed early childhood program and community partner*) *A child development center with 3 locations serving the Sunnyvale area. At California Young World, their concern is the child's care and well-being. California Young World provides all children with a safe environment while parents are working. They also provide a friendly place where your children learn skills that can help them achieve success throughout their school years.* <http://californiayoungworld.org>

(3) Work with children and families at a **licensed early childhood program** of your choice (family child care or center based program such as Head Start, school district, public or private center).

All organization projects will be presented between the first and second week of school.

For all options, complete the Student/Instructor Agreement on page 11 by the 3<sup>rd</sup> week of the quarter.  
The rubrics on pages 6-8 are the instructor's tools to assess your written essay.  
Keep track of your hours; use the record on page 12.

### **COMMUNITY SERVICE LEARNING PROJECT *for Child Development Non-Majors***

Student Learning Outcome: Develop in students a broad knowledge of political campaign, practical skills of analysis and communication, and an understanding of approaches to politics.

(1) Electoral campaign engagement- Working for a political campaign can teach you more about the electoral process than any class or book. It can give you hands-on experience in a fast-paced environment to develop the skills for the future. It can also help you understand why it matters to elect a specific candidate.

Complete the Student/Instructor Agreement on page 11 by the 3<sup>rd</sup> week of the quarter.  
The rubrics on pages 6-8 are the instructor's tools to assess your written essay.  
Keep track of your hours; use the record on page 12.

## Service Learning Reflection Evaluation

Submit with your reflection

\_\_\_\_\_  
Apprentice

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

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

Program: \_\_\_\_\_

<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)</p> <p><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)</p> <p><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 such relationships, emphasizing informal conversations while also including appropriate uses of conferencing</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.	

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>
<p>Application of course concepts to service learning (academics)</p> <p><b>2c. Demonstrating cultural competence and effective collaboration to involve families and communities in their children’s development and learning</b></p> <p>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.</p>	<p>Student does not express an understanding of the the relationship and collaboration between families and the organization in understanding children’s development and learning</p>	<p>Student expresses with some detail the relationship and collaboration between families and the organization in understanding children’s development and learning</p>	<p>Student expresses with detail the relationship and collaboration between families and the organization in understanding children’s development and learning</p>	
<p>Critical thinking (Academics) Overall essay</p> <p><b>2c. Demonstrating cultural competence and effective collaboration to involve families and communities in their children’s development and learning</b></p> <p>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</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	
<p><b>4a. Understanding positive relationships and supportive interactions of their work with young children.</b></p> <p>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.</p>	<p>Student does not understand how to build positive relationships and supportive interaction with young children.</p>	<p>Student has some understanding on how to build positive relationships and supportive interaction with young children.</p>	<p>Student expresses a deep understanding on how to build positive relationships and supportive interactions with young children.</p>	

<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 4-minutes oral presentation of your service learning experience.

### **For Child Development Majors:**

- 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 applied; how you used this tools, resources and course knowledge to understand the diversity of the families and children served
- 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.

### **For Non-CD Majors**

- About the candidate- Office being sought, candidate's background/story, campaign slogan and platform (list of issues and positions), the candidate's message
- Your service learning and civic engagement goal and objectives
- About the campaign- campaign materials, the ground campaign, the use of social media and free media, the phone campaign, and Get Out the Vote
- Highlights/reflection of the interview with the candidate

### Scoring Rubric for Oral Presentation

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

**Program/Campaign:**

Category	Scoring Criteria	Completed check	Score
<b>Organization (1 points)</b>	The type of presentation is appropriate for the topic and audience.		
	Information is presented in a logical sequence.		
<b>Content (1 points)</b>	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.		
<b>Presentation (1 points)</b>	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.		
<b>Score</b>	<b>Total Points</b>		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 or electoral campaign focus:*

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

**Early Childhood Education Organization or Campaign** (name) \_\_\_\_\_, located at

\_\_\_\_\_  
Organization's or Campaign's headquarter address/phone number

Manager/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/campaign (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



## Reading Summary & Reflection Experience Process

Familia/Small group offers a concise summary of the chapter highlighting key themes, ideas, and important information. Members gather to review the chapter and plan their presentation. Be creative and make sure to use a visual for the reflection. Members will have 5 minutes to share the following with the class:

1. A concise summary highlighting key themes, ideas, and important information.
2. Orally, reflect individually on one idea, concept, or theme covered in the chapter.

Write and submit a 1-page written reflection. What came up for you and what connections did you make with the ecology studied?

Class process:

- Summary & Reflection by Familia/Small group 5 min
- Class small group reflection 3-5 min
- Whole class reflection 2-3 min
- Faculty reflection 1-2 min