



***Diversity in the Classroom, 1:05pm – 2:30pm (Spring 2010)***

**Professor: Karen Kapadia**

**C.H.A.M.P. Program School Site: Powell Elementary (Tuesdays)**

**Schedule for each visit:**

**1:20pm: Meet with professor and C.H.A.M.P. director in conference room or cafeteria**

**1:35pm – 2:20pm: 45 min. in class visit with 4<sup>th</sup> graders**

**2:20pm – 2:30pm: Debrief with professor in conference room or cafeteria**

**C.H.A.M.P. Director: Eric Winter**

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The C.H.A.M.P. program has been a partnership between Azusa Pacific University and the Azusa Unified School District since 1991. It is the goal of the Center for Service-Learning and Research that the program would be mutually beneficial, reliably structured, and maintain high quality.

The overarching goal of the Center for Service-Learning and Research, and the reason that we exist on the APU campus is to provide faculty and students with quality service opportunities that relate to specific academic goals and are tied to academic courses. By incorporating the program into an education class, C.H.A.M.P. can become a more meaningful and educational experience for APU students and AUSD fourth graders.

The C.H.A.M.P. program has been incorporated into the EDLS 405 *Diversity in the Classroom* Course. This education course is designed to teach prospective teachers about issues of race and culture in the educational setting. The students in this class will be divided into small groups and assigned to each 4<sup>th</sup> grade classroom in the designated school.

### ***Diversity in the Classroom and C.H.A.M.P.***

One of the objectives of the *Diversity in the Classroom* course is that students would gain a deeper understanding of the issues of “individual, cultural differences in terms of race, culture social class, gender, language, religion, and other implications for more effective teaching, learning, and leadership styles; to promote self-esteem and respect; and to diffuse attitudes of prejudice, racism, and stereotyping which affect students’ lives and social institutions.” In the C.H.A.M.P. program APU students will observe how race and culture affect the classroom by gaining teaching experience and by interacting with individual children. The diversity of the Azusa school district is well suited to this type of observation. Interaction with the 4<sup>th</sup> grade teachers will also provide the students further insight into classroom issues.

Students will be required to facilitate activities that correspond to the C.H.A.M.P. curriculum, providing them with further instructional experience, as they attempt to develop lessons that reach students from diverse cultures. Within each class, 4<sup>th</sup> grade students will be divided up into small groups and assigned to each APU student. These will be their Buddies for the semester and will talk with them about college, help them with their work, and grade their essays. They will also be in these same groups during their APU visit day.

## C.H.A.M.P. Program Curriculum and Timeline ~ Powell Elementary

Week 1 Tues 1/26	<p><b>Orientation with Principal and Classroom Observation</b></p> <p>1. APU mentors will receive an orientation by the principal, providing information about the school site, programs and district expectations.</p> <p>2. Observation in the classroom. APU mentors will spend the remainder of the visit observing the classroom, 4<sup>th</sup> graders and teacher.</p>
Week 2 Tues 2/2	<p><b>Classroom Observation</b></p> <p>APU mentors can participate in the class by helping as aides for this day, to help them get acquainted with the 4<sup>th</sup> graders.</p>
Week 3 Tues 2/9	<p><b>Introduction to the Program</b></p> <p>Fourth grade students greet APU buddies with welcome signs. Activities may include: Ice breakers, info about the program and activities the 4<sup>th</sup> graders will be involved in over the semester, personal story by the mentor: benefits of getting an education, activities they are involved in, positive experiences that got them to college. Groups determine a team name and draw a team poster.</p>
Week 4 Tues 2/16	<p><b>Career Exploration</b></p> <p>Begin working on the “Career Game Explorer” booklet. Discuss how different careers require different amounts of higher education.</p>
Week 5 Tues 2/23	<p><b>Continuation of Career Exploration</b></p> <p>Activities: Continue to work on career game explorers booklets and finish them up.</p>
Week 6 Tues 3/2	<p><b>APU VISIT DAY! 8:20AM-11:20AM</b></p> <p>Elementary children will tour the campus in their groups with their class. More information will be provided by the C.H.A.M.P. director as the visit approaches.</p>
Week 7 Tues 3/9	<p><b>Getting into College</b></p> <p>Reflection on the visit day experience: what did they learn, see and experience. Work on the college applications, financial aid, &amp; housing. Finish up the applications and talk about all of the components.</p>
Week 8 Tues 3/16	<p><b>Writing an Essay about the C.H.A.M.P. Experience</b></p> <p>Brainstorming for essay about the C.H.A.M.P. experience. Work on graphic organizers for development of the essay. Begin writing the essay.</p>
Week 9 Tues 3/23	<p><b>Editing an Essay about the C.H.A.M.P. Experience</b></p> <p>Start editing C.H.A.M.P. essay.</p>
Week 10 Tues 4/13	<p><b>Last Visit</b></p> <p>Question-and-answer panel with APU mentors. Organized outdoor games and indoor activities. Discuss the graduation ceremony and encourage 4<sup>th</sup> graders and their families to attend the event.</p>
Week 11 Weds 4/21	<p><b>GRADUATION CEREMONY!</b></p> <p>Ceremony will be at 6:15 p.m. in APU’s Felix Event Center.</p>
Saturday, April 24, 2010	<p><b>C.H.A.M.P Alumni Association Picnic</b></p> <p>Activities for the students and workshops for their parents to continue prompting their opportunities in higher education. More information to come.</p>

## **Details for the C.H.A.M.P. Program**

**Program dates:** January 26-April 24

**Program day and time:** Thursday from 1:20pm-2:30pm (Each visit is 45 min. in the classroom)

**School location:** 1035 E. Mauna Loa Avenue, Azusa, CA 91702

**School principal:** Erick Hansen

**4<sup>th</sup> grade teachers:** Martha Morgado-Gomez (R11), Rosanna Shinall (R12), Christine Croysdill (R13)

## **Fourth Grade Teachers**

- Prepare their classes for the visits, and provide time to work on the various activities.
- Divide classroom into groups based on the number of APU mentors that will be in the class. Keep variety in mind (gender, academic performance, language, learning styles, etc.) as the groups are set up.
- Secure permission slips for visit day to the APU campus.
- Take pictures throughout the C.H.A.M.P. program in order to document the experience.
- Create slide show to be shown during the ceremony and give to the C.H.A.M.P. Director on assigned date.
- Fill out names on the graduation diplomas for each of their 4<sup>th</sup> grade students. (Diplomas provided by C.H.A.M.P. Director)
- Provide feedback to the APU mentors regarding the different activities. If a problem arises with a student, the teacher should speak directly to the APU student and then to the C.H.A.M.P. Director.

## **APU Faculty**

- Design curriculum to meet course objectives.
- Implement curriculum to meet program (C.H.A.M.P.) goals.
- Integrate service-learning experience into course presentations, curriculum, and grading.
- Develop reflection prompts for APU mentors.
- Follow up and evaluate reflections of APU mentors.
- Develop and assign major writing assignment for course integrating service-learning project.
- Lead/prepare APU mentors on service-learning days.
- Lead debrief of APU mentors following service-learning experience.
- Supervise APU mentors during service-learning experiences, visiting classrooms and communicating with teachers.
- Work and communicate with C.H.A.M.P. Director any necessary curricular changes and implementations.
- Work and communicate with C.H.A.M.P. Director course objectives and service-learning experiences.
- Inform C.H.A.M.P. Director of needed materials in a timely manner.
- Attend elementary school site visits, informing C.H.A.M.P. Director prior to an absence and attempting to find a faculty substitute.
- Participate and attend C.H.A.M.P. graduation at the end of the semester.
- Maintain consistent communication and work with C.H.A.M.P. Director to solve any problems that arise.

## **Service-Learning C.H.A.M.P. Director**

The CHAMP Director's chief responsibility is to serve as a liaison/communicator between Faculty of university and teachers of the local elementary school along with APU mentors:

- Meeting with school representatives and teachers before the program begins to identify important issues and dates, identify how and with whom communication will happen, and to preview curriculum.
- Meeting with the APU professor to discuss details of the course and the C.H.A.M.P. project.
- Remain aware of and communicate AUSD calendar, dress code, policies, etc.

- Informing APU mentors of pertinent details, dates, and other information during orientation.
- Handle necessary paperwork for APU and AUSD needed from APU mentors.
- Work with faculty in breaking APU mentors into groups and assigning them to classrooms.
- Provide 4<sup>th</sup> grade teachers with curriculum packet at the beginning of the semester.
- Weekly communicate with 4<sup>th</sup> grade teachers plans for each service-learning experience.
- Deliver curriculum supplies to 4<sup>th</sup> grade classrooms in a timely manner.
- Provide in advance to professors and in the orientation packet for APU mentors, a packet containing all curriculum materials.
- Maintain attendance sheets.
- Discuss the goals of C.H.A.M.P. as they relate to service-learning during the APU mentors' orientation.
- Check with each classroom to ensure that all groups are covered; if there is an absence of a mentor, reassign the 4<sup>th</sup> graders to other teams within the classroom.
- Coordination and oversight of all visit days.
- Coordination and facilitation of C.H.A.M.P. graduation along with the APU mentors and AUSD teachers.
- Work with faculty to solve any problems that may arise.
- Refer APU mentor issues to faculty.
- Communicate with Faculty following debrief at weekly service-learning experience regarding project.
- Work with Faculty to have two APU mentors assigned for each elementary school on graduation to help coordinate 4<sup>th</sup> graders' activities for the evening. especially lineup and preparation time prior to the ceremony.

### **APU Mentors**

As mentioned above, APU mentors will be directly involved in developing classroom activities for their visits to the classroom. This will provide them the opportunity to own the program, to get first-hand experience in lesson planning and teaching, and to interact with the children in a meaningful way.

APU mentors are also responsible for:

- Determine how the group in the classroom will implement the activities.
- Spend time with the 4<sup>th</sup> graders talking about college, careers, and helping them with their essays.
- Participate in campus tours for their mentor groups on visit day.
- Attend graduation and help in its implementation.
- Attend all planning and reflection meetings.
- Call ahead of time if they are unable to attend a meeting; due to the disruptive nature to the program if APU students are not there by the time the mentors enter the classroom, they will not be permitted to participate for that session and will not gain ministry credit for that day.

### **Visit Day**

- C.H.A.M.P. Director will coordinate the schedule of events and oversee the visit.
- C.H.A.M.P. mentors are expected to take ownership of this event.
- Lunch must be provided by AUSD or the 4<sup>th</sup> graders and brought to visit day (if this is an option selected by the principals and teachers).
- Principals must arrange transportation to and from APU.
- Principal (or C.H.A.M.P. contact person) and C.H.A.M.P. Director will be responsible for confirming the drop off and pick up times for the day.
- C.H.A.M.P. mentors will lead their groups around campus following the assigned schedule.
- The tour may include, but is not limited to a visit to the library, bookstore, cafeteria, class in session, and residence halls.

### **Graduation**

- C.H.A.M.P. Director will be responsible for reserving the graduation site (Event Center), the dessert, and decorations for the event.
- C.H.A.M.P. Director will provide the invitations for the graduation ceremony to be given to the 4<sup>th</sup> graders and their families.
- C.H.A.M.P. Director will provide the graduation diplomas, which the AUSD teachers fill out and then give to the 4<sup>th</sup> graders during the ceremony.
- C.H.A.M.P. director is responsible for facilitating the agenda and graduation activities.
- AUSD teachers will be responsible creating the slide show to be shown during the ceremony.
- AUSD teachers and their principals are responsible for choosing one 4<sup>th</sup> grader to read their essay during the ceremony.
- The principal may be asked to be part of the graduation ceremony by sharing a few words about the C.H.A.M.P. program.

### **Absence Policy**

APU mentors are essential to the program. As representatives of Azusa Pacific University your attendance is a reflection of not only the university but of your commitment as a pre-professional student. If absence occurs, the student must contact the C.H.A.M.P. Director to set up an appointment to complete missing hours. Missing hours will be completed in the classroom, providing teacher support. The C.H.A.M.P. Director will set up a time that corresponds with both the teacher and the APU mentor for completion of hours. Failure to complete missing hours will affect the student's grade in the project.