

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

CD12

Child, Family, and Community Interrelationships

Assignments

Winter 2014

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Assignments and Evaluation

Community Service Learning is an academic study linked to community service through structured reflection so that each reinforces each 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. Follow the guideline below.

3 easy steps:

1. **Complete the Project Contract**

Make sure to submit the service learning agreement by the **3rd week** of school. See page 11.

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 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 thoughtful essay. Be certain to 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 goals and objectives
4. A discussion of the social problem (community need) faced by the group/community your served (data, demographics)
5. The skills you acquired
6. How this experience challenged and changed the stereotypes you had about the people you worked with.
7. Your awareness of the purpose of service
8. The responsibility to your community learned from the experience. Discuss professional resources used to understand issues related to children and families or discuss the professional resources provided to the community by your service learning organization.
9. The application of course concepts to service learning; how the community service enhanced or reinforced the classroom instruction; what connections have you made between prior knowledge learning in previous CD classes with your service learning experience.
10. The impact of the experience in your personal life; assess personal goals, strengths, needs that will help you serve children and families and will allow you to advocate for your own professional needs.
11. Demonstrate critical thinking skills (# 7 to 11 must be included as they are the components to be evaluated through the service learning rubric on page____), written and verbal communication skills to describe your experiences, thoughts, questions, and concerns.
12. How your opinion of community service/volunteerism changed as a result of this service learning Assignment (Assignment adapted from EVC Service Learning Reflection essay) *(Assignment adapted from EVC Service Learning Reflection essay)*

On page 10 you will find the rubric to be used to evaluate the student learning outcomes through the reflection paper when completing the service project in an organization. On my website you will find the Rubric to Assess Service Learning Reflection Papers, full rubric. www.deanza.edu/faculty/cruzmayra/
See assignment description and rubric when working with a particular family/children.

COMMUNITY SERVICE LEARNING PROJECT OPTIONS

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 (10-12 hrs).

Here are the options.

1) Working with Children and Parents at Somos Mayfair (Community Partner) *See project description*
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.

<http://somosmayfair.org/>

2) Develop your own project focused on working with children and/or families- generate the idea based on a community need, develop the project, implement, and prepare the written reflection. The project can be developed and implemented with a classmate. Complete the proposal in writing on Page 11.

Examples:

- Parent/Child Observation (series), Parent Interview and Family Action Plan
Community need: Family Wellness
- Parent Development Seminar, planning and implementation
Community need: Family development
- Tutoring a child (includes assessing the child's needs, develop a strategy or program and implement) *Community need: Education/Disability*

Complete the Student/Instructor Agreement (see page 11) and project proposal (if applicable) by the 3rd week of the quarter.

<u>Expectations and Rules for Student Involvement:</u>
<ul style="list-style-type: none"> • Uphold ethical standards. • An individual student is responsible to contact an organization to fulfill the service learning assignment. • Take the time to learn the rules of the organization related to volunteerism/service learning. • Commit to participate in 2-3 group reflections with the course instructor and/or project liaison.
<u>When working with an organization, staff, children, parents, and families:</u>
<ul style="list-style-type: none"> • 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.

De Anza College Child Development & Education

Community Service Learning Option #1

CD Child Family and Community Interrelationships

Winter 2014

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

Project title: Somos Mayfair *In Our Hands Campaign*

Rules on student involvement: Students participate in the In Our Hands campaign program 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, we 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 campaign is the recruitment, training and assigning of 50 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 and nurture health and wellness in the homes of our youngest children. Somos is working directly with Cesar Chavez Elementary School to address disparities in academic achievement. This includes bringing program like the Reading Partners to the school for kindergarteners and first graders. 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: Winter 2014
- Coordinators: Pam Gudiño, Sr. Program Manager (pgudino@somosmayfair.org, 408-937-2566) and Josefina Carrillo, Administrative Assistant (jcarrillo@somosmayfair.org, 408-937-2565)

Availability:

- # of students desired: We will accommodate students who demonstrate interest and commitment to the goals of the In Our Hands campaign

- Minimum time commitment: 12 hours (some projects do require commitment through the end of May)

Orientation:

Thursday, January 16, 2014, 9:30 – 11:20 pm

Faculty responsibility

Check in two times per quarter with coordinators

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 Partners @ Cesar Chavez Elementary School
 - Work with a kinder through second grade student at Cesar Chavez Elementary school once or twice a week for 45 minute tutoring sessions
 - Work with students who are behind at least six months in reading so that they can be at grade level by the end of the year
 - This activity requires a commitment through the end of May and a fingerprint background check in addition to passing
- 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
- Home visits using Raising a Reader:
 - Communicating with families and schedule visits at home, school or the Somos Mayfair family resource center
 - Bring weekly book bag and model to parent how to engage child with books
 - Attend home visit training on either Thursday January 3rd from 5:30 to 8:00 pm or Friday January 24th from 9:30 to 12:00
 - This activity requires a commitment to meet weekly with family through the second week of May
- Community organizing:
 - Attend parent meetings to identify and understand parents' experiences and concerns about their children's learning.
 - Attend school district meetings as appropriate to enhance understanding of the educational environment.
 - Participate in one-to-one visits with families to build trusting relationships with community members and understand the key issues in the Mayfair community.
- Classroom support at Cesar Chavez Elementary School
 - Work with one child or small group in classrooms at Cesar Chavez elementary school
 - Work with kinder through 2nd grade children

- Communicate with classroom teacher to support the needs in the classroom
- This activity requires a commitment to work with the teacher through the second week of May

Service location and address:

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

Alternate location:

Cesar Chavez Elementary School
2000 Kammerer Ave
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 internship opportunity.

Community Service Learning Project Outline (Option #2)

Submit in writing the following proposal by the 3rd week of the quarter.

Focus: Working with Children and Families

Community Need: Identify children and family need

Project Identification: Describe the project

Preparation: Identify

1. Goals/objectives
2. What you need (resources)
3. Considerations such as liability issues, authorizations, supervision, training, your role
4. Timeline for completion

Implement project- includes reviewing plans for each session to keep on track with goals, reflecting on progress and problems, and continuing to strive for solutions. Keep a journal.

Assess your learning, service, and experience- Connect with (SLO) 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 (service learning).

Service Learning Reflection Evaluation

Submit with your reflection

Name: _____

Date: _____

Levels: ___ Novice ___ Apprentice ___ Proficient ___ Distinguished

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

Evaluation criteria	0-5	6-10	11-14	15-20	Max Points
Awareness of Purpose of Service (civic engagement) Standard 2: Building Family & Community Relationships 2a. knowing about and understanding family and community characteristics	Student expresses no empathy and awareness regarding children and family issues.	Student expresses little 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.	
Responsibility to the community (civic engagement) Standard 2: Building Family & Community Relationships 2b. Supporting and empowering families and communities through respectful, reciprocal relationships Supportive skill: Skills in identifying and using professional resources	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 expresses limited insight into children and family issues pertinent to the service experience and demonstrates limited awareness of a personal sense of responsibility in serving children and families.	Student expresses a moderate insight into children and family issues pertinent to the service experience and demonstrates moderate awareness of a personal sense of responsibility in serving children and families.	Student expresses a great deal of insight into children and family issues pertinent to the service experience and demonstrates a great deal of awareness of a personal sense of responsibility in serving children and families.	
Application of course concepts to service learning (academics) Standard 2: Building Family & Community Relationships 2a. knowing about and understanding family and community characteristics 2c. Involving families and communities in their children's development and learning Supportive Skill: Making connections between prior knowledge/experience and new learning	Student expresses no connection between course concepts related to children and family and service experience.	Student expresses limited 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.	
Impact on student's personal life (personal growth) Standard 2: Building Family & Community Relationships 2b. Supporting and empowering families and communities through respectful, reciprocal relationships Supportive skills: Skills in self-assessment and self-advocacy	Student expresses no connection between service to children, family and self, and demonstrates no change in attitudes perspectives, beliefs, or understanding of own skills.	Student expresses limited connection between service to children, family and self, and demonstrates limited change in attitudes, perspectives, beliefs, or understanding of own skills.	Student expresses some connection between service to children, family and self, and demonstrates some change in attitudes perspectives, beliefs, or understanding of own skills.	Student expresses a great deal of connection between service to children, family and self, and demonstrates change in attitudes, perspectives, beliefs, or understanding of own skills.	
Critical thinking (Academics) Overall essay Standard 2: Building Family & Community Relationships 2c. Involving families and communities in their children's development and learning Standard 5: Becoming a Professional Supportive Skills: Written and verbal communication	Student asks no questions and shows no awareness of multiple perspectives related to children and families. Opinions are stated with no analysis and support.	Student asks limited questions and shows limited awareness of multiple perspectives related to children and families. Opinions are stated with limited analysis and support.	Student asks some questions and shows some awareness of multiple perspectives related to children and families. Opinions are stated with some analysis and support.	Student 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.	
TOTAL					___/100

Evaluation criteria	0-9	14-10	19-15	20-25	Max Points
Service Learning Hours completed	Completed 4 hrs or under	Completed 5-8 hrs	Completed 9-10 hrs	Completed 11-12 hrs	___/25

GRAND TOTAL ___/125

Cultural Biography

No matter what your background is – you have values and beliefs... someone helped to raise you...you are part of the world.

Instructions:

This assignment requires that you research your own family history/origins; geography, culture, race, ethnicity and religion. Conduct interviews with family members, read historical and cultural materials.

Your paper must include the following seven parts and should be at least 3-5 pages in length. (You will not be deducted points if your paper is longer than 3 to 5 pages.) You will not receive points if you demonstrate lack of effort and present an incomplete assignment.

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?

Cultural Biography Rubric

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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, and Bias & Discrimination.	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					

Comments: _____

CourseMate Activities

The completion of the CourseMate Activities is 25 points of our class. The completion of the activities will serve to reinforce knowledge acquired, content, and concepts that are part of your readings.

What to do:

a. Register in course in www.cengage.com You will need the following Course Key to enroll in this course. **CD12.02S Tues/Thurs class CM-9781133230007-0000054**
A handout will be send to you with further instructions.

b. Complete the interactive quiz for the chapter assigned every week to receive credit. The interactive quiz is mandatory for each chapter in order for you to gain the most points. You must score a **70% or above** to receive full credit.

c. Complete at least 2 other activities throughout the quarter in any given chapter (your choice Chapters 1-10).

d. You must have completed this requirement by **March 20th** for all 10 chapters and 2 activities. 25pts.

Coursemate has an Engagement Tracker that allows me to track each student's activities completion.

De Anza College Child Development and Education Department

CD 12 Community Service Learning “Make a Difference Project” Instructor/Student Agreement

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

Identified community need: _____

Description of the Project: _____

Service Organization (when applicable) _____,
located at _____

Organization's address/phone number

Supervisor's name (if appropriate) _____

Service Learning Project Hours: _____

Projected timeline for project/s completion: _____

(For option #2) Project Proposal- attached the description (see page 9 of the course Assignments)

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 2nd 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

Student's name _____

CD 12- De Anza College

Community Service Learning “Make a Difference Project”

Record of Attendance

[illegible]