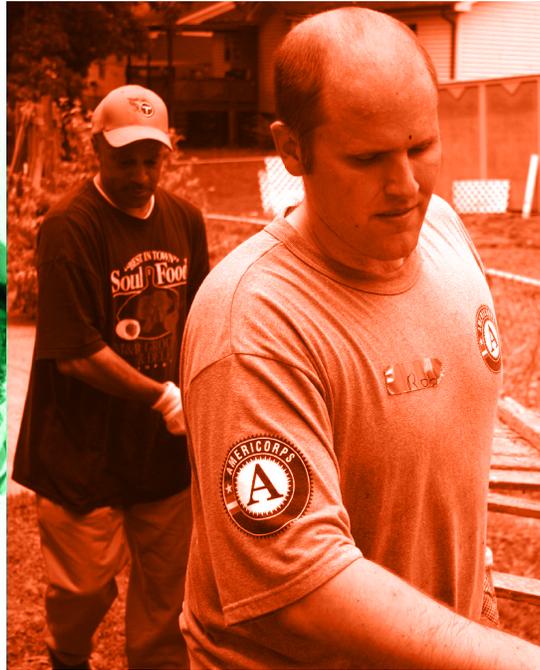


# Tennessee Journal of Service-Learning and Civic Engagement

Volume 1, Issue 1



Proceedings of the Tennessee Conference  
on Volunteerism and Service-Learning

*Serve. For a Change.*

Feb. 26-28, 2012  
Franklin, TN

*edited by Chip Harris, ED.D. and Terry Silver, ED.*



Tennessee | Campus Compact





# Volunteer Tennessee



Dear Service Leaders,

At the annual TN Conference on Volunteerism and Service-Learning in February, Volunteer Tennessee gathered service leaders from across the state of Tennessee to share their collective knowledge and stories of service; rethink the impact of their service; learn how to best share their service stories; and collaborate to develop innovative new ways to support service and transform communities.

From this gathering of service-minded adults and youth, the idea of a statewide journal of civic engagement and service-learning formed. The goal of this new journal is to provide a forum to share information about quality programs, resources, and research in the field of service. The format will consist of peer-reviewed articles from volunteer and community-based programs, non-profits, national service programs, school-based initiatives, youth engaged in service, and institutions of higher education.

This first journal issue contains proceedings from this year's conference. Volunteer Tennessee is proud of the service providers in the Volunteer State, and we are excited to share this resource with you and to have your input and journal submissions in future issues.

Sincerely,

Julie Hembree  
Chair  
Volunteer Tennessee

Jim Snell  
Executive Director  
Volunteer Tennessee

## Service and Learning: A Common Bond across Communities

By Chip Harris and Terry Silver

### Rejuvenation in Service

What rejuvenates you in your profession? Does the idea of service bring on a sigh or a cheer? Does the daily news bring consolation or grief? What energizes you? Do you feel as if you are the energizer to everyone and rarely feel any in return? Servers are givers. We find rejuvenation in service. Servers are more concerned with the service and the process rather than the product or outcome. Servers are in it for the people.

In most professions, sharing ideas and/or resources is often not done because of the climb to the top. If you give away too much, someone will take it and use it for their good. And herein lays the rub. We fear losing our ideas and/or resources because someone else may be able to use them before we figure it out ourselves.

Service and learning endeavors are a win-win for all parties. Sharing our ideas and/or resources is done frequently and without hesitation because we want others to use them and keep sharing. This makes all the difference in our professional world. We don't share for money, prestige or to reach the top. We share because we have a common bond which spreads across all different types of communities. That bond is service.

The purpose of this first article is to share the vision of those who felt Tennessee needed a journal which brought together all communities in the name of service. This journal invites all communities of servers to share reflective essays, research-based articles, best practices in service and learning, community building projects and volunteerism activities in Tennessee, around the nation and world. We invite writers of all ages and stages in service and learning to share stories so we can share our common bond of service and learning.

*I wish adults would understand that students have innovative; mind boggling ideas and that students can put those ideas into action. They can make the world a better place.*

### Research Snapshot

In his role as Chair of the National Commission on Service-Learning, US Senator John Glenn stated, "Service-Learning motivates students. Suddenly there is a connection between what the teacher is saying and the world outside the classroom. Service Learning is education in action" (Fiske, 2002, p. 50). A teacher is able to make that connection through partnership with a community agency or organization. In its beginning, Service-Learning was often perceived as adding a service project to classroom activities. Students took a break from school to go out and lend a hand to someone or some group that needed it.





Today, most Service-Learning practitioners understand that it is much more. Kaye (2009, p.10) stated it clearly when she said, “Service-Learning is a powerful, hands-on teaching and learning strategy that integrates meaningful service and classroom content. The process creates authentic learning opportunities while teaching civic responsibility through service to others with reciprocal benefits for all involved”. The critical emphasis here is the benefit to all involved. We cannot neglect the community needs and the benefit to the recipients of the service. True Service-Learning is designed to

serve both the student participants and the community partner with both (or all) parties benefiting from the activities (Meece & Daniels, 2008).

Thus, Service-Learning is a partnership. This teaching strategy unites students, teachers and partners for a common good. Much attention is given to the growth of the student servers, but it is equally important to ensure benefit to the recipients of the service, regardless of its nature. Service-Learning gives community partners the opportunity to expand their volunteer base, inject the enthusiasm and perspectives of students into their projects, increase public awareness of their issues, educate students/students of critical issues and help prepare the students to be the civic leaders of tomorrow (University of Minnesota, n.d.). Service-Learning meets its standards when it “splits its emphasis evenly between service that meets community needs and what individuals learning throughout the experience” (Ragsdale & Saylor, 2012, p.9).

Service-Learning involves benefit to the student participants regardless of grade level or age. A kindergarten student may be providing a service while learning to share, an important concept at that level. At the other end of the spectrum undergraduate pre-service teachers and graduate level Transitional License teachers can share their abilities with struggling readers in an urban school district reading clinic (Silver & Harris, 2012). While all are sharing, adults (teachers and community leaders) can learn from the students who are serving. James, a Tennessee high school student shared an important concept:

*I wish adults would understand that students have innovative; mind boggling ideas and that students can put those ideas into action. They can make the world a better place (Fiske, 2002, p.3).*

Depending upon the curriculum, the age of the students and the needs of the community, Service-Learning can take on various forms. The three recognized types of service are: Direct Service, Indirect Service and Advocacy. Each offers a win-win for all participants.



Direct service has a direct and personal contact between the student and the recipient of the service. Students working with younger students, senior citizens or any group in need are examples of direct service. Indirect service often takes place at the school site putting the students' efforts into an area of need rather than dealing directly with human recipients of the service. Examples of indirect service can include beautifying grounds, repairing or updating buildings, creating programs to benefit the community or writing essays or books to be donated to a hospital or shelter. Advocacy has students working on the causes of a particular problem and lending their voices and talents to the effort. Doing research and presenting that research to a governing body such as a school board or city council about a particular issue is an example of advocacy (Cote, Zorn & Liptrot, n.d.). The commonality among the three types of service is the giving and sharing on the part of those providing the services.

Also common to all types of Service-Learning that allows for giving and sharing is reflection. "Reflection is a critical part of service projects and programs because it allows participants to digest what they have learned and experienced throughout their involvement. While it may seem logical for reflection activities to come at the end of a project or experience, it is essential that reflection happens before and during the service" as well (Liptrot, n.d., p.3). Reflection can take many forms, and the participation is open not only to the students and teachers but to the community partners as well.

#### Inclusive Collaboration

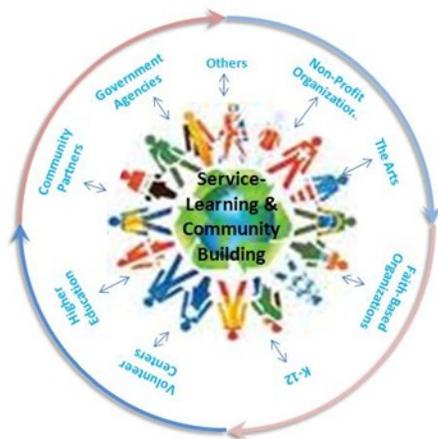
John D. Rockefeller, Jr. once said "The success of each is dependent on the success of the other." If this is true, then our aim in life should be on the success of all people. We must see each other as equal in the pursuit of happiness and success even within our service endeavors. We bring many skills and talents into the arena of service. When we are able to share our skills and talents, we ultimately come together as one strong force. In service, we strive to fill unmet needs within the communities through reciprocal partnerships. We are empowered as we address issues of social inequality and injustice. Service inspires social responsibility, cultivates respect for diversity, and encourages compassion for all. Thus, we support inclusive collaboration as we celebrate the positive actions that are happening in our state and around the world.

We are inclusive and based on the belief that service is for everyone regardless of rank or position, non-profit, faith-based, K-12 or Higher Education, volunteerism or service learning, community-based or national service programs. While we have distinct roles within our profession or educational journey, and we are a diverse group of people, we share the same vision that we can have a hand in reversing the negative trends in our society. While we may have differences in our roles, our goal and vision is our common bond: embracing service. Therefore, we can learn from one another as we share our stories, programs, successes, projects, ideas, and reflections.



## Service Learning and Community Building

At the center of our hub is Service Learning and Community Building. Each participant has a role in service, communication, collaboration and reflection. We grow stronger as we share our ideas, stories and lessons. The hub is our common bond. The participants bring to the hub, a wealth of expertise and experience. We welcome all communities as contributing and equal members in service learning and community building.



### Student Voice

One major addition to the “sharing of our stories” is to include the voice of our students. We relish the opportunity to hear from students of all ages and stages. Take for example the words of a struggling reader who has been mentored by a college age student in a service-learning project:

*I feel I can become a better reader and more than that,  
a better person. My Mentor helped me learn a lot about myself.*

This young student discovered skills she had because of a partnership between college age and middle school students. This is rich communication to those in the area of service. It tells us that partnerships of all ages can be not only a win-win for those involved but a life changing experience.

Another example comes from a community partner who partnered with a local YMCA after school program. The community partner stated:

*In a time when all we hear is negative about school age students and the terrible things they are into, it is refreshing to work with students who are socially aware and concerned about their community. Every community organization should reach out and partner with students so our world can see there are positive things happening with our students.*

Again, this is a rich story of how two diverse groups came together for one purpose and we all can learn from their story. Partnering students with community based organizations can be a positively rewarding experience for all involved. This opportunity encourages additional partnerships with students and community-bases organizations. This can easily be experienced in faith-based, non-profit and other organizations.

We recognize we are life-long learners and we are strengthened in our common bond of service when we share our stories. Not only do we experience strength in shared stories; we are empowered, even energized to turn thought and ideas into action. Our active engagement supports the endless efforts toward a more just and equitable society.

*They built a train track over these Alps to connect Vienna and Venice. They built these tracks even before there was a train in existence that could make the trip. They built it because they knew some day, the train would come.*

*~Under the Tuscan Sun*

### Personal and Collaborative Reflection

Along with supporting student voice, we believe personal and collective reflection naturally grows out of service. Reflection spurs growth of new seeds filled with ideas, possibilities and opportunities. Shared reflective experiences foster dynamic change in beliefs, biases, judgments, and moves us toward peace. We seek a peaceful society; one in which people of all stages and ages share a common bond in service. Reflection clears the pathway toward a more peaceful and just society.

An individual shared these words in his Poetry in Motion reflection:

*Identity is unique  
It is like fingerprints  
We each have them  
None are alike*

Reflection cultivates an awareness of self in relation to social injustices. It is the ability to step back and ponder one's own experience. It leads to thoughtful and more effective service. It helps us to consider What? So What? What now? When we collectively reflect, we emerge with the opportunity to think outside of our own box. We are given new perspectives. We are challenged to reconsider what we considered immovable or unachievable. Consider the following from the movie Under the Tuscan Sun:

*They built a train track over these Alps to connect Vienna and Venice. They built these tracks even before there was a train in existence that could make the trip. They built it because they knew some day, the train would come.*

*~Under the Tuscan Sun*



## Conclusion

We create this inclusive opportunity in the form of a journal because this is where we find rejuvenation. In serving alongside all sorts of communities (i.e. the arts, non-profit organizations, faith-based, k-12, higher education, volunteer agencies, etc.) we share a common bond. We share the vision that our world can be a better place to live and grow. One small act of service can affect many lives and grow into larger acts of service which can change our world.

Please join us in sharing our common bonds as we serve, learn and grow together!



Let us collaborate for success!

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*A Call for Papers for  
Serve InDEED*

*Submissions accepted for Fall publication in the following areas:*

*Reflective Essays*

*Research Based Articles*

*Service-Learning Pedagogy*

*Community Building Projects*

*Best Practices*

*Volunteerism*

*We seek to share ideas within all communities of service learning.  
Submissions are due no later than September 15, 2012*



## Submission Guidelines

### The Goals of the Tennessee Journal for Service-Learning and Civic Engagement

- Share ideas and/or resources in order to bring together all communities under the umbrella of service.
- Learn from one another regardless of rank or position, non-profit, faith-based, K-12 or Higher Education, volunteerism or service-learning.
- Include students as important contributors to the body of research in service-learning.
- Share reflective experiences which foster dynamic change in beliefs, biases, and judgments in order to move us toward a more peaceful society.
- Contribute to the growing body of academic research in service-learning, civic engagement and volunteerism.

### Manuscript Submission Process

The journal publishes two issues per volume (Fall and Spring). The blind review process is outlined below:

- Submission of article in APA formatting, Times New Roman, 12 pt. font, doubled-space, 5-12 pages should be sent to the editors at [serveindeed2012@gmail.com](mailto:serveindeed2012@gmail.com)
- Include in the subject box of the email the word Submission and the category for which you want to be considered. The categories are listed on the next page.
- Include one page abstract due by September 15 for Fall publication and March 15 for Spring publication.
- Submit paper with Title page including author(s) contact information (title, organization, and email address or phone number). Do not include names in the manuscript.
- Articles that are under review by another publication should not be submitted.
- Place figures, tables and/or graphics at end of text and include where it will be placed in manuscript.
- At the end of the manuscript, please include References in APA style.

The manuscript will be sent to the blind reviewers for consideration. Authors will be notified by editors upon submission. The review process will normally take 6-8 weeks.

Manuscript responses may include acceptance, acceptance with revisions, acceptance for later publication or not in line with goals of journal.



## SUBMISSION GUIDELINES

This journal seeks submissions from any of the following:

- K-12 Service-Learning
- Higher Education Service-Learning
- Community Partnerships in service
- Community-Based Organizations in service
- Non-profit organizations in service
- Faith-based organization in service
- The Arts and service
- Government Agencies involved in service endeavors

In the subject line of the email, indicate which type of article you are submitting from the following list:

- Reflective essay
- Research-based issue
- Best Practice
- Community Building Project
- Volunteerism
- Service-Learning Pedagogy

Student Submissions:

The Journal welcomes submissions from K-16 students involved in service-learning and volunteerism.



# **Introducing the Proceedings of the Tennessee Conference on Volunteerism and Service-Learning**

**Serve. For a Change.**

**Feb. 26-28, 2012  
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**Edited by Chip Harris, Ed. D. and Terry Silver, Ed. D.**

**Published by Volunteer Tennessee**



## Maximizing Your Volunteer Program

Erika Burnett, Hands on Nashville

*Tennessee State University has embarked on a unique journey as they deepen their commitment to “Think, Work, & SERVE.” In collaboration with Hands on Nashville, TSU has launched a pilot program entitled Service to Leadership. This workshop explored the one-of-a-kind initiative that engages all first year students in meaningful service learning over the course of one academic semester. Participants will learn about relationship building with community partners, methods for faculty buy-in, and the benefits and challenges of a mandated service learning curriculum at the collegiate level.*

### Goals of Session:

1. Participants will gain an understanding of the unique nature of the TSU/Hands on Nashville collaboration.
2. Participants will understand the goals and desired outcomes of the Service to Leadership Program.
3. Participants will explore challenges of the Service to Leadership Program and be able to apply possible solutions to their perspective programs.
4. Participants will gain a broader understanding of monitoring and evaluation options for service learning initiatives.
5. Participants will engage in other service learning practitioners and share resources and best practices.

### Resources:

Hands On Nashville [www.hon.org](http://www.hon.org)  
Hands On Network [www.handsonnetwork.org](http://www.handsonnetwork.org)  
[www.serviceleader.org](http://www.serviceleader.org)  
[www.energizeinc.org](http://www.energizeinc.org)  
Free Management Library <http://managementhelp.org/staffing/volunteers.htm>



Hands On  
NASHVILLE



## Creating an Effective Model for Assessment of Program Maturity

Dr. Philip Clifford & Dr. Rick Parent, Volunteer State Community College

*Rubrics are useful tools for standardizing assessment of a wide variety of objective and subjective products. As such, they are excellent for allowing disparate parties to "benchmark" their performance and status relative both to one another, and to an agreed upon or empirical norm. Discussed in this workshop are several model constructs, including the "Furco Rubric" that allow programs to evaluate their level of success with integrating service learning into their institutions. The focus of the workshop will be an open dialogue on how best to use these models as guides to program viability and maturity and development of a sustainable enhancement of community engagement.*

### Goals of Session:

- Objectives: develop competency in use of bench mark tools like Rubrics
- Honest appraisal of your own program using Rubric
- Defend your program to your administration



Challenge:  
Sometimes the sheer number of choices is paralyzing.

Challenge:  
Sometimes we lack overall perspective



## Planting A Seed to *Grow* a Business

Sarah Alberts, Sophie Campbell, Evie Kendy & Maddie Robin, USN  
Community Activism Class

Are there issues in your community that you wish you could help solve? We are four high school juniors who feel this way about the lack of healthy, accessible food in our neighboring community. We're here to tell you about **grow**, the social business that we have created. Our business helps provide healthy food to our community, encompassing the aspects of service learning. Our goal is to inspire you and give you the tools to help your own ideas grow. Through individual, group, and hands-on activities, we are going to help you form ideas that could solve the issues close to your heart. We're here to show you that no matter what age, you can make a difference if something is important to you.

### Goals of Session:

- Learning about your community
- Being creative and encouraging others to be creative
- Gaining self-confidence and leadership skills
- How to communicate with people as your equals (those younger, older or with different diversity than you, economically, socially, etc.)
- Making connections with outside resources: Networking
- Organization within a group
- Adaptability
- Overcoming obstacles
- Learning from experts to incorporate the information we learn into our own plan
- Steps of creating a Micro Finance business **growing** in many ways, together and independently



## **Old School and New School Intergenerational Service-Learning** Korey Kemper, Vanderbilt Coalition for Healthy Aging

Seniors are an under-utilized resource in terms of service-learning opportunity. We will educate the participants about opportunities to volunteer with seniors. We will also demonstrate how doing so is both educational and fulfilling through several participant-driven activities.

### Goals of Session:

Learning Objectives – the participants will

- Identify senior population as service community
- Be able to identify service opportunities that are a good fit for them
- Know why working with seniors is educationally beneficial
- Identify with senior issues, and have an understanding of their volunteering strengths concerning senior community involvement opportunities.

### Resources:

1. Hiemstra, Roger. “What Do You Know About Aging?” , <[senorjournal.com/KnowSeniorsQuiz](http://senorjournal.com/KnowSeniorsQuiz)>
2. Massey, Tim. “The 1950s: A Great Time to Grow Up.” <<http://www.herald-dispatch.com/specialsections/100years/x196609911/THE-1950s-A-great-time-to-grow-up-as-economic-growth-prprosperity-hits-all-time-high>>
3. Ellis, Mary. “20th CenturyTimeline 1900-1999.” <[inventors.about.com/od/timelines/a/modern.htm](http://inventors.about.com/od/timelines/a/modern.htm)>
4. Shumacher, S.A. “Gout.” <[www.FootDoc.ca](http://www.FootDoc.ca)>
5. Braille Institute. “Leading Eye Diseases.” <[brailleinstitute.org/About\\_Sight\\_Loss/Leading\\_Eye\\_Diseases.aspx](http://brailleinstitute.org/About_Sight_Loss/Leading_Eye_Diseases.aspx)>



## K-23 Service-Learning Standards for Quality Practice

Valerie Littleton, M.Ed, Dickson County High School

*Tennessee's new evaluation model is the perfect opportunity for teachers to incorporate service-learning into their curriculum! Come to this fun and interactive workshop to see how K-12 teachers can integrate a service-learning experience into their lessons and achieve higher evaluation scores. Focus of the workshop will be to explore how the service-learning standards for quality practice correlate to elements on level 5 of Tennessee's new Instructional Evaluation Rubric. Examples of level 5 lesson plans incorporating service-learning elements and standards will be provided.*

### Goals of Session:

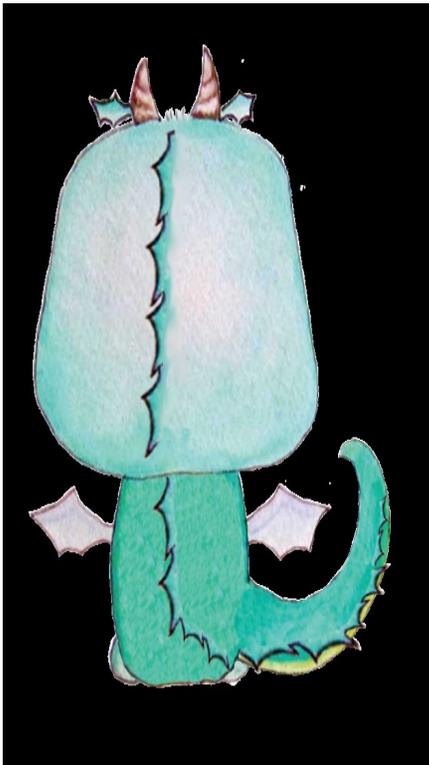
- Participants will review the essential elements of quality service-learning
- Participants will understand how incorporating the essential elements of service-learning can demonstrate level 5 instruction in Tennessee's new evaluation rubric.
- Participants will successfully match service-learning standards for quality practice to items on Tennessee's level 5 Instructional Rubric.
- Participants will share past service-learning experiences and how those experiences could have correlated to items on Tennessee's level 5 Instructional Rubric
- Participants will return to their home school districts with the ability to help other teachers incorporate service-learning into their lesson plans.



"You going to refer to an educational essay which was first published in February and is if applicable today."

## **Peace by Piece: How Drawing Dragons Can Change the World** Linda Ragsdale, The Peace Dragon

*This class will introduce novel concepts in art instruction in tandem with life affirmative lessons. Ms. Ragsdale will demonstrate how the basic strokes of alphabet letters and shapes can erase the lines of bias and intolerance, and introduce a new awareness and perspective by drawing a Peace Dragon. The juxtaposition of these words presents the challenge of uniting two opposing images conjured by these words. The effort on paper extends off, as we learn to drop the myths of the fiery dragon and apply the images of peace. Attendees will participate in drawing and discussions based on the Peace Master Class, an arts and experiential program offered by The Peace Dragon.*



### Goals of Session:

- Introduce a new way to approach illustration by learning to look at image with strokes of letters
- Break the concept of artist as an exclusive title.
- Empower attendees to own the title of the artist and each drawing as an exploration
- Instilling the value of illustrator's path through the experience of drawing with mantras for off-the-page affirmations

## Building the Campus-Community Connection

Maureen Roche, The Campus Kitchens Project

*The session will educate participants on issues of poverty and hunger in the US and the community outreach efforts that have attempted to lift people out of poverty. Specifically, participants will learn about The Campus Kitchens Project and our model of community development – using service and local resources as a way for communities to help themselves. This includes how to start a Campus Kitchen, developing Beyond Meals programming such as nutrition education, and community gardens and/or CSAs. In addition, we will discuss how campuses are developing economic opportunity through job training programs, on-campus farmer's markets and social enterprise.*

### Goals of Session:

- Students will gain an understanding of issues of poverty and hunger facing every community in the US;
- Methods of community outreach and mobilization that will help alleviate poverty;
- They will learn to map the assets in a community to see where resources need to be allocated;
- They will be able to return to campus and educate peers on these issues and build student leaders.



[campuskitchens.org](http://campuskitchens.org)



[/campuskitchens](https://www.facebook.com/campuskitchens)



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[info@campuskitchens.org](mailto:info@campuskitchens.org)



THE  
CAMPUS KITCHEN<sup>SM</sup>  
at LEE UNIVERSITY



## **Promoting Positive Youth Development**

Javiette Samuel

*This workshop will address how teachers and youth serving professionals can collaborate with existing youth development programs such as 4-H to enhance service-learning efforts at their local school or organization. It will address how to incorporate youth voice into your program, preparing youth to take on decision-making and leadership roles, tips for working with youth, and ways to create and maintain community-based partners. It will also describe how community engagement contributes to positive youth development. The session will emphasize youth-adult partnerships and community-based partnerships.*

### Goals of Session:

- At the end of the session participants will understand ways to:
- incorporate youth voice into their existing program
- prepare youth to take on decision-making and leadership roles
- identify tips for working with youth
- identify ways to create and maintain community-based partners



**Service Learning and the Capstone/Senior Project: A Perfect Fit**  
Julie Hembree, Tennessee Department of Education

*Service Learning—a Senior/Capstone Project—What are they? What do students gain from these? How can service learning be utilized in a Senior/Capstone Project? When educators implement a senior or Capstone project, service learning can provide the vehicle to meet those desired outcomes. Participants will brainstorm possible topics, projects and presentations to fall within the guideline for Capstone/Senior Projects, including STEM topics and projects. This workshop demonstrates how/why service learning and the Senior/Capstone Projects are a perfect fit.*

Goals of Session:

- To promote utilizing service learning in the Capstone/Senior Project by matching Capstone requirements to service learning elements.
- To provide educators and students simple explanations of service learning and Capstone along with the benefits of each through comparing the elements of each. (As STEM delineates particular subjects/skills it is easy to incorporate this into the discussion.)

Resources:

K-12 Service-Learning Standards for Quality Practice  
[www. Nylc.org](http://www.Nylc.org)



## **Agency Training 101**

Teresa Brooks Taylor, East Tennessee State University

*Agency Training 101 a tool for recruitment and community partnering for service-learning. Participants will discuss issues of collaborative partnerships and explore the concept of community through an open forum and hands-on activities. Reflections from past trainings will be reviewed along with resources and ideas for establishing your own program.*

### Goals of Session:

- Better Understanding of community.
- Ideas and ways to establish strong partnerships
- Benefits and reflections of successful agency trainings for recruitment and better understanding of service-learning relationships.
- Networking



## Community Service Day 2011: PEACing It Together

Hannah Dobie, Sophia Jelsma, The University School of Nashville

*Community Service Day is an annual event held at University School of Nashville that is organized completely by two students and led by many juniors and seniors. Two charter schools join high school students and faculty as they take a day off of school to go serve the greater Nashville area. Thirty sites, a keynote speaker, and a special activity, help make this day not only helpful to the high school students, but also to Nashville. You will never know how much students can accomplish, and how much a school can come together until you learn about PEACing it together.*

Goals of Session: Through this presentation, we hope that the audience understands what students can accomplish. Students **can** plan, organize, implement and evaluate a full day of Community Service. More than that, we hope participants walk away with a picture of a school coming together on one day while also joining three schools together. For those who already have large Community Service programs, hopefully they discover how to inspire developing schools to start their own Community Service Clubs or Community Service Days. Community Service Day is also important so that students and schools can develop relationships with resources in the community, fulfilled by going bringing students to sites and inspiring them and using the keynote speaker. In additional, students develop leadership skills and personal interactive skills which assist them in other leadership roles. All students gain a stronger understanding of their community and each person's special place within the community.



### Community Service Day 2011

Dear High School Students,

As many high school veterans know, Community Service Day, a student-organized event, takes place in the fall. This year the day falls on November 7th. For those new to high school, our Community Service Day the entire high school takes a break from classes to volunteer in the community. Students are split into groups according to their preferences, and travel to various locations throughout Nashville to complete community service projects.

To ensure the day is both meaningful and enjoyable, please fill out the preference sheet below. This preference sheet can be found under the PDF downloads of the MyUSN webpage. Please indicate the type of organizations or locations to which you would like to dedicate your service day and your name and grade. A prompt return of the form, by mail or electronically, is greatly appreciated. Please e-mail us if you have any questions. We hope you enjoy the rest of the summer!

Thanks for your help,  
Hannah Dobie ('12) and Sophia Jelsma ('13)  
(Co-chairs of Community Service Day)

#### NAME AND GRADE

1. Please fill out the preference sheet, 1 being your first choice and 5 being your last; if you have no preference, please check the "no preference" box.  
2. If you are either a junior or senior and wish to be a site leader on Community Service Day, please check that box.

3. Write any community service sites that you have worked with and think would be appropriate for USN students to volunteer.  
4. Send to: Community Service Day  
c/o Justin Karpman  
2000 Eighth Avenue  
Nashville, TN 37212

OR fill this in electronically and send to:  
hannahdobie12@gmail.com or  
sophiajelsma13@gmail.com

- 1) I want to work with...
- the elderly
  - the environment
  - children with special needs
  - a homeless center
  - middle school children
  - inner school children
  - preschool children
  - no preference

2)  I want to be a site leader

3) Optional: If you have worked with any community service site(s) and think that it would be appropriate for USN students to volunteer:

(name of service site)

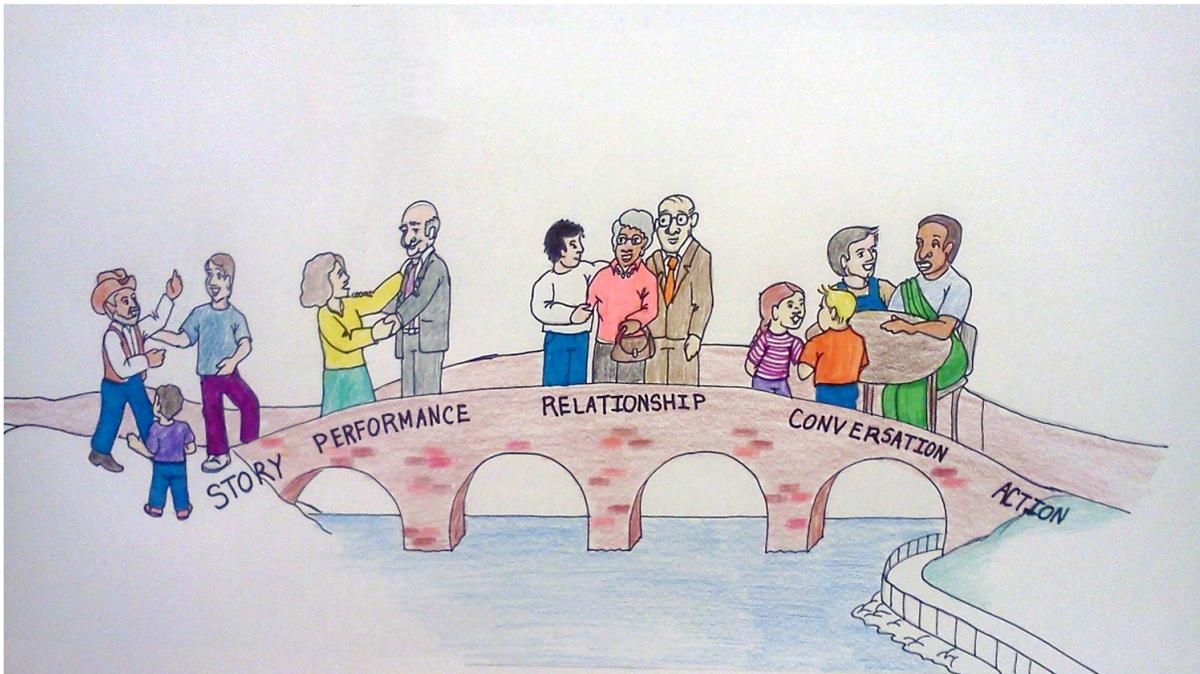
4) Send it off!



## **Building Relationships Through Storytelling: Creating a Purpose Driven Community Using Story Exchange**

Richard Geer, Community Performance International

*Learn how the art of storysharing can create a strong web of relationships within a community and lead members to a shared identity and committed action. Examining work Community Performance International undertook with the Colorado Culture Change Coalition in a senior long-term care facility, participants will experience the power of storytelling, performance and strategic conversation to create diverse and empowered community change. Participants will leave with the knowledge on how to replicate this in their own communities.*



## **DEEP Service Initiatives at Carson-Newman College**

Patrick Gruber, Carson-Newman College

*Developing Engaging Education Partnerships (DEEP) is a cornerstone of integrating institutions of higher learning into local community. Come join a case-study and conversation around how to foster DEEP Service community partnerships between campus and community organizations. Learn how to focus institutional effort while diversifying community support structures to leverage resources and maximize community outcomes.*

### Goals of Session:

- Understand the DEEP Service Framework
- Draft and Discuss DEEP Service plans for home institutions



## **Service-Learning 101**

Shannon Little & Ladonna Young, Southwest Tennessee Community College

*This seminar is ideal as an introduction to the basics of service-learning.. We will focus on the definition, components, applications, and benefits of service-learning, as well as discuss best (and less than best!) practices for getting started.*

*Why Service-Learning?*

### **Intellectual Development and Academic Learning for Students**

- Specific Subject Matter Knowledge
- Critical Thinking Skills
- Engages Learner
- Career Development/Exploration
- Networking
- Experience
- Willingness to take risks

### **For faculty**

- Provides opportunities for faculty to connect theoretical concepts to practical applications.
- Moves faculty beyond professional engagement to civic engagement
- Creates a more engaged classroom learning environment through thoughtful discussion and critical thinking.
- Provides for faculty professional development through innovative teaching, research and service, thereby contributing to the review, promotion and tenure process.
- Creates forums for interdisciplinary collaboration.



### **Resources:**

*Service Learning Outcomes* from The Service Learning Planning and Resource Guide by The Council of Chief State School Officers, 1994.

## First Year Experience (FYE)

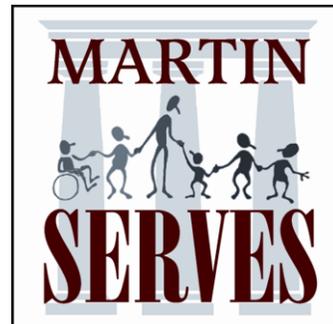
Mrs. Tina McGill, FYE Instructor

Mrs. Brandi Belcher, Americorps Vista

*First Year Experience is an integral part of student growth and retention in Higher Education. FYE is a determining factor of the future academic success of our student population. Higher education institutions can use this program as a way to build lasting relationships and responsible citizens. This presentation provides insight on how to create across campus collaboration through service while teaching the skills necessary to become a successful college student. Participants will have the opportunity to collectively communicate concepts that will be beneficial to their individual campuses while gaining the skills necessary to create interest toward common goals. Student presenters will also be on hand to discuss how this program affected their college educational experience and changed attitudes toward service.*

### Goals of Session:

- Participants will learn how to create projects that educate students in becoming responsible citizens rather than educating students solely for a career.
- Participants will begin to understand the importance of connecting theory to meet social problems.
- Participants will brainstorm ideas of projects to implement on their own campuses to push toward social change, and college collaboration.
- Participants will become acquainted with ideas of how to emphasize the value of community involvement to enhance the learning experience and create a culture of service.



## Using Service-Learning to Bridge Cultural Differences

Meredith Middlebrooks and Claire Ramage

*Service-learning is an excellent methodology to help bridge cultural differences. Come learn how time spent during the investigation stage can allow participants to learn about each other's cultures, time performing service can be used to build community or to address a specific issues, and demonstration following the project can be used to increase community awareness. Students from Harpeth Hall, along with the Interim Service-Learning Director, will share their Winterim experience using service-learning to better understand the refugee and immigrant populations in Nashville. They will also provide a framework for ways that schools and community agencies can use service-learning as a tool to bridge cultural differences within and between organizations.*

### Goals of Session:

- Participants will understand how to use the service-learning steps to increase cultural awareness.
- Participants will develop a sample project with an identified population.
- Participants will learn how to find community-based organizations that can support their projects.

### Resources:

“Bridging the Gap Between Imposition and Acceptance” by Thomas A. Parham



## **Placed-Based Community Building; Social Change and Service Learning: Explore Social Justice Strategies in Local Communities**

Lydia Rose, Kent State, East Liverpool

*This workshop emphasizes moving away from the charity model of service learning to a social justice model that emphasizes critical thinking and problem solving to address social justice issues in building stronger local communities by emphasizing service learning and a targeted place-based social change. A basic introduction to the Social Justice Model of Service Learning and the basics of instigating social change with the Service Learning pedagogy of social agency and praxis by utilizing critical thinking, standard problem solving, and place-based service learning.*

### Goals of Session:

- Participants recognize the spatial aspects of social justice issues to unique local communities and think about Place-Based Community Building as a strategy for social change through service learning.
- Be able to articulate the Social Justice Model of Service Learning that emphasizes social justice over the charity model as a practical strategy in long term social change—focus will be on addressing the problem and not the symptom of communities with service learning.
- Leave the workshop with a Deep Understanding of utilizing Critical Thinking, the Five Step Strategy for Problem Solving, and the breath of Place-Based Service Learning.
- The importance of Community Celebrations and the means to make it happen.

**I believe that every person is born with talent ~ Maya Angelou**



## 4-H Health Rocks! In Tennessee

Justin Crowe and the State 4-H Council, University of Tennessee Extension (4-H)

*The Tennessee 4-H Health Rocks! program is an experiential, educational program focused on teaching middle school youth healthy lifestyles decision making skills. This program, which is nationally recognized, is an opportunity for volunteers (both teen and adults) to work with youth in developing key life skills. This program, which has reached approximately 55,000 youth in Tennessee, is a signature 4-H program available to other youth serving agencies and schools.*

Goals of Session:

Objectives:

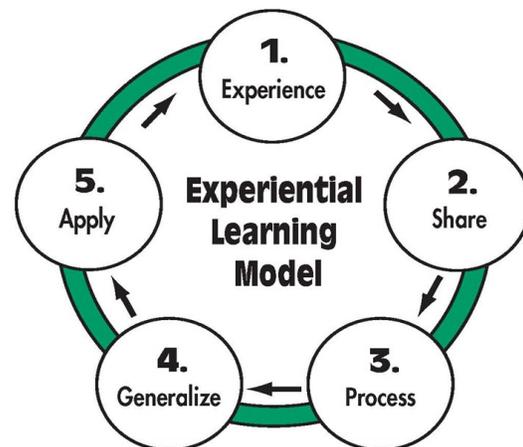
- Understanding of healthy messages related to tobacco and drug use;
- How to take control of and make their choices;
- The ability to make decisions based on accurate information, and
- The importance of building enduring youth/adult partnerships to address

Interactive, hands-on approach to help young people reduce their consumption of tobacco, alcohol, and drugs

Focused on youth ages 8-15

Taught in 30 minute to hour sessions

Minimum of ten hours of programming per youth



Pfeiffer, J.W., & Jones, J.E., "Reference Guide to Handbooks and Annuals"  
© 1983 John Wiley & Sons, Inc.  
Reprinted with permission of John Wiley & Sons, Inc.



## **The Squeaky Wheel Gets the Grease: How and Why YOU Can Write a Successful Grant**

Nancy Dickson, Humphrey Fellowship Program, Vanderbilt University and  
Moriah Lee, Coalition for Healthy Aging

It's more than grant seeking and proposal writing: It's about those that working individuals in the community help every day, and what they need. We will describe the elements of a grant, give examples of good and bad grants, and provide plenty of resources. Every section of our workshop has an interactive game/activity.

### Goals of Session:

### Resources:

Kellogg Foundation: <http://www.wkkf.org/knowledge-center/resources/2006/02/WK-Kellogg-Foundation-Logic-Model-Development-Guide.aspx>

UW extension: <http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html>

United Way: <http://www.slideshare.net/lynnereed/united-way-logic-model-presentation>

<http://foundationcenter.org/>

[www.charitywatch.org](http://www.charitywatch.org)

<http://www.charitychannel.com>



## **The Boomers Are Here!**

Shannon Duke, FiftyForward

*The Boomers Are Here! is an interactive toolkit and curriculum developed by the Center for Intergenerational Learning and Corporation for National & Community Service. Participants in this workshop will be engaged in approximately three activities from the curriculum and discuss ways to implement these activities with their stations, community partners, or agency staff. Workshop attendees will also have time to discuss current boomer trends and volunteer recruitment strategies with fellow participants.*

### Goals of Session:

- Train the Trainer: To provide resources Senior Corps staff or agency volunteer managers can deliver in a training format to their stations or agency staff.
- To learn basic differences between volunteers within the older adult generation.
- To share and discuss strategies about boomer trends and recruitment

### Resources:

- The Boomers Are Here! Toolkit can be found at:<http://www.nationalserviceresources.org/online-library/items/c3884>
- Energize, Inc./E-Volunteerism article
- Capturing the Experience: How Adults 50+ Can Help Your Organization, <http://cil.templecil.org/>
- Boomer Volunteer Engagement: Collaborate Today, Thrive Tomorrow (book and webinar series): <http://www.volunteermatch.org/nonprofits/learningcenter/>



## Just the WRITE Case

Betty White, University School of Nashville  
Bondetta Agazuma, Cameron Middle School

*Teaching initiates the best learning. When students instruct others, they become more proficient themselves, and they develop confidence and leadership skills. Just the Write Case will equip teachers with the essential tools and techniques necessary to engage and excite students in taking responsibility for their own success as they work with others. Writing & Service, a cooperative class between an independent high school and a public middle school, models best practices and service learning standards. This presentation demonstrates how students work effectively together to plan lessons, create activities, and interact across grade levels to assist peers in developing academic skills. The result? They all become more successful and more comfortable with themselves as students. Techniques and strategies can be successfully adapted to any subject and grade level.*

### Goals of Session:

- To assist you in thinking about students teaching students and what they learn in the process;
- To enable you to think about how you can incorporate the concept into your curriculum;
- To give you strategies and practical examples.

### Resources:

#### Cameron Tutors and Students



## **The Case for Meaningful Service**

Chip Harris, Tennessee State University

Terry Silver, University of Tennessee at Martin

*Making Service Learning meaningful is a win-win opportunity for all involved parties. Students/Participants gain the most when the service is meaningful. Teachers/professors gain when meaningful service makes a difference for the participants and directly relates to the curriculum. Service recipients gain through meaningful service due to the enhanced commitment of the service providers. This interactive workshop considers the concept of meaningful service and offers a hands-on look at meaningful service from all perspectives. Participants will actively engage in meaningful service activities.*

Learning Objectives – the participants will:

- Identify components of meaningful service;
- Recognize service learning experiences that are appropriate to the participants' ages and developmental abilities;
- Recognize service learning addresses issues that are personally relevant to the participants;
- Identify interesting and engaging activities for service learning participants;
- Encourage service learning participants to understand their service experiences in the context of the underlying societal issues being addressed; and,
- Interact with presenters and other participants to identify meaningful components of service learning activities.

Resources:

Kinloch, B. & Liptrot, J. (2010). Making the Journey Meaningful, Why our brains love service learning. Texas Summer Institute 2010, Austin, TX.

RMC Reserch Corporation. K12 Service Learning Project Planning Toolkit. Scotts Valley, CA: National Service Learning Clearinghouse, 2006/2009. [www.servicelearning.org/library/resource/8542](http://www.servicelearning.org/library/resource/8542)  
<http://education.jhu.edu/newhorizons/Journals/>



## Engaging First-Year Students: the Power and Potential of Service-Learning

Kaitlin Nutt, Lipscomb University  
Christin Shatzer, SALT, Lipscomb University

*While community engagement is not typically on a college freshman's list of priorities, service-learning yields positive impacts on student development, the community and the university. Because of this, it is important to consider how first semester freshmen can be engaged in service-learning experiences at the start of their college career.*

*This panel presentation facilitated by students will focus primarily on the importance of service-learning classes during freshman year. Student panelists will discuss how service-learning effects a student's development and perspective, strategies to implement an effective service-learning experience and positive outcomes realized through campus-community partnerships.*

### Goals of Session:

This panel presentation, facilitated by students, will focus primarily on the importance of service-learning classes in the first stages of a college student's career. The student panelists will cover how service-learning effects a student's development and perspective, strategies to implement an effective service-learning experience, and the positive outcome it will have on members of the university and community. Presentation attendees will benefit from a first-year experience course design exercise as well as insight into first-hand student experiences and unique tools to help students and faculty alike realize potential in this type of academic setting.

Resources: Paul Loeb's  
"Soul of a Citizen:



## **Service-Learning in the Parks: Applying a Problem-Solving Approach to Facilitate Effective Partnerships and Projects**

Jennifer Pitts, Volunteer State Community College

*Service-Learning programs in state parks offer many benefits for parks, students, and schools. Students learn to use academic concepts to solve real problems through hands-on activities in the parks, and parks benefit from a sustainable stream of motivated volunteers. Volunteer State Community College has developed a successful partnership with The Bledsoe Creek State Park Friend's organization by applying a problem-solving approach to facilitate effective communication and student performance. Participants will learn how to view the entire S-L process, from the partnership itself to individual Service-Learning projects, through a problem-solving lens.*

### Goals of Session:

- Relate to the common principles and pitfalls of the Service-Learning experience as illustrated by the partnership between Volunteer State Community College and the Friends of Bledsoe Creek State Park.
- Reframe a problem using the problem-solving framework, "DEFINE, DESIGN, DO, EVALUATE."
- Work in groups to analyze a real-world scenario using the problem-solving framework.

•

"Give the pupils something to do, not something to learn; and if the doing is of such a nature as to demand thinking, learning naturally results." ~Dewey

•



## Moving Youth2Youth©: From Relevant Social Issues to a Successful Semester of Service Learning

*Moving Youth2Youth is about recognizing the power of all youth in creating phenomenal social change to make our communities a better place to live. A semester of service learning allows youth ample time to address relevant social issues while engaging in deep learning practices. This workshop emphasizes the core elements of implementing a semester of service learning project beginning with selecting a relevant social issue to celebrating a semester of successful learning and civic service.*

The Moving Youth2Youth Workshop aims to meet four learning objectives:

- 1) Participants Recognize that youth of all ages can take a leadership role in transforming communities in the process of learning a specific course related topics;
- 2) Be able to articulate the Service Learning Pedagogy of Integration and Purpose.
- 3) Leave the workshop with a Deep Understanding of the Five Step Learning Strategy for Service Learning.
- 4) The importance of Community Celebrations and the means to make it happen.

### Outcomes

- 1.Subtle
- 2.Complex
- 3.Pervasive



### Goals

1. Skills
2. Behavioral
3. Thinking



## **The DREAM Model: Diversity Recruitment through Educational Access Mentors**

Calan Charlton, East Tennessee State University

*How can universities implement new programs that can maximize their current resources, competencies, and efforts to recruit, retain, and graduate diverse students? The Diversity Recruitment and Education Access Mentoring Program (DREAM Program) addresses university recruitment, retention, and graduation rates. From the implementation of this mentoring program, the university focuses on local recruitment of diverse students and attaining the skills and resources to attend post-secondary education. But the ability of this model to incorporate service-learning, community engagement, promised neighborhoods, and resource enhancing components make it a value-added, holistic mechanism.*

Goals of Session:

Resources:



## **Higher Learning, Service-Learning and a Place for Community Activism**

Christian Hicks Goldston, Austin Peay State University

*This presentation will present the details of a Service Learning exercise in a Media Relations class in which 23 undergraduates work to present CASA of Sumner county with a marketing plan. Sumner County CASA, Inc. is a non-profit organization created to train and supervise diverse volunteers who act as advocates for the best interest of children involved in court proceedings primarily as a result of abuse and/or neglect. It is the local chapter of more than 900 CASA programs in operation, with 70,000 men and women serving as CASA volunteers as powerful, caring advocates for more than 280,000 abused and neglected children nationwide. They are appointed by judges to champion the best interests of the children so they have an opportunity to thrive.*

### **Goals of Session**

Action: Present a step-by-step plan for creating a similar plan

Introducing the client to the students

Background research on related material

List resources for media contacts, script writing, and copy writing

Outcome: By presenting a “how to” for attendees, it is possible to supply a guide for other local agencies in need of a media relations plan for an organization like CASA, but lack the media background and list of resources to accomplish their goals

2.Action: Discuss how the model can be used at both the higher education level, or by community workers

a. Explain the use of “perpetuity” products that can be adapted for other agencies and for future use

b. Explain how to submit material to the local media in an effort to raise awareness

c. Explain the role of the instructor/class in making such a model work in higher education

Outcome: The expected result is a guide for other Communication classes or organizations to use in a similar capacity

### **Resources:**

For e-mail services, try:

<http://myemma.com>

For complete Web Re-design, try:

<http://seononprofit.com/non-profit-websites>

For technological resources in general, try:

<http://www.grassroots.org/>



## **The Next Level of Community Service: Why Tennessee Needs a Peace Corps Fellows Program**

Dave Keiser, Tennessee Returned Peace Corps Volunteers

*The session will include a history and explanation of VISTAs' capacity building at UT Martin and a roundtable discussion concerning the ins and outs of capacity building. As an activity, several scenarios will be given for which session participants will be asked to demonstrate/write a capacity building solution and a non-capacity building solution. Participants will also establish a working definition for "capacity building." While material will focus on Americorps VISTAs, facilitators hope for the session to have an overarching theme of program sustainability useful to all practitioners of Higher Education. The session does not seek authority, but an honest and open conversation about what capacity building should be and how we as civic engagement facilitators and Americorps VISTAs can be better sustainers and capacity builders.*

### Goals of Session:

The main objective is to convince state stakeholders at institutions of higher learning that Tennessee needs a Peace Corps Fellows program housed at one of the main Universities that specializes in community development through community service outreach.

### Resources:

[www.peacecorpsfellows-wiu.org](http://www.peacecorpsfellows-wiu.org)

[www.peacecorps.gov/fellows](http://www.peacecorps.gov/fellows)



## **Capacity Building and Higher Education**

Katie Noles and Jessica Butkovic, University of Tennessee at Martin, VISTA

*The session will include a history and explanation of VISTAs' capacity building at UT Martin and a roundtable discussion concerning the ins and outs of capacity building. As an activity, several scenarios will be given for which session participants will be asked to demonstrate/write a capacity building solution and a non-capacity building solution. Participants will also establish a working definition for "capacity building." While material will focus on Americorps VISTAs, facilitators hope for the session to have an overarching theme of program sustainability useful to all practitioners of Higher Education. The session does not seek authority, but an honest and open conversation about what capacity building should be and how we as civic engagement facilitators and Americorps VISTAS can be better sustainers and capacity builders.*

### Goals of Session:

- A working definition of capacity building
- Examples of capacity building solutions vs. non capacity building solutions
- Understanding the importance of capacity building in overall program sustainability

### Resources:



## **Linking Standards & Service**

Terry Silver, University of Tennessee at Martin  
Chip Harris, Tennessee State University

*How does one link standards with service? Linking key standards with service learning in K-12 is often frustrating but definitely doable. This session will provide participants with tools to create lesson plans and/or a syllabus for a course which clearly identifies the key ingredients for a quality service learning experience.*

### Goals of Session:

- Learn how to clearly articulate learning goals with service-learning
- Knowledge how to explicitly align academic and/or programmatic curriculum
- Learn how to link the service with the learning

### Resources:

[National Learn and Serve Clearing House:](#)

[Tennessee State University Service-Learning Site:](#)

[Campus Compact:](#)

<http://education.jhu.edu/newhorizons/Journals/Winter2012/Silver-Harris>

[K-12 Service Learning Standards for Quality Practice](#)

[K-12 Service Learning Project](#)

[Planning Toolkit](#)

[Faculty Toolkit for Service-](#)

[Learning in Higher Education](#)



## **Enhancing Your Screening Process: Learn to Weed Out the Bad Apples While Safeguarding Your Agency**

Sandra Thomas, RSVP/FLIP

*Screening volunteers is a very important part of the Volunteer Managers job and is part of the larger risk management effort that helps your program exercise reasonable care of the vulnerable populations that you serve. But, in today's climate of risk and liability, it is even more important that screening be a part of a program's overall risk management strategy. Screening is a multi-step process that can be confusing. In this workshop you will learn screening best practices.*

### **Goals of Session:**

Learn the best screening procedures that weed out the "bad apples".

Learn how to be a more effective interviewer and screener.

Learn to properly exclude dangerous individuals.

### **Resources:**

Graff, Linda L. 2003 Better Safe: Risk Management In Volunteer Programs and Community Services. Linda Graff and Associates Inc. Ontario, Canada

Graff, Linda L. 1999 Beyond Police Checks: The Definitive Volunteer and Employee Screening Guidebook. Linda Graff and Associates Inc. Ontario, Canada

Street, Lorraine. 1996 The Screening Handbook. Ottawa: The Canadian Association of Volunteer Bureaux and Centres.

Patterson, John with Tremper, Charles and Rypkema, Pam. 1994 Staff Screening Tool Kit: Keeping the Bad Apples Out of Your Organization, Washington DC: Non-profit Risk Management Center

Tremper, Charles and Kostin, Gwynne. 1993 No Surprises: Controlling Risk In Volunteer Programs, Washington DC: Nonprofit Risk Management Center



## Developing Promotion and Tenure Guidelines for Community Engagement

TNCC Conference

February 27<sup>th</sup>, 2012

Cool Springs Marriott

### Abstract

In spring 2012, the TNCC will begin the process of developing language for institutional procedures of review, promotion, and tenure that may serve as a guide or set of best practices for its member institutions across Tennessee. The relative absence of service-learning as a valued activity in review, tenure, and promotion criteria not only limits faculty incentives to develop community-based teaching and research but acts as a barrier to the development and institutionalization of community engagement in American higher education. The goal is to help shape an appropriate set of standards that ensure TNCC member institutions can best empower, support, and reward community engaged faculty.

### Panelists

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## **SELF-ASSESSMENT RUBRIC FOR THE INSTITUTIONALIZATION OF SERVICE LEARNING IN HIGHER EDUCATION**

This rubric was designed by Andrew Furco to help gauge the progress of campus service learning institutionalization efforts. The rubric is structured by five dimensions that are considered to be key factors for higher education service learning institutionalization.

### **DIMENSION I: PHILOSOPHY AND MISSION OF SERVICE LEARNING**

A primary component of service learning institutionalization is the development of a campus-wide definition that provides meaning, focus, and emphasis for the service learning effort. How narrowly or broadly service learning is defined on your campus will affect which campus constituents do or do not participate, which campus units will provide financial resources and other support, and the degree to which service learning will become part of the campus's institutional fabric.

### **DIMENSION II: FACULTY SUPPORT FOR AND INVOLVEMENT IN SERVICE LEARNING**

One of the essential factors for institutionalizing service learning in higher education is the degree to which faculty members are involved in implementation and advancement of service learning on a campus.

### **DIMENSION III: STUDENT SUPPORT FOR AND INVOLVEMENT IN SERVICE LEARNING**

An important element of institutionalization is the degree to which students are aware of service learning opportunities on campus and are provided opportunities to play a leadership role in the development of service learning.

### **DIMENSION IV: COMMUNITY PARTICIPATION AND PARTNERSHIPS**

An important element for institutionalization is the degree to which the campus nurtures community partnerships and encourages community agency representatives to play a role in implementing and advancing service learning.

### **DIMENSION V: INSTITUTIONAL SUPPORT FOR SERVICE LEARNING**

In order for service learning to become institutionalized on college and university campuses, the institution must provide substantial resources, support, and muscle toward the effort.

Each dimension comprises several components that characterize the dimension. For each component, a three-stage continuum of development has been established. Progression along the continuum from Stage One to Stage Three suggests that a campus is moving closer to the full institutionalization of service learning.

As a self-assessment tool, the rubric is designed to establish a set of criteria upon which the progress of service learning institutionalization can be measured. It is also designed to facilitate discussion among colleagues regarding the state of service learning institutionalization on a campus. There is no one right way to use the rubric. It should be viewed as only one of several assessment tools for determining the status and progress of service learning institutionalization.

Results of the self-assessment should be used to guide the development of a strategic action plan for institutionalizing service learning on the campus. Some components might take many years to develop. It is only through the sustained commitment of the campus over time that true sustained institutionalization can be realized.

DIMENSION I: PHILOSOPHY AND MISSION OF SERVICE LEARNING			
	STAGE ONE CRITICAL MASS BUILDING	STAGE TWO QUALITY BUILDING	STAGE THREE SUSTAINED INSTITUTIONALIZATION
DEFINITION OF SERVICE LEARNING	There is no campus-wide definition for service learning. The term "service learning" is used inconsistently to describe a variety of experiential and service activities.	There is an operationalized definition for service learning on the campus, but there is some variance and inconsistency in the application of the term.	The institution has a formal, universally accepted definition for high-quality service learning that is used consistently to operationalize many or most aspects of service learning on campus.
STRATEGIC PLANNING	The campus does not have an official strategic plan for advancing service learning on campus.	Although certain short-range and long-range goals for service learning have been defined for the campus, these goals have not been formalized into an official strategic plan that will guide the implementation of these goals.	The campus has developed an official strategic plan for advancing service learning on campus, which includes viable short-range and long-range institutionalization goals.
ALIGNMENT WITH INSTITUTIONAL MISSION	While service learning complements many aspects of the institution's mission, it remains on the periphery of the campus. Service learning is rarely included in larger efforts that focus on the core mission of the institution.	Service learning is often mentioned as a primary or important part of the institution's mission, but service learning is not included in the campus's official mission or strategic plan.	Service learning is part of the primary concern of the institution. Service learning is included in the campus's official mission and/or strategic plan.
ALIGNMENT WITH EDUCATIONAL REFORM EFFORTS	Service learning stands alone and is not tied to other important, high-profile efforts on campus (e.g., campus/community partnership efforts, establishment of learning communities, improvement of undergraduate teaching, writing excellence emphasis, etc.).	Service learning is tied loosely or informally to other important, high-profile efforts on campus (e.g., campus/community partnership efforts, establishment of learning communities, improvement of undergraduate teaching, writing excellence emphasis, etc.).	Service learning is tied formally and purposefully to other important, high-profile efforts on campus (e.g., campus/community partnership efforts, establishment of learning communities, improvement of undergraduate teaching, writing excellence emphasis, etc.).
DIMENSION II: FACULTY SUPPORT FOR AND INVOLVEMENT IN SERVICE LEARNING			
	STAGE ONE CRITICAL MASS BUILDING	STAGE TWO QUALITY BUILDING	STAGE THREE SUSTAINED INSTITUTIONALIZATION
FACULTY KNOWLEDGE AND AWARENESS	Very few members know what service learning is or understand how service learning is different from community service, internships, or other experiential learning activities.	An adequate number of faculty members know what service learning is and understand how service learning is different from community service, internships, or other experiential learning activities.	A substantial number of faculty members know what service learning is and can articulate how service learning is different from community service, internships, or other experiential learning activities.
FACULTY INVOLVEMENT AND SUPPORT	Very few faculty members are instructors, supporters, or advocates of service learning. Few support the strong infusion of service learning into the academy or into their own professional work. Service learning activities are sustained by a few faculty members on campus.	While a satisfactory number of faculty members are supportive of service learning, few of them are advocates for infusing service learning in the overall mission and/or their own professional work. An inadequate or unsatisfactory number of KEY faculty members are engaged in service learning.	A substantial number of influential faculty members participate as instructors, supporters, and advocates of service learning and support the infusion of service learning both into the institution's overall mission AND the faculty members' individual professional work.
FACULTY LEADERSHIP	None of the most influential faculty members on campus serves as a leader for advancing service learning on the campus.	There are only one or two influential faculty members who provide leadership to the campus's service learning effort.	A highly respected, influential group of faculty members serves as the campus's service learning leaders and/or advocates.
FACULTY INCENTIVES AND REWARDS	In general, faculty members are not encouraged to engage in service learning; few if any incentives are provided (e.g., sabbaticals, funds for conferences, etc.) to pursue service learning activities; faculty members' work in service learning is not usually recognized during their review, tenure, and promotion process.	Although faculty members are encouraged and are provided various incentives (sabbaticals, funds for service learning conferences, etc.) to pursue service learning activities, their work in service learning is not always recognized during their review, tenure, and promotion process.	Faculty who are involved in service learning receive recognition for it during the campus's review, tenure, and promotion process; faculty are encouraged and are provided various incentives (sabbaticals, funds for service learning conferences, etc.) to pursue service learning activities.

DIMENSION III: STUDENT SUPPORT FOR AND INVOLVEMENT IN SERVICE LEARNING			
	STAGE ONE CRITICAL MASS BUILDING	STAGE TWO QUALITY BUILDING	STAGE THREE SUSTAINED INSTITUTIONALIZATION
STUDENT AWARENESS	There is no campus-wide mechanism for informing students about service learning courses, resources, and opportunities that are available to them.	While there are some mechanisms for informing students about service learning courses, resources, and opportunities that are available to them, the mechanisms are sporadic and concentrated in only a few departments or programs (e.g., course flyers).	There are campus-wide, coordinated mechanisms (e.g., service learning listings in the schedule of classes, course catalogs, etc.) that help students become aware of the various service learning courses, resources, and opportunities that are available to them.
STUDENT OPPORTUNITIES	Few service learning opportunities exist for students; only a handful of service learning courses are available.	Service learning options (in which service is integrated in core academic courses) are limited to only certain groups of students in the academy (e.g., students in certain majors, honors students, seniors, etc.).	Service learning options and opportunities (in which service is integrated in core academic courses) are available to students in many areas throughout the academy, regardless of students' major, year in school, or academic and social interests.
STUDENT LEADERSHIP	Few, if any, opportunities on campus exist for students to take on leadership roles in advancing service learning in their departments or throughout the campus.	There are a limited number of opportunities available for students to take on leadership roles in advancing service learning in their departments or throughout the campus.	Students are welcomed and encouraged to serve as advocates and ambassadors for institutionalizing service learning in their departments or throughout the campus.
STUDENT INCENTIVES AND REWARDS	The campus has neither <i>formal</i> mechanisms (e.g., catalogued list of service learning courses, service learning notation on students' transcripts, etc.) nor <i>informal</i> mechanisms (news stories in paper, unofficial student certificates of achievement) that encourage students to participate in service learning or reward students for their participation in service learning.	While the campus offers some <i>informal</i> incentives and rewards (news stories in paper, unofficial student certificates of achievement) that encourage students to participate in service learning and/or reward students for their participation in service learning, the campus offers few or no <i>formal</i> incentives and rewards (catalogued list of service learning courses, service learning notation on students' transcripts, etc.).	The campus has one or more <i>formal</i> mechanisms in place (e.g., catalogued list of service learning courses, service learning notation on students' transcripts, etc.) that encourage students to participate in service learning and reward students for their participation in service learning.
DIMENSION IV: COMMUNITY PARTICIPATION AND PARTNERSHIPS			
	STAGE ONE CRITICAL MASS BUILDING	STAGE TWO QUALITY BUILDING	STAGE THREE SUSTAINED INSTITUTIONALIZATION
COMMUNITY PARTNER AWARENESS	Few, if any, community agencies that partner with the college or university are aware of the campus's goals for service learning and the full range of service learning opportunities that are available to students.	Some, but not the majority of, community agencies that partner with the college or university are aware of the campus's goals for service learning and the full range of service learning opportunities that are available to students.	Most community agencies that partner with the college or university are aware of the campus's goals for service learning and the full range of service learning opportunities that are available to students.
MUTUAL UNDERSTANDING	There is little or no understanding between the campus and community representatives regarding each other's needs, timelines, goals, resources, and capacity for developing and implementing service learning activities.	There is some understanding between the campus and community representatives regarding each other's needs, timelines, goals, resources, and capacity for developing and implementing service learning activities, but there are some disparities between community and campus goals for service learning.	Both the campus and community representatives are aware of and sensitive to each other's needs, timelines, goals, resources, and capacity for developing and implementing service learning activities. There is generally broad agreement between the campus and community on the goals for service learning.
COMMUNITY PARTNER VOICE AND LEADERSHIP	Few, if any, opportunities exist for community agency representatives to take on leadership roles in advancing service learning on campus; community agency representatives are not usually invited or encouraged to express their particular agency needs or recruit student and faculty participation in service learning.	There are a limited number of opportunities available for community agency representatives to take on leadership roles in advancing service learning on campus; community agency representatives are provided limited opportunities to express their particular agency needs or recruit student and faculty participation in service learning.	Appropriate community agency representatives are formally welcomed and encouraged to serve as advocates and ambassadors for institutionalizing service learning on the campus; community agency representatives are provided substantial opportunities to express their particular agency needs or recruit student and faculty participation in service learning.

DIMENSION V: INSTITUTIONAL SUPPORT FOR SERVICE LEARNING			
	STAGE ONE CRITICAL MASS BUILDING	STAGE TWO QUALITY BUILDING	STAGE THREE SUSTAINED INSTITUTIONALIZATION
<b>COORDINATING ENTITY</b>	There is no campus-wide coordinating entity (e.g., committee, center, or clearinghouse) that is devoted to assisting the various campus constituencies in the implementation, advancement, and institutionalization of service learning.	There is a coordinating entity (e.g., committee, center, or clearinghouse) on campus, but the entity either does not coordinate service learning activities exclusively or provides services only to a certain constituency (e.g., students, faculty) or limited part of the campus (e.g., certain majors).	The institution maintains a coordinating entity (e.g., committee, center, or clearinghouse) that is devoted primarily to assisting the various campus constituencies in the implementation, advancement, and institutionalization of service learning.
<b>POLICY-MAKING ENTITY</b>	The institution's official and influential policy-making board(s)/committee(s) do not recognize service learning as an essential educational goal for the campus.	The institution's official and influential policy-making board(s)/committee(s) recognize service learning as an essential educational goal for the campus, but no formal policies have been developed.	The institution's policy-making board(s)/committee(s) recognize service learning as an essential educational goal for the campus and formal policies have been developed or implemented.
<b>STAFFING</b>	There are no staff/faculty members on campus whose primary paid responsibility is to advance and institutionalize service learning on the campus.	There are an appropriate number of staff members on campus who understand service learning fully and/or who hold appropriate titles that can influence the advancement and institutionalization of service learning throughout the campus; however, their appointments are temporary or paid from soft money or external grant funds.	The campus houses and funds an appropriate number of permanent staff members who understand service learning and who hold appropriate titles that can influence the advancement and institutionalization of service learning on campus.
<b>FUNDING</b>	The campus's service learning activities are supported primarily by soft money (short-term grants) from sources outside the institution.	The campus's service learning activities are supported by both soft money (short-term grants) from sources outside the institution as well as hard money from the institution.	The campus's service learning activities are supported primarily by hard funding from the campus.
<b>ADMINISTRATIVE SUPPORT</b>	The campus's administrative leaders have little or no understanding of service learning, often confusing it with other campus outreach efforts, such as community service or internship programs.	The campus's administrative leaders have a clear understanding of service learning, but they do little to make service learning a visible and important part of the campus's work.	The campus's administrative leaders understand and support service learning, and actively cooperate to make service learning a visible and important part of the campus's work.
<b>DEPARTMENTAL SUPPORT</b>	Few, if any, departments recognize service learning as a formal part of their formal academic programs.	Several departments offer service learning opportunities and courses, but these opportunities typically are not a part of the formal academic program of the department and/or are not primarily supported by departmental funds.	A fair to large number of departments provide service learning opportunities that are a part of the formal academic program and/or are primarily supported by departmental funds.
<b>EVALUATION AND ASSESSMENT</b>	There is no organized, campus-wide effort underway to account for the number and quality of service learning activities taking place.	An initiative to account for the number and quality of service learning activities taking place throughout the campus has been proposed.	An ongoing, systematic effort is in place to account for the number and quality of service learning activities that are taking place throughout the campus.

Adapted from Furco, *Self-Assessment Rubric for the Institutionalization of Service-Learning in Higher Education*, 2003; used with permission.

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## INSTITUTIONALIZATION CHECKLIST

AACC provided these questions to its Horizons grantees to stimulate thinking about how to structure, sustain, and institutionalize service learning.

### FACULTY USE AND KNOWLEDGE OF SERVICE LEARNING

- How is service learning defined in practical terms?
- What percentage of the faculty know about service learning? Do they understand the differences among service learning, internships, and volunteering? How many could define service learning if you asked them?
- Are definitions of service learning and community engagement included in course syllabi or related materials?
- At what point do faculty receive service learning handbooks or materials? Who distributes them? Who explains how to use them? Are they available online?
- How do faculty introduce and explain service learning to students?
- Is service learning ever portrayed as additional work for students, rather than being embedded into course work?
- Is reflection being used effectively?
- In what areas do faculty need the most training?
- How often do you offer professional development for faculty?
- Do experienced service learning faculty mentor new service learning faculty?

### STUDENT PARTICIPATION IN SERVICE LEARNING

- How is service learning “advertised” to students when signing up for courses?
- Are service learning courses listed in the class schedule or course catalog?
- Is there a general service learning brochure and/or Web site? How are they used? Where and to whom are they disseminated or promoted?
- Do advisors and counselors tell students about service learning opportunities? Who trains those advisors and counselors?
- Who tracks the retention rates of service learning students and courses? What are the results?

## SELF-ASSESSMENT RUBRIC FOR THE INSTITUTIONALIZATION OF SERVICE-LEARNING IN HIGHER EDUCATION (revised 2002)

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### BACKGROUND

The *Self-Assessment Rubric for the Institutionalization of Service-Learning in Higher Education* is designed to assist members of the higher education community in gauging the progress of their campus's service-learning institutionalization efforts.

The rubric is structured by five dimensions, which are considered by most service-learning experts to be key factors for higher education service-learning institutionalization. Each dimension is comprised of several components that characterize the dimension. For each component, a three-stage continuum of development has been established. Progression from *Stage One: Critical Mass Building to Stage Three: Sustained Institutionalization* suggests that a campus is moving closer to the full institutionalization of service-learning.

The conceptual framework for the rubric is based largely on a benchmark worksheet that was developed by Kevin Kecskes and Julie Muyllaert of the Western Region Campus Compact Consortium's *Continuums of Service* program. The three-stage developmental continuum and most of the self-assessment rubric's institutionalization dimensions were derived from the Kecskes/Muyllaert *Continuums of Service* benchmark worksheet.<sup>1</sup> The other dimensions of the rubric were derived from various literature sources that discuss the critical elements for institutionalizing service-learning in higher education. In particular, the work of the following individuals provided important foundational information for the development of the rubric: Edward Zlotkowski of Bentley College and the American Association for Higher Education; Rob Serow, Diane C. Callecon, and Lani Parker of North Carolina State University; Leigh Morgan of the North Carolina Commission on National and Community Service; Amy Driscoll of California State University, Monterey Bay; Donna Dengel and Roger Yerke of Portland, Oregon; and Gail Robinson of the American Association of Community Colleges.<sup>2</sup>

<sup>1</sup> The author expresses gratitude to Mr. Kevin Kecskes, Western Region Campus Compact Consortium Program Director and Ms. Julie Muyllaert, State Network Director for their permission to use and adapt the *Continuums of Service* Benchmark Worksheet to develop this self-assessment rubric.

<sup>2</sup> The author wishes to acknowledge Dr. Tanya Renner of Kapi'olani Community College and Ms. Nicole Konstantinacos Farrar of the California Campus Compact for their assistance in reviewing and refining the components of the self-assessment rubric.

## COMPONENTS OF THE RUBRIC

The self-assessment rubric contains five dimensions, each which includes a set of components that characterize the dimension. The five dimensions of the rubric and their respective components are listed below:

For each component, three stages of development are identified. Stage One is the *Critical Mass Building* stage. It is at this stage the campuses are beginning to recognize service-learning and are building a campus-wide constituency for the effort. Stage Two is the *Quality Building* stage. It is at this stage that campuses are focused on ensuring the development of "quality" service-learning activities; the quality of service-learning activities begins to supersede the quantity of service-learning activities. Stage Three is the *Sustained Institutionalization* stage. It is at this stage that a campus has fully institutionalized service-learning into the fabric of the institution.

It should be noted that some components might take many years to develop. According to Edward Zlotkowski institutionalizing service-learning (or any other reform effort) in higher education takes time, commitment, and persistence (Zlotkowski, 1999). It is only through the sustained commitment of the campus over time that true a sustained institutionalization of service-learning can be realized.

## USING THE RUBRIC

As a tool to measure development of service-learning institutionalization, the rubric is designed to establish a set of criteria upon which the progress of service-learning institutionalization can be measured. Thus, the rubric is designed to measure the status of a campus' level of institutionalization at a particular point in time. The results of this status assessment can provide useful information for the development of an action plan to advance service-learning on the campus. It can help identify which institutionalization components or dimensions are progressing well and which need some additional attention. In addition, by using the tool at another point in time to reassess the status of service-learning institutionalization on a campus, the actual growth of each component and dimension over time can be measured.

As a self-assessment tool, the rubric is designed to facilitate discussion among colleagues regarding the state of service-learning institutionalization on a campus. Therefore, there is no one right way to use the rubric. Since a campus' unique culture and character will determine which of the rubric's dimensions are focused on most intensively, the dimensions and components of the rubric should be adapted to meet the needs of the campus. What is most important is the overall status of the campus' institutionalization progress rather than the progress of individual components. In some cases, individual components of the rubric may not be applicable to certain campus situations. In other cases, the rubric may not include some components that may be key to a campus' institutionalization efforts; campuses may wish to add components or dimensions to the rubric.

Some institutions may wish to have key individuals on a campus use the rubric individually to conduct a self-assessment of the campus' service-learning institutionalization efforts. The individual assessments are then compared with one another; discussions regarding the similarities and differences between individual members' impressions may be discussed. Other institutions may wish to discuss the dimension or component in detail and then come to a consensus regarding which development stage best characterizes the campus' development for each component of the rubric. While some institutions will give an overall score for each "dimension," other institutions will look at each component individually. What is most important is that the results of the self-assessment are used to guide the development of a strategic action plan for institutionalizing service-learning on the campus.

## *A Project of Campus Compact at Brown University*

Finally, this rubric should be viewed as only one assessment tool for determining the status of service-learning institutionalization on a campus. Other indicators should also be observed and documented to ensure that an institution's effort to advance service-learning on campus is conducted systematically and comprehensively.

**SELF-ASSESSMENT RUBRIC FOR THE INSTITUTIONALIZATION OF SERVICE-LEARNING IN HIGHER EDUCATION (Revised 2002)**

**DIMENSION I: PHILOSOPHY AND MISSION OF SERVICE-LEARNING**

A primary component of service-learning institutionalization is the development of a campus-wide definition for service-learning that provides meaning, focus, and emphasis for the service-learning effort. How narrowly or broadly service-learning is defined on your campus will effect which campus constituents participate/do not participate, which campus units will provide financial resources and other support, and the degree to which service-learning will become part of the campus' institutional fabric.

*DIRECTIONS: For each of the four categories (rows), place a circle around the cell that best represents the CURRENT status of the development of a definition, philosophy, and mission of service-learning.*

	<b>STAGE ONE Critical Mass Building</b>	<b>STAGE TWO Quality Building</b>	<b>STAGE THREE Sustained Institutionalization</b>	<b>NOTES</b>
<b>DEFINITION OF SERVICE-LEARNING</b>	There is no campus-wide definition for service-learning. The term "service-learning" is used inconsistently to describe a variety of experiential and service activities. The campus does not have an official strategic plan for advancing service-learning on campus.	There is an operationalized definition for service-learning on the campus, but there is some variance and inconsistency in the application of the term. Although certain short-range and long-range goals for service-learning have been defined for the campus, these goals have not been formalized into an official strategic plan that will guide the implementation of these goals.	The institution has a formal, universally accepted definition for high quality service-learning that is used consistently to operationalize many or most aspects of service-learning on campus. The campus has developed an official strategic plan for advancing service-learning on campus, which includes viable short-range and long-range institutionalization goals.	
<b>STRATEGIC PLANNING</b>	While service-learning complements many aspects of the institution's mission, it remains on the periphery of the campus. Service-learning is rarely included in larger efforts that focus on the core mission of the institution.	Service-learning is often mentioned as a primary or important part of the institution's mission, but service-learning is not included in the campus' official mission or strategic plan.	Service-learning is part of the primary concern of the institution. Service-learning is included in the campus' official mission and/or strategic plan.	
<b>ALIGNMENT WITH INSTITUTIONAL MISSION</b>	Service-learning stands alone and is not tied to other important, high profile efforts on campus (e.g., campus/community partnership efforts, establishment of learning communities, improvement of undergraduate teaching, writing excellence emphasis, etc.)	Service-learning is tied loosely or informally to other important, high profile efforts on campus (e.g., campus/community partnership efforts, establishment of learning communities, improvement of undergraduate teaching, writing excellence emphasis, etc.)	Service-learning is tied formally and purposefully to other important, high profile efforts on campus (e.g., campus/community partnership efforts, establishment of learning communities, improvement of undergraduate teaching, writing excellence emphasis, etc.)	

*Developed by Andrew Furco, University of California, Berkeley, 1999. Based on the Keeskes/Mayllaert Continuums of Service Benchmark Worksheet.*

## DIMENSION II: FACULTY SUPPORT FOR AND INVOLVEMENT IN SERVICE-LEARNING

One of the essential factors for institutionalizing service-learning in higher education is the degree to which faculty members are involved in implementation and advancement of service-learning on a campus (Bell, Furco, Ammon, Sorgen, & Muller, 2000).

**DIRECTIONS:** For each of the four categories (rows), place a circle around the cell that best represents the CURRENT status of faculty involvement in and support for service-learning on your campus.

	STAGE ONE <i>Critical Mass Building</i>	STAGE TWO <i>Quality Building</i>	STAGE THREE <i>Sustained Institutionalization</i>	NOTES
<b>FACULTY KNOWLEDGE AND AWARENESS</b>	Very few members know what service-learning is or understand how service-learning is different from community service, internships, or other experiential learning activities.	An adequate number of faculty members know what service-learning is and understand how service-learning is different from community service, internships, or other experiential learning activities.	A substantial number of faculty members know what service-learning is and can articulate how service-learning is different from community service, internships, or other experiential learning activities.	
<b>FACULTY INVOLVEMENT &amp; SUPPORT</b>	Very few faculty members are instructors, supporters, or advocates of service-learning. Few support the strong infusion of service-learning into the academy or into their own professional work. Service-learning activities are sustained by a few faculty members on campus.	While a satisfactory number of faculty members is supportive of service-learning, few of them are advocates for infusing service-learning in the overall mission and/or their own professional work. An inadequate or unsatisfactory number of KEY faculty members are engaged in service-learning.	A substantial number of influential faculty members participates as instructors, supporters, and advocates of service-learning and support the infusion of service-learning both into the institution's overall mission AND the faculty members' individual professional work.	
<b>FACULTY LEADERSHIP</b>	None of the most influential faculty members on campus serve as leaders for advancing service-learning on the campus.	There are only one or two influential faculty members who provide leadership to the campus' service-learning effort.	A highly respected, influential group of faculty members serves as the campus' service-learning leaders and/or advocates.	
<b>FACULTY INCENTIVES &amp; REWARDS</b>	In general, faculty members are not encouraged to engage in service-learning; few if any incentives are provided (e.g., minigrants, sabbaticals, funds for conferences, etc.) to pursue service-learning activities; faculty members' work in service-learning is not usually recognized during their review, tenure, and promotion process.	Although faculty members are encouraged and are provided various incentives (minigrants, sabbaticals, funds for service-learning conferences, etc.) to pursue service-learning activities, their work in service-learning is not always recognized during their review, tenure, and promotion process.	Faculty who are involved in service-learning receive recognition for it during the campus' review, tenure, and promotion process; faculty are encouraged and are provided various incentives (minigrants, sabbaticals, funds for service-learning conferences, etc.) to pursue service-learning activities.	

**DIMENSION III: STUDENT SUPPORT FOR AND INVOLVEMENT IN SERVICE-LEARNING**

An important element of service-learning institutionalization is the degree to which students are aware of service-learning opportunities on campus and are provided opportunities to play a leadership role in the development of service-learning on campus.

*DIRECTIONS: For each of the four categories (rows), place a circle around the cell that best represents the CURRENT status of student support for and involvement in service-learning on your campus.*

	<b>STAGE ONE</b> <i>Critical Mass Building</i>	<b>STAGE TWO</b> <i>Quality Building</i>	<b>STAGE THREE</b> <i>Sustained Institutionalization</i>	<b>NOTES</b>
<b>STUDENT AWARENESS</b>	There is no campus-wide mechanism for informing students about service-learning courses, resources, and opportunities that are available to them.	While there are some mechanisms for informing students about service-learning courses, resources, and opportunities that are available to them, the mechanisms are sporadic and concentrated in only a few departments or programs (e.g., course flyers).	There are campus-wide, coordinated mechanisms (e.g., service-learning listings in the schedule of classes, course catalogs, etc.) that help students become aware of the various service-learning courses, resources, and opportunities that are available to them.	
<b>STUDENT OPPORTUNITIES</b>	Few service-learning opportunities exist for students; only a handful of service-learning courses are available.	Service-learning options (in which service is integrated in core academic courses) are limited to only a certain group of students in the academy (e.g., students in certain majors, honors students, seniors, etc.).	Service-learning options and opportunities (in which service is integrated in core academic courses) are available to students in many areas throughout the academy, regardless of students' major, year in school, or academic and social interests.	
<b>STUDENT LEADERSHIP</b>	Few, if any, opportunities on campus exist for students to take on leadership roles in advancing service-learning in their departments or throughout the campus.	There is a limited number of opportunities available for students to take on leadership roles in advancing service-learning in their departments or throughout the campus.	Students are welcomed and encouraged to serve as advocates and ambassadors for institutionalizing service-learning in their departments or throughout the campus.	
<b>STUDENT INCENTIVES AND REWARDS</b>	The campus has neither formal mechanisms (e.g., catalogued list of service-learning courses, service-learning notation on students' transcripts, etc.) or informal mechanisms (news stories in paper, unofficial student certificates of achievement) that encourage students to participate in service-learning or reward students for their participation in service-learning.	While the campus offers some informal incentives and rewards (news stories in paper, unofficial student certificates of achievement) that encourage students to participate in service-learning and/or reward students for their participation in service-learning, the campus offers few or no formal incentives and rewards (catalogued list of service-learning courses, service-learning notation on students' transcripts, etc.).	The campus has one or more formal mechanisms in place (e.g., catalogued list of service-learning courses, service-learning notation on students' transcripts, etc.) that encourage students to participate in service-learning and reward students for their participation in service-learning.	

**DIMENSION IV: COMMUNITY PARTICIPATION AND PARTNERSHIPS**

An important element for service-learning institutionalization is the degree to which the campus nurtures community partnerships and encourages community agency representatives to play a role in implementing and advancing service-learning on campus.

*DIRECTIONS: For each of the three categories (rows), place a circle around the cell that best represents the CURRENT status of community participation and partnership on your campus.*

	<b>STAGE ONE Critical Mass Building</b>	<b>STAGE TWO Quality Building</b>	<b>STAGE THREE Sustained Institutionalization</b>	<b>NOTES</b>
<b>COMMUNITY PARTNER AWARENESS</b>	Few, if any, community agencies that partner with the college or university are aware of the campus' goals for service-learning and the full range of service-learning opportunities that are available to students.	Some, but not the majority of community agencies that partner with the college or university are aware of the campus' goals for service-learning and the full range of service-learning opportunities that are available to students.	Most community agencies that partner with the college or university are aware of the campus' goals for service-learning and the full range of service-learning opportunities that are available to students.	
<b>MUTUAL UNDERSTANDING</b>	There is little or no understanding between the campus and community representatives regarding each other's needs, timelines, goals, resources, and capacity for developing and implementing service-learning activities.	There is some understanding between the campus and community representatives regarding each other's needs, timelines, goals, resources, and capacity for developing and implementing service-learning activities, but there are some disparities between community and campus goals for service-learning.	Both the campus and community representatives are aware of and sensitive to each other's needs, timelines, goals, resources, and capacity for developing and implementing service-learning activities. There is generally broad agreement between the campus and community on the goals for service-learning.	
<b>COMMUNITY PARTNER VOICE &amp; LEADERSHIP</b>	Few, if any, opportunities exist for community agency representatives to take on leadership roles in advancing service-learning on campus; community agency representatives are not usually invited or encouraged to express their particular agency needs or recruit student and faculty participation in service-learning.	There are a limited number of community agency representatives to take on leadership roles in advancing service-learning on campus; community agency representatives are provided limited opportunities to express their particular agency needs or recruit student and faculty participation in service-learning.	Appropriate community agency representatives are formally welcomed and encouraged to serve as advocates and ambassadors for institutionalizing service-learning on the campus; community agency representatives are provided substantial opportunities to express their particular agency needs or recruit student and faculty participation in service-learning.	

**DIMENSION V: INSTITUTIONAL SUPPORT FOR SERVICE-LEARNING**

In order for service-learning to become institutionalized on college and university campuses, the institution must provide substantial resources, support, and muscle toward the effort.

**DIRECTIONS:** For each of the six categories (rows), place a circle around the cell that best represents the CURRENT status of your campus' institutional support for service-learning.

	<b>STAGE ONE Critical Mass Building</b>	<b>STAGE TWO Quality Building</b>	<b>STAGE THREE Sustained Institutionalization</b>	<b>NOTES</b>
<b>COORDINATING ENTITY</b>	There is no campus-wide coordinating entity (e.g., committee, center, or clearinghouse) that is devoted to assisting the various campus constituencies in the implementation, advancement, and institutionalization of service-learning.	There is a coordinating entity (e.g., committee, center, or clearinghouse) on campus, but the entity either does not coordinate service-learning activities exclusively or provides services only to a certain constituency (e.g., students, faculty) or limited part of the campus (e.g., certain majors).	The institution maintains coordinating entity (e.g., committee, center, or clearinghouse) that is devoted primarily to assisting the various campus constituencies in the implementation, advancement, and institutionalization of service-learning.	
<b>POLICY-MAKING ENTITY</b>	The institution's official and influential policy-making board(s)/committee(s) do not recognize service-learning as an essential educational goal for the campus.	The institution's official and influential policy-making board(s)/committee(s) recognize service-learning as an essential educational goal for the campus, but no formal policies have been developed.	The institution's policy-making board(s)/committee(s) recognize service-learning as an essential educational goal for the campus and formal policies have been developed or implemented.	
<b>STAFFING</b>	There are no staff/faculty members on campus whose primary paid responsibility is to advance and institutionalize service-learning on the campus.	There is an appropriate number of staff members on campus who understand service-learning fully and/or who hold appropriate titles that can influence the advancement and institutionalization of service-learning throughout the campus; however their appointments are temporary or paid from soft money or external grant funds.	The campus houses and funds an appropriate number of permanent staff members who understand service-learning and who hold appropriate titles that can influence the advancement and institutionalization of service-learning on campus.	

identify a number. This person in each group will present aloud while TTW write the themes and author's purpose on the board. The class will evaluate the response and discuss their similarities and difference.

Next, each group will be given to opportunity to revise its interpretation based on the evidence presented by the other groups. Changes cannot be made unless they are agreed upon by every team member. Then each group will be given a large square piece of bulletin board paper and a pack of markers to create a visual representation of the theme in the story. The visual representation may be either nonlinguistic (a picture) or linguistic (a graphic organizer). TSW turn in all work and prepare to complete their exit tickets.

**HOT questions/activities:**

- "What was the song referring to when it said like they ain't got no Momma?"  
"What does Momma stand for?"
- Explain what parts of the lyrics and poem did they select to help them determine the overall theme and the author's purpose.
- Students must interpret the lyrics and make personal connections in order to determine the theme
- Students must comprehend poem in order to use the guideline to help them determine the author's purpose and the theme.
- "If you didn't have the outline, how could you determine the author's purpose and the theme?"
- Create a visual representation nonlinguistic or linguistic of the theme.

**Lesson Closure:**

TTW review today's objective with the Power Point. TSW be given time to reflect on the definition of author's purpose and theme and how to identify each in a poem or song. Then TSW will reflect and provide a written response on the correlation of finding the theme in a song to finding the theme of a poem. This will be completed by the students choosing to answer either one of the following on an exit ticket sticky note. The sticky notes will be placed on a poster board titled "What I learned in Literature Today" as the students leave the room. The teacher will collect the exit tickets and make notes on the types of responses.

1. Evaluate and provide written response of how using music to find author's purpose and theme did or did not help you find these elements within the poem.

2. Think of a song of your own choosing. Write the title. In a one sentence statement, write the songs theme. Next, tell me how the song speaks to you in personal way.

**Student Reflection:** How can I apply this to real life?

- Student real-world connection: Allow students selected in numbered heads strategy to present the theme the group collaboratively created.
- Student real-world connection: Another student from the numbered heads grouping strategy will present the real world example the group collaboratively created. Ex. In the song it says, "Negative images is the main criteria, infecting the young minds faster than bacteria, kids wanna act like what they see in the cinema" We (kids) should not be looking at T.V. for our roles models. We need to look at examples of how to do good things and help others.

**Integrating other disciplines:**

- Music integration: Through the song, "Where is the Love?"
- Writing/Language Arts integration: through the written responses
- Art integration: through the creation of a visual representation.

**Accommodations of Student Needs:** The instruction has been designed to reach a variety of learning styles. The music, class, and groups discussion portions will address the needs of the auditory learners. The PowerPoint and visual representations will address the needs of the visual learners. The movement of standing to present, bobbing heads and shoulder moving to the beat of the song all address the needs of the kinesthetic learners. Grouping students with others of varying ability is designed to help all students achieve the same goal on their own ability levels. The HOT questions provide the opportunity for all students to think at a higher cognitive level.

**Assessment (at least 4, one must be an extended written task):**

1. Teacher observation of two minute written responses and students presenting personal connections
  - Measurement criteria: 100% of the students are expected to complete the activity by having a written response.
2. Group assignment requiring each group to determine the theme and author's purpose

**DIMENSION V: INSTITUTIONAL SUPPORT FOR SERVICE-LEARNING, cont.**

In order for service-learning to become institutionalized on college and university campuses, the institution must provide substantial resources, support, and muscle toward the effort.

**DIRECTIONS:** For each of the six categories (rows), place a circle around the cell that best represents the *CURRENT status of your campus' institutional support for service-learning.*

	STAGE ONE <i>Critical Mass Building</i> The campus' service-learning activities are supported primarily by soft money (short-term grants) from sources outside the institution.	STAGE TWO <i>Quality Building</i> The campus' service-learning activities are supported by both soft money (short-term grants) from sources outside the institution as well as hard money from the institution.	STAGE THREE <i>Sustained Institutionalization</i> The campus' service-learning activities are supported primarily by hard funding from the campus.	NOTES
<b>FUNDING</b>	The campus' administrative leaders have little or no understanding of service-learning, often confusing it with other campus outreach efforts, such as community service or internship programs.	The campus' administrative leaders have a clear understanding of service-learning, but they do little to make service-learning a visible and important part of the campus' work.	The campus' administrative leaders understand and support service-learning, and actively cooperate to make service-learning a visible and important part of the campus' work.	
<b>ADMINISTRATIVE SUPPORT</b>	Few, if any, departments recognize service-learning a formal part of their formal academic programs.	Several departments offer service-learning opportunities and courses, but these opportunities typically are not a part of the formal academic program of the department and/or are not primarily supported by departmental funds.	A fair to large number of departments provide service-learning opportunities that are a part of the formal academic program and/or are primarily supported by departmental funds.	
<b>DEPARTMENTAL SUPPORT</b>	There is no organized, campus-wide effort underway to account for the number and quality of service-learning activities taking place.	An initiative to account for the number and quality of service-learning activities taking place throughout the campus has been proposed.	An ongoing, systematic effort is in place to account for the number and quality of service-learning activities that are taking place throughout the campus.	
<b>EVALUATION &amp; ASSESSMENT</b>				



## Planting a seed to **grow** a business

Sarah Alberts. Sophie Campbell. Evie Kennedy, Maddie Robin

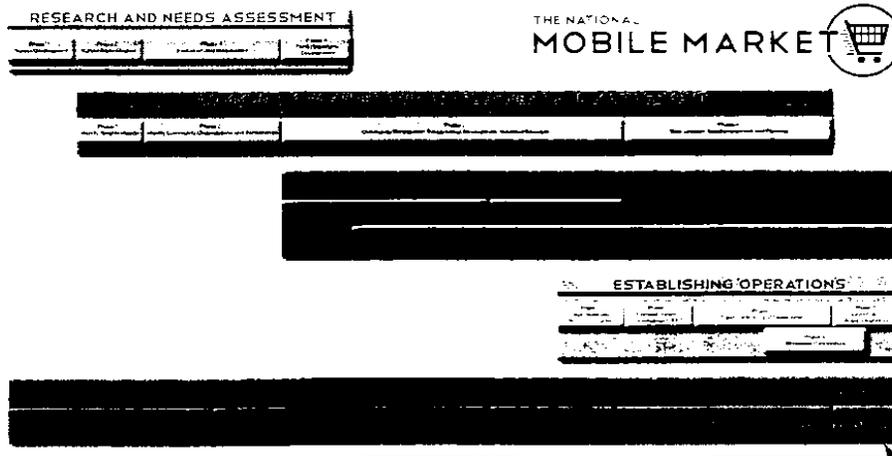
University School of Nashville

**grow.** is a social business, working to encourage healthy eating and community togetherness, in hopes of creating a profit to put back into the Nashville Community.

**Microfinance:** The lending a small amount of money (\$20) to impoverished individuals to help them engage in productive activities or grow very small businesses.

**Social Business:** A business whose objective is not just to make a profit, but to better a community, while widening its outreach using the gained profit.

**Timeline for starting a business!** This has been really helpful for us; it is the timeline that mobile market used, so we are sharing it with you!



University School of Nashville

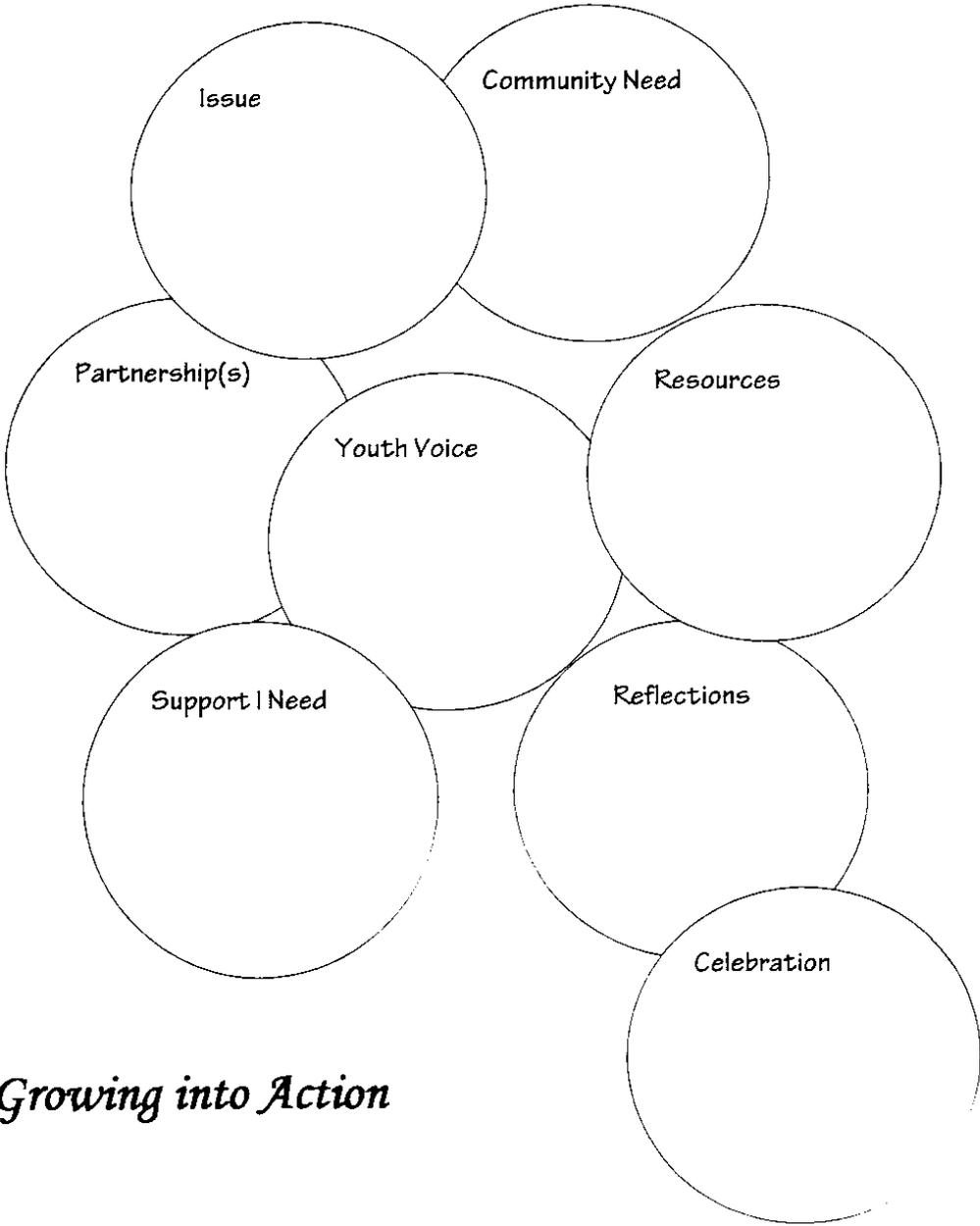
### **Man, we got some issues**

(Criteria for YOUR poster)

- The issue your group is addressing should be somewhere on the poster, along with a witty name for your project such as **grow**. (issue: providing healthy food to Nashville food deserts) (optional)
- How do you wish to fix the issue that you are addressing? (i.e. selling packaged meals to Nashville food deserts)
- What organizations or people could you contact to help achieve your goal of solving an issue? (i.e. Nashville Mobile Market)
- How do you plan to get or make start up money? (i.e. Vanderbilt Microfinance Club loan)
- Whom you would like to help/ How you would like to do it?

*University School of Nashville*

# My Action Plan



## *Growing into Action*

University School of Nashville



## Issue

HOW do you plan to address the issue?

WHOM do you need to connect with?

WHAT are your Goals?

WHERE will you get funding for your project?

WHAT do you need in order to accomplish your project?

SET a budget!

Contact Us!

**Sarah Alberts:** [sarahalberts13@email.usn.org](mailto:sarahalberts13@email.usn.org)

**Sophie Campbell:** [sophiecampbell13@email.usn.org](mailto:sophiecampbell13@email.usn.org)

**Evie Kennedy:** [evangelinekennedy13@email.usn.org](mailto:evangelinekennedy13@email.usn.org)

**Maddie Robin:** [madelinerobin13@email.usn.org](mailto:madelinerobin13@email.usn.org)

Keep **growing!**

Sarah, Sophie, Evie, and Maddie

University School of Nashville

# Finding the "5s" With Service-Learning

A Practical Approach to Integrating Service-Learning into  
Tennessee's New Evaluation Process

Valerie Littleton, M.Ed.  
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<p><b>Meaningful Service:</b> Service-learning actively engages participants in meaningful and personally relevant service activities.</p>	<p><b>Link to Curriculum:</b> Service-learning is intentionally used as an instructional strategy to meet learning goals and/or content standards</p>	<p><b>Reflection:</b> Service-learning incorporates multiple challenging reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one's relationship to society.</p>
<p><b>Diversity:</b> Service-learning promotes understanding of diversity and mutual respect among all participants</p>	<p><b>K-12 Service-Learning Standards For Quality Practice</b></p>	<p><b>Youth Voice:</b> Service-learning provides youth with a strong voice in planning, implementing, and evaluating service-learning experiences with guidance from adults</p>
<p><b>Partnerships:</b> Service-learning partnerships are collaborative, mutually beneficial, and address community needs</p>	<p><b>Progress Monitoring:</b> Service-learning engages participants in an ongoing process to assess the quality of implementation and progress toward meeting specified goals and uses results for improvement and sustainability</p>	<p><b>Duration and Intensity:</b> Service-learning has sufficient duration and intensity to address community needs and meet specified outcomes.</p>

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INSTRUCTION Continued

Activities and Materials	Significantly Above Expectations (4)	At Expectations (3)	Significantly Below Expectations (1)
<p>[ ]</p>	<p>Activities and materials include all of the following</p> <ul style="list-style-type: none"> <li>• support the lesson objectives;</li> <li>• are challenging;</li> <li>• sustain students' attention;</li> <li>• elicit a variety of thinking;</li> <li>• provide time for reflection;</li> <li>• are relevant to students' lives;</li> <li>• provide opportunities for student-to-student interaction;</li> <li>• induce student curiosity and suspense;</li> <li>• provide students with choices;</li> <li>• incorporate multimedia and technology; and</li> <li>• incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc)</li> </ul> <p>In addition, sometimes activities are game-like, involve simulations, require creating products, and demand self-direction and self-monitoring.</p>	<p>Activities and materials include most of the following</p> <ul style="list-style-type: none"> <li>• support the lesson objectives;</li> <li>• are challenging;</li> <li>• sustain students' attention;</li> <li>• elicit a variety of thinking;</li> <li>• provide time for reflection;</li> <li>• are relevant to students' lives;</li> <li>• provide opportunities for student to student interaction;</li> <li>• induce student curiosity and suspense;</li> <li>• provide students with choices;</li> <li>• incorporate multimedia and technology; and</li> <li>• incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, cultural centers, etc).</li> </ul>	<p>Activities and materials include few of the following</p> <ul style="list-style-type: none"> <li>• support the lesson objectives;</li> <li>• are challenging;</li> <li>• sustain students' attention;</li> <li>• elicit a variety of thinking;</li> <li>• provide time for reflection;</li> <li>• are relevant to students' lives;</li> <li>• provide opportunities for student to student interaction;</li> <li>• induce student curiosity and suspense;</li> <li>• provide students with choices;</li> <li>• incorporate multimedia and technology; and</li> <li>• incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, etc).</li> </ul>
<p><b>Questioning</b></p> <p>[ ]</p>	<p>Teacher questions are varied and high quality providing for some, but not all, question types:</p> <ul style="list-style-type: none"> <li>○ knowledge and comprehension;</li> <li>○ application and analysis; and</li> <li>○ creation and evaluation.</li> </ul> <p>Questions are usually purposeful and coherent.</p> <p>Questions are sometimes sequenced with attention to the instructional goals.</p> <p>Questions sometimes require active responses (e.g., whole class signaling, choral responses, or group and individual answers).</p> <p>Wait time is sometimes provided.</p> <p>The teacher calls on volunteers and nonvolunteers, and a balance of students based on ability and sex.</p> <p>Students generate questions that lead to further inquiry and self-directed learning.</p>	<p>Teacher questions are varied and high quality providing for some, but not all, question types:</p> <ul style="list-style-type: none"> <li>○ knowledge and comprehension;</li> <li>○ application and analysis; and</li> <li>○ creation and evaluation.</li> </ul> <p>Questions are usually purposeful and coherent.</p> <p>A moderate frequency of questions is asked.</p> <p>Questions are sometimes sequenced with attention to the instructional goals.</p> <p>Questions sometimes require active responses (e.g., whole class signaling, choral responses, or group and individual answers).</p> <p>Wait time is sometimes provided.</p> <p>The teacher calls on volunteers and nonvolunteers, and a balance of students based on ability and sex.</p>	<p>Teacher questions are inconsistent in quality and include few question types:</p> <ul style="list-style-type: none"> <li>○ knowledge and comprehension;</li> <li>○ application and analysis; and</li> <li>○ creation and evaluation.</li> </ul> <p>Questions are random and lack coherence.</p> <p>A low frequency of questions is asked.</p> <p>Questions are rarely sequenced with attention to the instructional goals.</p> <p>Questions rarely require active responses (e.g., whole class signaling, choral responses, or group and individual answers).</p> <p>Wait time is inconsistently provided.</p> <p>The teacher mostly calls on volunteers and high-ability students.</p>

**INSTRUCTION**

Standards and Objectives	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
<ul style="list-style-type: none"> <li>All learning objectives and state content standards are explicitly communicated.</li> <li>Sub-objectives are aligned and logically sequenced to the lesson's major objective.</li> <li>Learning objectives are: (a) consistently connected to what students have previously learned, (b) know from life experiences, and (c) integrated with other disciplines.</li> <li>Expectations for student performance are clear, demanding, and high.</li> <li>State standards are displayed and referenced throughout the lesson.</li> <li>There is evidence that most students demonstrate mastery of the objective.</li> </ul>	<ul style="list-style-type: none"> <li>Most learning objectives and state content standards are communicated.</li> <li>Sub-objectives are mostly aligned to the lesson's major objective.</li> <li>Learning objectives are connected to what students have previously learned.</li> <li>Expectations for student performance are clear.</li> <li>State standards are displayed.</li> <li>There is evidence that most students demonstrate mastery of the objective.</li> </ul>	<ul style="list-style-type: none"> <li>Few learning objectives and state content standards are communicated.</li> <li>Sub-objectives are inconsistently aligned to the lesson's major objective.</li> <li>Learning objectives are rarely connected to what students have previously learned.</li> <li>Expectations for student performance are vague.</li> <li>State standards are displayed.</li> <li>There is evidence that few students demonstrate mastery of the objective.</li> </ul>	
<p><b>Motivating Students</b></p>	<ul style="list-style-type: none"> <li>The teacher consistently organizes the content so that it is personally meaningful and relevant to students.</li> <li>The teacher consistently develops learning experiences where inquiry, curiosity, and exploration are valued.</li> <li>The teacher regularly reinforces and rewards effort.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher sometimes organizes the content so that it is personally meaningful and relevant to students.</li> <li>The teacher sometimes develops learning experiences where inquiry, curiosity, and exploration are valued.</li> <li>The teacher sometimes reinforces and rewards effort.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher rarely organizes the content so that it is personally meaningful and relevant to students.</li> <li>The teacher rarely develops learning experiences where inquiry, curiosity, and exploration are valued.</li> <li>The teacher rarely reinforces and rewards effort.</li> </ul>
<p><b>Presenting Instructional Content</b></p>	<ul style="list-style-type: none"> <li>Presentation of content always includes:                             <ul style="list-style-type: none"> <li>visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson;</li> <li>examples, illustrations, analogies, and labels for new concepts and ideas;</li> <li>modeling by the teacher to demonstrate his or her performance expectations;</li> <li>concise communication;</li> <li>logical sequencing and segmenting;</li> <li>all essential information;</li> <li>no irrelevant, confusing, or non-essential information.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Presentation of content most of the time includes:                             <ul style="list-style-type: none"> <li>visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson;</li> <li>examples, illustrations, analogies, and labels for new concepts and ideas;</li> <li>modeling by the teacher to demonstrate his or her performance expectations;</li> <li>concise communication;</li> <li>logical sequencing and segmenting;</li> <li>all essential information;</li> <li>no irrelevant, confusing, or non-essential information.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Presentation of content rarely includes:                             <ul style="list-style-type: none"> <li>visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson;</li> <li>examples, illustrations, analogies, and labels for new concepts and ideas;</li> <li>modeling by the teacher to demonstrate his or her performance expectations;</li> <li>concise communication;</li> <li>logical sequencing and segmenting;</li> <li>all essential information;</li> <li>no irrelevant, confusing, or non-essential information.</li> </ul> </li> </ul>
<p><b>Lesson Structure and Pacing</b></p>	<ul style="list-style-type: none"> <li>The lesson starts promptly.</li> <li>The lesson's structure is coherent, with a beginning, middle, end, and time for reflection.</li> <li>Pacing is brisk and provides many opportunities for individual students who progress at different learning rates.</li> <li>Routines for distributing materials are seamless.</li> <li>No instructional time is lost during transitions.</li> </ul>	<ul style="list-style-type: none"> <li>The lesson starts promptly.</li> <li>The lesson's structure is coherent, with a beginning, middle, and end.</li> <li>Pacing is appropriate and sometimes provides opportunities for students who progress at different learning rates.</li> <li>Routines for distributing materials are efficient.</li> <li>Little instructional time is lost during transitions.</li> </ul>	<ul style="list-style-type: none"> <li>The lesson does not start promptly.</li> <li>The lesson has a structure, but may be missing closure or introductory elements.</li> <li>Pacing is appropriate for less than half of the students and rarely provides opportunities for students who progress at different learning rates.</li> <li>Routines for distributing materials are inefficient.</li> <li>Considerable time is lost during transitions.</li> </ul>

INSTRUCTION Continued

Thinking	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
<p>The teacher thoroughly teaches two or more types of thinking:</p> <ul style="list-style-type: none"> <li>analytical thinking, where students analyze, compare and contrast, and evaluate and explain information;</li> <li>practical thinking, where students use, apply, and implement what they learn in real-life scenarios;</li> <li>creative thinking, where students create, design, imagine, and suppose; and</li> <li>research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems.</li> </ul> <p>The teacher provides opportunities where students:</p> <ul style="list-style-type: none"> <li>generate a variety of ideas and alternatives;</li> <li>analyze problems from multiple perspectives and viewpoints; and</li> <li>monitor their thinking to insure that they understand what they are learning, are attending to critical information, and are aware of the learning strategies that they are using and why.</li> </ul>	<p>The teacher thoroughly teaches one type of thinking:</p> <ul style="list-style-type: none"> <li>analytical thinking, where students analyze, compare and contrast, and evaluate and explain information;</li> <li>practical thinking, where students use, apply, and implement what they learn in real-life scenarios;</li> <li>creative thinking, where students create, design, imagine, and suppose; and</li> <li>research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems.</li> </ul> <p>The teacher provides opportunities where students:</p> <ul style="list-style-type: none"> <li>generate a variety of ideas and alternatives; and</li> <li>analyze problems from multiple perspectives and viewpoints.</li> </ul>	<p>The teacher implements no learning experiences that thoroughly teach any type of thinking</p> <p>The teacher provides no opportunities where students:</p> <ul style="list-style-type: none"> <li>generate a variety of ideas and alternatives; or</li> <li>analyze problems from multiple perspectives and viewpoints</li> </ul>	
<p>Problem Solving</p>	<p>The teacher implements activities that teach and reinforce three or more of the following problem-solving types:</p> <ul style="list-style-type: none"> <li>Abstraction</li> <li>Categorization</li> <li>Drawing Conclusions/Justifying Solutions</li> <li>Predicting Outcomes</li> <li>Observing and Experimenting</li> <li>Improving Solutions</li> <li>Identifying Relevant/Irrelevant Information</li> <li>Generating Ideas</li> <li>Creating and Designing</li> </ul>	<p>The teacher implements activities that teach two of the following problem-solving types:</p> <ul style="list-style-type: none"> <li>Abstraction</li> <li>Categorization</li> <li>Drawing Conclusions/Justifying Solution</li> <li>Predicting Outcomes</li> <li>Observing and Experimenting</li> <li>Improving Solutions</li> <li>Identifying Relevant/Irrelevant Information</li> <li>Generating Ideas</li> <li>Creating and Designing</li> </ul>	<p>The teacher implements no activities that teach the following problem-solving types:</p> <ul style="list-style-type: none"> <li>Abstraction</li> <li>Categorization</li> <li>Drawing Conclusions/Justifying Solution</li> <li>Predicting Outcomes</li> <li>Observing and Experimenting</li> <li>Improving Solutions</li> <li>Identifying Relevant/Irrelevant Information</li> <li>Generating Ideas</li> <li>Creating and Designing</li> </ul>

INSTRUCTION Continued

	Significantly Above Expectations (6)	At Expectations (3)	Significantly Below Expectations (1)
Academic Feedback	<ul style="list-style-type: none"> <li>Oral and written feedback is consistently academically focused, frequent, and high quality.</li> <li>Feedback is frequently given during guided practice and homework review.</li> <li>The teacher circulates to prompt student thinking, assess each student's progress, and provide individual feedback.</li> <li>Feedback from students is regularly used to monitor and adjust instruction.</li> <li>Teacher engages students in giving specific and high-quality feedback to one another.</li> </ul>	<ul style="list-style-type: none"> <li>Oral and written feedback is mostly academically focused, frequent, and mostly high quality.</li> <li>Feedback is sometimes given during guided practice and homework review.</li> <li>The teacher circulates during instructional activities to support engagement, and monitor student work.</li> <li>Feedback from students is sometimes used to monitor and adjust instruction.</li> </ul>	<ul style="list-style-type: none"> <li>The quality and timeliness of feedback is inconsistent.</li> <li>Feedback is rarely given during guided practice and homework review.</li> <li>The teacher circulates during instructional activities, but monitors mostly behavior.</li> <li>Feedback from students is rarely used to monitor or adjust instruction.</li> </ul>
Grouping Students	<ul style="list-style-type: none"> <li>The instructional grouping arrangements (either whole class, small groups, pairs, individual, heterogeneous or homogenous ability) consistently maximize student understanding and learning efficiency.</li> <li>All students in groups know their roles, responsibilities, and group work expectations.</li> <li>All students participating in groups are held accountable for group work and individual work.</li> <li>Instructional group composition is varied (e.g., race, gender, ability, and age) to best accomplish the goals of the lesson.</li> <li>Instructional groups facilitate opportunities for students to set goals, reflect on, and evaluate their learning.</li> </ul>	<ul style="list-style-type: none"> <li>The instructional grouping arrangements (either whole class, small groups, pairs, individual, heterogeneous or homogenous ability) adequately enhance student understanding and learning efficiency.</li> <li>Most students in groups know their roles, responsibilities, and group work expectations.</li> <li>Most students participating in groups are held accountable for group work and individual work.</li> <li>Instructional group composition is varied (e.g., race, gender, ability, and age) to most of the time, accomplish the goals of the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>The instructional grouping arrangements (either whole class, small groups, pairs, individual, heterogeneous or homogenous ability) inhibit student understanding and learning efficiency.</li> <li>Few students in groups know their roles, responsibilities, and group work expectations.</li> <li>Few students participating in groups are held accountable for group work and individual work.</li> <li>Instructional group composition remains unchanged irrespective of the learning and instructional goals of a lesson.</li> </ul>
Teacher Content Knowledge	<ul style="list-style-type: none"> <li>Teacher displays extensive content knowledge of all the subjects she or he teaches.</li> <li>Teacher regularly implements a variety of subject-specific instructional strategies to enhance student content knowledge.</li> <li>The teacher regularly highlights key concepts and ideas and uses them as bases to connect other powerful ideas.</li> <li>Limited content is taught in sufficient depth to allow for the development of understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher displays accurate content knowledge of all the subjects he or she teaches.</li> <li>Teacher sometimes implements subject-specific instructional strategies to enhance student content knowledge.</li> <li>The teacher sometimes highlights key concepts and ideas and uses them as bases to connect other powerful ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher displays under-developed content knowledge in several subject areas.</li> <li>Teacher rarely implements subject-specific instructional strategies to enhance student content knowledge.</li> <li>Teacher does not understand key concepts and ideas in the discipline and therefore presents content in an unconnected way.</li> </ul>
Teacher Knowledge of Students	<ul style="list-style-type: none"> <li>Teacher practices display understanding of each student's anticipated learning difficulties.</li> <li>Teacher practices regularly incorporate student interests and cultural heritage.</li> <li>Teacher regularly provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher practices display understanding of some student anticipated learning difficulties.</li> <li>Teacher practices sometimes incorporate student interests and cultural heritage.</li> <li>Teacher sometimes provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher practices demonstrate minimal knowledge of students anticipated learning difficulties.</li> <li>Teacher practices rarely incorporate student interests or cultural heritage.</li> <li>Teacher practices demonstrate little differentiation of instructional methods or content.</li> </ul>

## Level 5 Lesson Plan Example

**Subject:** Literature

**Grade Level:** Eighth

**State Standards/Common Core:**

- 8.1.spi.11. determine an author's purpose for writing or a student's purpose for reading.
- 8.1.spi.12. Identify an implied theme from a selection or related selections

**Common Core**

- RL.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.8.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
- RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

**Measurable Goals:**

**Kid-Friendly version:** I CAN analyze the author's purpose and theme of the song.

I CAN interpret the theme of the song and defend my conclusions.

I CAN evaluate a poem and create a statement regarding the author's purpose and its theme.

**Teacher version:** By the end of this lesson, 75% of students will be able to define author's purpose and theme and explain in writing the steps of finding a theme in a written passage.

**Hook:**

- TTW will ask the class, "Do you have a favorite song to which you can relate because the lyrics are about something that has happened to you? One thing to which we can all relate is the need to be loved. Today, we are going to listen to a song on that very subject, but it isn't your usual love song. While we listen to it, all I want you to think about is why did the writer write this song and what is its theme? Before we do that, let's go over the definition of each."

**Materials:** CD player, Copy of song "Where is the Love?" by Black-Eyed Peas, copy of "Find the Theme" outline, the poem "She Dwelt Among the Untrodden Ways" by William Wordsworth, large, colorful squares of bulletin board paper, PowerPoint to guide instruction, and sticky notes.

**Activities:**

**Modeling:** TTW will cover today's objectives and define theme using Power Point. Then, TTW play the first two lines of the song again. TTW model interpreting the lyrics "What's wrong with the world Momma? People living like they ain't got no Momma" aloud using metacognition. In the metacognition process, the teacher will state and answer aloud the question "What was the song referring to when it said, "like they ain't got no Momma?" "What does Momma stand for?" "Momma stands for love, discipline, kindness, guidance, support." (I do.)

**Guided Practice:** TTW play one minute of the song. TSW takes notes by recording clues to the author's meaning and overall theme of the song. TTW call on volunteers to share answers and asking prompting questions and offer clues to aid students with the interpretation. (We do) TTW play the remainder of the song, and the students will continue to take notes. When the song has finished, the students will share their perspectives and justify their answers. ("You do.)

**Independent practice:**

Using the Power Point guide, TTW demonstrate the steps for determining the author's purpose and theme of the poem.

- Title
- Characters
- Big Moments
- Figurative language
- Vocabulary
- Resolution (if applicable)

The teacher will strategically place students in groups of four or five. Each group will consist of students with varying degrees of reading proficiency. TTW explain and model the roles of each group member. Each person is given a number. TSW work together to accomplish the task of recording evidence within the poem that supports their interpretation of the author's meaning and the theme of the poem. TSW be given 15 minutes to converse, formulate, and develop a theme statement and explain their interpretation of the author's purpose. At the conclusion of the 15 minutes, TTW

- Measurement criteria: 100% of students are expected to complete this activity with 100% accuracy due to group collaboration and teacher guidance as needed.
3. Visual representations either nonlinguistic –picture or linguistic- graphic organizer created by students
    - Measurement criteria: 100% of the students are expected to complete a visual representation to present and explain to the class.
  4. Exit ticket with written response to student choice between two questions.
    - Measurement criteria: 100% of students are expected to complete an exit ticket with 75%

**How Assessment results will drive my future instruction:**

- The teacher will review the exit ticket responses and extended written tasks. Based on results the teacher will decide on which of the following steps need to be taken: reteach, review, spiraling, and additional during flex.
- All visual representations will be collected and displayed around the room.

## Grade 3 - Earth and Space Science

### Grade 3 : Standard 6 - The Universe

#### Conceptual Strand 6

*The cosmos is vast and explored well enough to know its basic structure and operational principles.*

#### Guiding Question 6

*What big ideas guide human understanding about the origin and structure of the universe, Earth's place in the cosmos, and observable motions and patterns in the sky?*

#### Grade Level Expectations

**GLE: 0307.6.1** Identify and compare the major components of the solar system

#### Checks for Understanding

✓ **0307.6.1** Create a model of the solar system depicting the major components and their relative positions and sizes.

✓ **0307.6.2** Use a table to compare and contrast the major solar system components.

#### State Performance Indicators

**SPI 0307.6.1** Identify the major components of the solar system, i.e., sun, planets and moons.

### Grade 3 : Standard 7 – The Earth

#### Conceptual Strand 7

*Major geologic events that occur over eons or brief moments in time continually shape and reshape the surface of the Earth, resulting in*

<i>continuous global change.</i>		
<p><b>Guiding Question 7</b> <i>How is the earth affected by long-term and short term geological cycles and the influence of man?</i></p>		
Grade Level Expectations	Checks for Understanding	State Performance Indicators
<p><b>GLE 0307.7.1</b> Use information and illustrations to identify the earth's major landforms and water bodies.</p> <p><b>GLE 0307.7.2</b> Recognize that rocks can be composed of one or more minerals.</p> <p><b>GLE 0307.7.3</b> Distinguish between natural and man-made objects.</p> <p><b>GLE 0307.7.4</b> Design a simple investigation to demonstrate how earth materials can be conserved or recycled.</p>	<p>✓<b>0307.7.1</b> Use a Venn diagram to compare and contrast two different landforms or bodies of water.</p> <p>✓<b>0307.7.2</b> Analyze the physical characteristics of different kinds of rocks.</p> <p>✓<b>0307.7.3</b> Use a magnifier to observe, describe, and compare materials to determine if they are natural or man-made.</p> <p>✓<b>0307.7.4</b> Design and evaluate a method for reusing or recycling classroom materials.</p> <p>✓<b>0307.7.5</b> Create a web that demonstrates the link between basic human needs and the earth's resources.</p>	<p><b>SPI 0307.7.1</b> Classify landforms and bodies of water according to their geological features and identify them on a map.</p> <p><b>SPI 0307.7.2</b> Describe how rocks can be classified according to their physical characteristics.</p> <p><b>SPI 0307.7.3</b> Identify an object as natural or man-made.</p> <p><b>SPI 0307.7.4</b> Determine methods for conserving natural resources.</p>

<p><b>Grade 3 : Standard 8 - The Atmosphere</b></p>
<p><b>Conceptual Strand 8</b> <i>The earth is surrounded by an active atmosphere and an energy system that controls the distribution life, local weather, climate, and</i></p>

# Level 5 Lesson Plan Example

Subject: Math

Grade Level: Third

State Standards/Common Core:

- GLE 0306.2.7 Add and subtract fractions with like denominators using various models.
- SPI 0306.2.14 Add and subtract fractions with like denominators.

Measurable goals:

**Kid-friendly version:** I CAN add fractions with like denominators.

**Teacher version:** 80% of students will be able to add fractions with like denominators and give a written explanation of the strategy they used.

Hook (Prior Knowledge /Relevance) (15 min.):

TTW state objective using Power Point: I CAN add fractions with like denominators.

- TTW read *The Hershey's Milk Chocolate Fraction Book* aloud to students. TTW pause when necessary to allow students to read the fraction aloud and review concepts already learned: numerator, denominator, comparing fractions, and equivalent fractions.
- TTW say, "I want to share Hershey bars with you today. I don't have enough for everyone to have their own, so each person would get a fraction of a candy bar."
- Teacher will ask two student volunteers to come to the front. She will give one student  $\frac{4}{12}$  of the candy bar. TTW give the other student  $\frac{6}{12}$  of the candy bar.
- Student volunteers will determine what fraction of the candy bar each student has. TTW write the fractions on the board and have student volunteers identify the numerator and denominator.
- TTW will pose questions to review concepts previously learned about fractions:
  - What's another fraction for  $\frac{6}{12}$ ? ( $\frac{1}{2}$ )
  - Who has the bigger fraction of the candy bar? (The student who has  $\frac{6}{12}$  or  $\frac{1}{2}$ )
  - How could I write that as a number comparison using  $<$  or  $>$  signs?
- Then, TTW will pose a question: "What fraction of the candy bar do they have together?" "Today, we are going to learn strategies for figuring that out."

**Materials:** Power Point to guide instruction, *The Hershey's Fraction Book*, Hershey bars to divide among the class, *Adding Fractions Handout*, leveled *Group Work Handouts*

**Activities:**

TTW will restate objective using Power Point: I CAN add fractions with like denominators.

*Think-Pair-Share Exploration* (5 min.): Students will be seated in groups of four at a table. For this activity, they will partner up with the person next to them. Students will be given a letter A or letter B. Each pair will

be given a paper with one problem to add fractions with like denominators. At the bottom will be a shape divided into the appropriate number of equal pieces to match the denominator. The only directions given by the teacher will be to think about how to solve the problem using the graphic, share ideas, and solve the problem using the graphic. TTW explain the process for the activity. Student A will share ideas first while Student B gives feedback. Then, Student B will share ideas or add any information needed while Student A gives feedback. Then, together they will use the graphic to solve the problem. TTW model the procedure to ensure students' understanding. Directions will be displayed on the Power Point for students to refer back to. TSW then have time to think, share, and solve. When time is up, pairs will share strategies aloud. *(A strategy should be generated similar to shading the first fraction, next shading the second fraction, and then determining the combined final fraction answer. TTW guide students if needed.)*

- **Modeling (2 min.):** Once the strategy is devised, TTW model the strategy and show how to obtain the final answer using the graphic. Next, TTW pass out the *Adding Fractions Handout* that contains 10 problems for practice. TTW again model the strategy for the first example and discuss the answer.
- **Guided Practice/Group Work (20 min.):** Students at each table will be given a number from 1 to 4. TSW use the grouping strategy of *Numbered Heads* to complete problems 2 - 5 together. TTW give groups about 5 minutes to complete, making sure to remind them to stop with number 5. Then, TTW allow a student from each table to share answers aloud and share the process they used. Students are chosen by their given number. (Example: "All the threes stand. Tell me your answer for number 2.") As answers are shared aloud, groups will be instructed to quickly check to see if their answers are the same as other groups' answers. Any discrepancies will be discussed aloud.
  - **Discussion Questions:**
    - What happened to the denominator in each answer?
    - Why does the denominator stay the same/not change?
    - Can we devise a shortcut so that we don't have to use our graphic?

*(A shortcut strategy of adding the two numerators and leaving the denominator alone should be established by students. TTW guide students if needed.)*

Once the shortcut of adding the two numerators and leaving the denominator alone is established, teacher will ask students to finish the handout, problems 6 – 10, using the shortcut method. Once all groups have finished, the above procedure will be used again to quickly check answers aloud.

(15 min.) Next, students will be given *Group Work Handouts*. Their papers will be strategically numbered from 1 - 4, so that students of like abilities will be placed together. Students will be asked to find their number groups and work together to complete the activity. Students will be given 10 minutes to work.

- **Group 1 (low)** – 10 problems and 1 word problem, all with accompanying graphics to help solve if needed
- **Group 2 and 3 (middle)** – 5 problems, 3 word problems
- **Group 4 (high)** – 3 problems, 4 complex word problems

TTW walk around and monitor group work, focusing on the low group if needed. When groups are finished, they will return to their seats. If any group finishes early, they will be asked to create an adding fractions word problem of their own that another group could solve.

TTW will restate objective using Power Point: I CAN add fractions with like denominators.

- **Independent Practice (5 – 7 min.):** TTW give each student a note card. She will present two problems for students to solve alone on their note cards. She will then ask them to turn it over on the back. TSW then be asked to explain a strategy for adding fractions with like denominators and what the answer looks like when finished. The problems and written assessment directions will be posted on the Power Point. TTW encourage them to use math vocabulary in their answers.
- **HOT questions/activities:**
  - The exploration part of the lesson – trying to **develop** a strategy to solve the problem using a graphic
  - The questions for figuring out a short-cut method to solving the problem
    - Explain what happened to the denominator in each answer?
    - Why does the denominator stay the same/not change?
    - Can we **devise** a shortcut so that we don't have to use our graphic?
  - Students must **interpret** and **organize** the information in the word problems in order to determine the problem to be solved
  - **Explain** how to add fractions with like decimators and what the answer looks like when finished.
- **Lesson Closure (5 min.):** Go back to the Hook activity. Have student volunteers come back up and hold their candy bar fractions. Discuss what fraction of the candy bar the students had together. Solve the problem and discuss the answer. Share fractions of Hershey bars with everyone.
- **Student Reflection (5 min.):** When would I use the strategy of adding fractions in real-life?
  - **Student real-world connection:** Allow students to share how this relates to their life aloud. (Students might share that mom uses it when cooking or they use it when sharing food with friends or family. If students are having trouble making connections, teacher will lead them to *fe experiences and observations through questioning.*)

**Integrating other disciplines:** This lesson integrates literature through the use of the book *The Hershey's Fraction Book*. Students will practice listening skills and developing a motivation to read. TTW model metacognition and active comprehension strategies during the read-aloud.

**Accommodations of Student Needs:** Instruction is differentiated through grouping of students. Students receive work geared toward their level of understanding, and teacher is able to provide the necessary assistance for lower-ability students. Lower-ability students are given graphics as an aide if needed to solve the problems. Higher-ability students are given HOT word problems. Questioning and exploration are used throughout lesson to provide an atmosphere of HOT. The Power Point is used throughout the lesson as a guide for visual learners.

**Assessment (at least 4, one must be an extended written task):**

1. *Adding Fractions Handout*

- **Measurement criteria:** 100% of students are expected to get 100% correct since it was completed with collaboration and checked a 2nd for accuracy.

2. *Group Work Handouts*

- **Measurement criteria:** 100% of students are expected to get 80% correct or better

3. Independent Note card Problems

- **Measurement criteria:** 80% of students are expected to get both problems correct. Students who do not get both problems correct will be pulled for more one-on-one instruction.

4. Independent Note card with written explanation of a strategy used to add fractions with like denominators

- **Measurement criteria:** 80% of students are expected to explain a reasonable strategy for adding fractions with like denominators. Explanations are saved in students' math portfolio to show progress towards the ability to explain mathematical strategies and thinking using mathematical language.

**How Assessment results will drive my future instruction:** Results from the assessment tools will be used in creating spiral homework review and Power Learning Block groupings and activities. Exemplary student explanations from the note cards will be shared aloud and posted to model for other students the goal of explaining mathematical thinking.

Created by Melinda Fortner, Instructional Coach, Dickson County Schools, August 2011

## Where is the Love? Lesson on Theme (Level 5)

**Julie Potter**

**Subject:** Reading

**Grade Level:** Fifth

### State Standards/Common Core:

- GLE: 0501.8.3 Understand the basic characteristics of the genres studied
- SPI: 0501.8.1 Identify setting, characters, plot, and theme.
- CFU 0501.8.6: Understand the meaning of plot, character, setting, conflict, point of view, and **theme** in narration.
  - The teacher has been **unpacking** the standard listed above. This lesson only focuses on the part of the objective related to **theme**.

### Measurable Goals:

**Kid-Friendly version:** I CAN find the theme in a fictional story.

**Teacher version:** By the end of this lesson, 80% of students will be able to define theme and explain in writing the steps of finding a theme in a written passage or story.

### Hook:

- TTW begin class by playing the song "Where is the Love?" by Black-Eyed Peas. The students are encouraged to bobbing heads and shoulder moving as long as bottoms stay in chairs.
- Writer Response (2 min.): TTW ask students to write clues that help them decide what the song means to them with expo markers on their desks. TTW will ask students to make personal connection they don't mind sharing with the lyrics.
- TTW call on volunteers and non-volunteers to present written responses aloud.

**Materials:** CD player, Copy of song "Where is the love?" by Black-Eyed Peas, Expo Markers/wipes for desk, crayola markers, Copy of "Find the Theme" outline, leveled readers, large, colorful squares of bulletin board paper, PowerPoint to guide instruction, and sticky notes.

### Activities:

**Modeling:** TTW will cover today's objectives and define theme using Power Point. Then, TTW play the first two lines of the song again. TTW model interpreting the lyrics "What's wrong with the world Momma? People living like they ain't got no Momma" aloud using metacognition. In the metacognition process, the teacher will state and answer aloud the question "What was the song referring to when it said, 'like they ain't got no Momma?'" "What does Momma stand for?" "Momma stands for love, discipline, kindness, guidance, support" Using the Power Point guide, TTW show the steps for finding the theme of a story or passage.

- Title of the story
- Characters in the story
- Big Moments that happen in the story
- Resolution how the conflict is solved in the end

**Guided Practice:**

*Numbered Heads:* Students will be seated in groups of four at a table. Each person is given a number. TSW work together to accomplish the task. Students do not know who will be required to report for the group. TTW explain and model the roles with students. TTW give students the task of determining the theme of the overall song. TSW be given 5 minutes to converse, formulate, and write theme. At the conclusion of the five minutes, TTW identify a number. This person in each group will present aloud while TTW write the themes on the board. The class will evaluate all four themes and choose the best.

**Independent practice:**

TTW strategically place students in four groups based on reading ability. This will be accomplished by passing out the leveled readers alphabetically by student names:

Group 1 (Low) – Below-level reader "The Graceful Bull"

Group 2 & 3 (Middle) – On-level reader "Where Do Sideburns Come From?"

Group 4 (High) – Above-level "Short for Estrellita"

- TTW give students the task of finding the theme of the leveled reader using the "Find the Theme" found on paper and the Power Point. TSW have 25 minutes to read the story and determine the theme. While the students are working, the teacher will be asking, "if you didn't have the outline how could you determine the theme?" Each person in each group will be required to write at least two paragraphs explaining the theme and the process the group took to find it.

- Then each group will get a large square piece of bulletin board paper and a pack of markers to create a visual representation of the theme in the story. The visual representation may be either nonlinguistic (a picture) or linguistic (a graphic organizer). 80% of the students should include at least three of the four steps to finding a theme on their visual representation. TSW turn in all work and prepare to complete their exit tickets.

**HOT questions/activities:**

- “What was the song referring to when it said, ‘like they ain’t got no Momma?’”  
“What does Momma stand for?”
- Explain what parts of the lyrics and story did they select to help them determine the overall theme
- Students must interpret the lyrics and make personal connections in order to determine the theme
- Students must comprehend what is read in order to use the guideline to help them determine the theme of the leveled reader.
- “If you didn’t have the outline, how could you determine the theme?”
- Create a visual representation nonlinguistic or linguistic of the theme found in the leveled reader.

**Lesson Closure:**

TTW review today’s objective with the Power Point. TSW be given time to reflect on what theme is and how to identify theme in a story. Then TSW will reflect and provide a written response on the correlation of finding the theme in a song to finding the theme in a story. This will be completed by the students choosing to answer either one of the following on an *exit ticket* sticky note. The sticky notes will be placed on a poster board titled “What I learned in Reading Today” as the students leave the room. The teacher will collect the exit tickets and make notes on the types of responses.

1. Evaluate and provide written response explaining how you think using music to find theme did or did not help you find theme in a story.
2. Compare in a written response either a song or a story to a real life connection of your own.

**Student Reflection:** How can I apply this to real life?

- Student real-world connection: Allow students selected in numbered heads strategy to present the theme the group collaboratively created.

- **Student real-world connection:** Another student from the numbered heads grouping strategy will present the real world example the group collaboratively created. Ex. In the song it says, "Negative images is the main criteria, infecting the young minds faster than bacteria, kids wanna act like what they see in the cinema" we (kids) should not be looking at T.V. for our roles models. We need to look at examples of how to do good things and help others.

**Integrating other disciplines:**

- **Music integration:** Through the song, "Where is the Love?"
- **Writing/Language Arts integration:** through the written responses
- **Art integration:** through the creation of a visual representation.

**Accommodations of Student Needs:** The instruction has been designed to reach a variety of learning styles. The music, class, and groups discussion portions will address the needs of the auditory learners. The PowerPoint and visual representations will address the needs of the visual learners. The movement of standing to present, bobbing heads and shoulder moving to the beat of the song all address the needs of the kinesthetic learners. The leveled readers are designed for the four ability levels and help all students achieve the same goal on their own ability levels. The HOT questions provide the opportunity for all students to think at a higher cognitive level.

**Assessment (at least 4, one must be an extended written task):**

1. Teacher observation of two minute written responses and students presenting personal connections
  - **Measurement criteria:** 100% of the students are expected to complete the activity by having a written response.
2. Group assignment requiring each Individual to complete "Find the theme" outline and extended written explanation ( four paragraphs) of what process the group took to find the theme
  - **Measurement criteria:** 100% of students are expected to complete this activity with 100% accuracy due to group collaboration and teacher guidance as needed.
3. Visual representations either nonlinguistic –picture or linguistic- graphic organizer created by students
  - **Measurement criteria:** 100% of the students are expected to complete a visual representation to present and explain to the class

4. Exit ticket with written response to student choice between two questions

Evaluate and provide written response explaining how you think using music to find theme did or did not help you find theme in a story.

Compare in a written response either a song or a story to a real life connection of your own.

- Measurement criteria: 100% of students are expected to complete an exit ticket with 80% of the students achieving mastery by providing the correct definition and explanation of how to determine the theme of a passage.

**How Assessment results will drive my future instruction:**

- The teacher will review the exit ticket responses and extended written tasks. Based on results the teacher will decide on which of the following steps need to be taken: reteach, review, spiraling homework, and additional practice during power learning block.
- All work collected will be added to each students reading folder to create a portfolio type collection of work to provide evidence of mastery in 5<sup>th</sup> grade Reading.
- All visual representations will be collected and displayed around the room.

## Planning for Service Learning Example: *Elementary, The Environment*

Grade level(s): 3

### Essential Purpose or Question:

How can teaching others about helping the environment enable us to be better students and citizens?

### Content—Learning About:

- Ecology
- Composting
- Waste reduction
- Recycling

### Service Need:

There is too much waste in our community that could be recycled. If the students and community are informed about options for composting, they can choose to participate.

<p><b>Service Idea: Give It to the Worms</b> Promote composting at school and in the community.</p>
<p><b>Investigation of the Need:</b> Weigh the amount of food thrown away at lunch that could be composted. Interview a school custodian.</p>
<p><b>Preparation and Planning:</b> Study ecosystems, hear guest speaker from Integrative Waste Management Board (IWMB), create chart to record waste quantities and reduction, prepare video presentation on waste management.</p>
<p><b>Action:</b> Install compost and worm bins, monitor school food waste, donate compost soil to school garden and nearby senior housing (gardening by elder residents), host parent information night with site tour and composting lesson.</p>
<p><b>Reflection Methods:</b> Keep journals made from recycled paper, weekly meetings to review project success, annual review of progress with IWMB partners.</p>
<p><b>Demonstration to Others:</b> Distribute monthly copies of newsletter "Worm Ways" to school community, participate in Chinese New Year parade as a giant worm while handing out "Give It to the Worms" brochures about worm bins and composting.</p>

### Youth Voice and Choice:

Since the project is ongoing, each year students add a new component based on their ideas (for example, making journals, being worm in parade).

### Curricular Connections:

#### **English/Language Arts:**

Design a campaign to promote use of school composting and reduce waste at school, write video script, write letter to parents describing project, write "Worm Ways" newsletter, plan and write "Give It to the Worms" brochure

#### **Social Studies/History:**

Study environmentalist Rachel Carson

#### **Mathematics:**

Graph waste quantities

#### **Science:**

Study life cycles; review ecosystems, waste reduction, and composting; maintain compost and worm bin

#### **Languages:**

Create Spanish-language signs to place by the compost and worm bins

#### **Art and Music:**

Design poster campaign

#### **Technology:**

Make a how-to-compost video with help from high school students

#### **Other:**

### Skills Being Developed:

- Paragraph construction
- Graphing
- Vocabulary
- Time management
- Following directions
- Sequencing
- Public speaking, including planning a talk
- Patience

### Books and Other Media Used:

*Compost Critters*  
*I Want to Be an Environmentalist*  
*Compost! Growing Gardens from Your Garbage*  
Rachel Carson

### Community Partners:

Integrative Waste Management Board  
Chinese New Year planning committee  
PTSA for participation at back-to-school events  
Nearby senior housing

From *The Complete Guide to Service Learning: Proven, Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum, & Social Action* (Revised & Updated Second Edition) by Cathryn Berger Kaye, M.A., copyright © 2010, Free Spirit Publishing Inc., Minneapolis, MN; 800-735-7323; www.freespirit.com. This page may be reproduced for use within an individual school or district. For all other uses, contact www.freespirit.com/company/permissions.cfm.

## Opportunities for Students to:

- **Experience and explore diversity:**  
Students used the composting as a way to discuss all the different foods people eat and their cultural connections. After learning more about Chinese New Year, they added another level of understanding diversity. In creating their brochure, students considered who their audience would be and wrote to a range of populations in their community.
- **Participate in progress monitoring:**  
Students measured the reduction in garbage waste at school. They also visited each classroom at the beginning of the year to inform students about the compost, and revisited at the beginning of February to see how many students used the compost and how many planned to use it.
- **Learn about careers:**  
Students learned about careers in waste management and city commissions.
- **Strengthen social, emotional, and character traits:**  
Students strengthened their perseverance and patience. Patience was especially challenging at first since the students wanted results; they wanted everyone to use the compost bins and they wanted to see the compost "magic" happen! By charting progress, they became more patient and saw how the activities and success evolved over time.
- **Make global connections:**  
The connection with Chinese New Year added to our sense of celebration occurring in many parts of the world. This was an exciting notion for the students to understand.
- **Develop leadership:**  
Students worked diligently on organizational skills, which are definite traits of leaders. They planned the collection for the compost, formed speaking teams, and tracked details that were essential to progress.

### Duration of the Service Learning Experience (approximate timeframe):

The service began with the commitment of a yearlong effort. With the students' excitement and success, it has grown to an annual experience with ongoing learning opportunities. At the beginning, we spent about a day a week on this, spread out among many subject areas. As the process grew more established, we spent about two to three hours a week doing upkeep and monitoring. Students had roles during lunch and other out-of-class times that they gladly fulfilled.

### Teacher Collaboration:

All teachers willingly incorporated into their lessons the books about composting recommended by our class. They welcomed our students for lessons and announcements.

### Public Awareness or Presentations Planned (including media, alerting public officials, recognition, and celebrations):

A newspaper article reported on the worm at the Chinese New Year parade. Students made annual presentations and gave tours to parents and community members, including residents of a senior living community.

### Tangible Product(s) from the Experience:

"Worm Ways" newsletter, "Give It to the Worms" brochure, how-to-compost video created with high school partners

### Additional Notes:

This activity started on a small scale with one elementary school teacher in Palo Alto, California, and grew to involve many more. This plan shows what evolved over four years.

### Definitions of Service-Learning

James and Pamela Toole (1994) describe service-learning as

“A form of experiential learning where students apply knowledge, skills, critical thinking and wise judgement to address genuine community needs.”

Service-learning is a form of experiential learning where students develop knowledge and critical thinking skills while addressing genuine community needs. Through direct service activities, students gain an understanding of human psychology, life skills, community needs and resources, civic responsibility, career options, and human diversity. Service-learning provides a framework for positive character development. Service-learning offers a proactive and comprehensive approach that promotes development of core values in thinking, feeling and behavior. Service-learning activities develop values of trustworthiness and responsibility to a commitment to the task itself and to those who are involved in it; collaboration and team-building; respect for the quality of work done; punctuality.<sup>1</sup>

Service-learning is a method in which young people learn and develop through active participation in thoughtfully organized service experiences that:

- meet community needs;
- are coordinated in collaboration with the school and/or community;
- are integrated into each young person's academic and social understanding;
- provide structured time for a young person to think, talk, and write about what she/he did and saw during the actual service activity;
- provide young people with opportunities to use newly acquired academic knowledge in real life situations within their own communities;
- enhance what is taught in the school by extending student learning beyond the classroom;
- help foster the development of a sense of caring for others.<sup>2</sup>

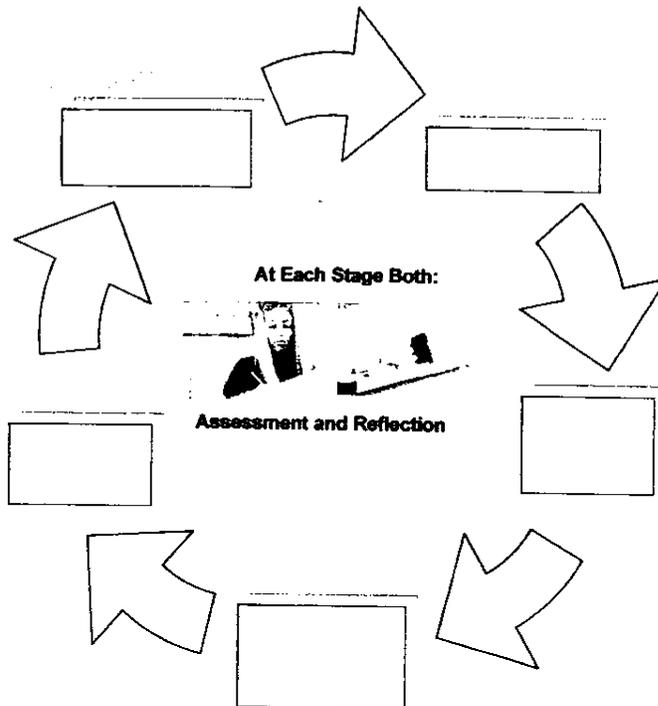
<sup>1</sup> The SCANS Report; The Character Education Partnership, Lickona, Schaps, and Lewis; "Their Best Selves" Council of Chief State School Officers; "Service-learning and Character Education" report from Wingspread, 1996.

<sup>2</sup> Service-Learning 101: A Practitioner's Guide from the Tennessee Commission on National and Community Service.



## K-12 Service-Learning Project Planning Toolkit

### Service-learning: An Overview

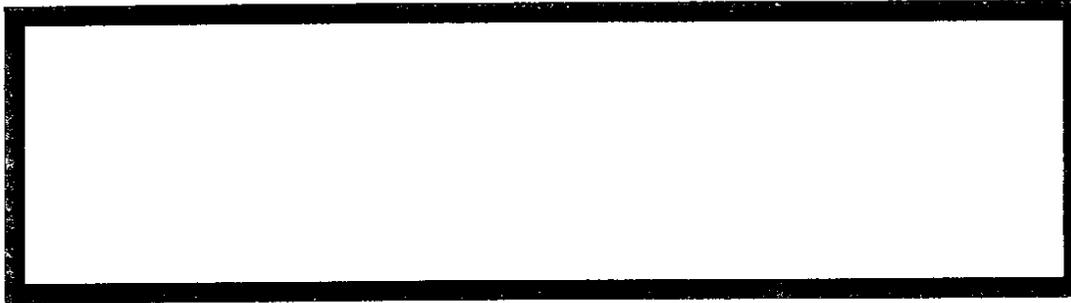


A typical service-learning project includes five components:

1. **Investigation:** Teachers and students investigate the community problems that they might potentially address. Investigation typically involves some sort of research and mapping activity.
2. **Planning and Preparation:** Teachers, students, and community members plan the learning and service activities, and address the administrative issues needed for a successful project.
3. **Action (Implementing the Service Activity):** The “heart” of the project: engaging in the meaningful service experience that will help your students develop important knowledge, skills, and attitudes, and will benefit the community.
4. **Reflection:** Activities that help students understand the service-learning experience and to think about its meaning and connection to them, their society, and what they have learned in school; and
5. **Demonstration/Celebration:** The final experience when students, community participants and others publicly share what they have learned, celebrate the results of the service project, and look ahead to the future.

Created by RMC Research Corporation  
for Learn and Serve America's National Service-Learning Clearinghouse

5



These standards and indicators were vetted through a series of “reactor panels” convened nationwide by the National Youth Leadership Council and RMC Research Corporation. The panels were composed of young people, teachers, school and district administrators, community members, staff from community-based organizations, policy-makers, and others interested in service-learning. The process was much like content-setting standards in other fields. Each panel considered the work of the two before them, revising the standards and indicators to ensure that they included the strongest aspects of quality, and to make the wording clearer, measurable, and actionable. For more information, visit [www.nylc.org/standards](http://www.nylc.org/standards).



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## Meaningful Experiences

### Meaningful Experiences

*Service-learning actively engages participants in meaningful and personally relevant service activities.*

Indicators:

1. Service-learning experiences are appropriate to participant ages and developmental abilities.
2. Service-learning addresses issues that are personally relevant to the participants.
3. Service-learning provides participants with interesting and engaging service activities.
4. Service-learning encourages participants to understand their service experiences in the context of the underlying societal issues being addressed.
5. Service-learning leads to attainable and visible outcomes that are valued by those being served.

### Intentional Instruction

*Service-learning is intentionally used as an instructional strategy to meet learning goals and/or content standards.*

Indicators:

1. Service-learning has clearly articulated learning goals.
2. Service-learning is aligned with the academic and/or programmatic curriculum.
3. Service-learning helps participants learn how to transfer knowledge and skills from one setting to another.
4. Service-learning that takes place in schools is formally recognized in school board policies and student records.

nylc.org/standards



### Reflection

*Service-learning incorporates multiple challenging reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one's relationship to society.*

Indicators:

1. Service-learning reflection includes a variety of verbal, written, artistic, and nonverbal activities to demonstrate understanding and changes in participants' knowledge, skills, and/or attitudes.
2. Service-learning reflection occurs before, during, and after the service experience.
3. Service-learning reflection prompts participants to think deeply about complex community problems and alternative solutions.
4. Service-learning reflection encourages participants to examine their preconceptions and assumptions in order to explore and understand their roles and responsibilities as citizens.
5. Service-learning reflection encourages participants to examine a variety of social and civic issues related to their service-learning experience so that participants understand connections to public policy and civic life.

### Empathy

*Service-learning promotes understanding of diversity and mutual respect among all participants.*

Indicators

1. Service-learning helps participants identify and analyze different points of view to gain understanding of multiple perspectives.
2. Service-learning helps participants develop interpersonal skills in conflict resolution and group decision-making.
3. Service-learning helps participants actively seek to understand and value the diverse backgrounds and perspectives of those offering and receiving service.
4. Service-learning encourages participants to recognize and overcome stereotypes.



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**Indicator 1**  
*Service-learning provides youth with a strong voice in planning, implementing, and evaluating service-learning experiences with guidance from adults.*

Indicators:

1. Service-learning engages youth in generating ideas during the planning, implementation, and evaluation processes.
2. Service-learning involves youth in the decision-making process throughout the service-learning experiences.
3. Service-learning involves youth and adults in creating an environment that supports trust and open expression of ideas.
4. Service-learning promotes acquisition of knowledge and skills to enhance youth leadership and decision-making.
5. Service-learning involves youth in evaluating the quality and effectiveness of the service-learning experience.

**Indicator 2**  
*Service-learning partnerships are collaborative, mutually beneficial, and address community needs.*

Indicators:

1. Service-learning involves a variety of partners, including youth, educators, families, community members, community-based organizations, and/or businesses.
2. Service-learning partnerships are characterized by frequent and regular communication to keep all partners well-informed about activities and progress.
3. Service-learning partners collaborate to establish a shared vision and set common goals to address community needs.
4. Service-learning partners collaboratively develop and implement action plans to meet specified goals.
5. Service-learning partners share knowledge and understanding of school and community assets and needs, and view each other as valued resources.



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### **Progress Monitoring**

*Service-learning engages participants in an ongoing process to assess the quality of implementation and progress toward meeting specified goals, and uses results for improvement and sustainability.*

Indicators:

1. Service-learning participants collect evidence of progress toward meeting specific service goals and learning outcomes from multiple sources throughout the service-learning experience.
2. Service-learning participants collect evidence of the quality of service-learning implementation from multiple sources throughout the service-learning experience.
3. Service-learning participants use evidence to improve service-learning experiences.
4. Service-learning participants communicate evidence of progress toward goals and outcomes with the broader community, including policy-makers and education leaders, to deepen service-learning understanding and ensure that high quality practices are sustained.

### **Depth and Intensity**

*Service-learning has sufficient duration and intensity to address community needs and meet specified outcomes.*

Indicators:

1. Service-learning experiences include the processes of investigating community needs, preparing for service, action, reflection, demonstration of learning and impacts, and celebration.
2. Service-learning is conducted during concentrated blocks of time across a period of several weeks or months.
3. Service-learning experiences provide enough time to address identified community needs and achieve learning outcomes.



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## **Effective Service Learning Syllabus Checklist**

Your Service Learning Project and all that is included with it, needs to be reflected in your syllabus. This not only documents the service learning, but also makes all the requirements clear to the student. Here are some items you should include:

- Service is included as an expressed goal of the class.
- How the service experience will be measured and what will be measured is clearly defined.
- The nature of the service placement or project is defined.
- The roles and responsibilities of students in the placement are specified, including transportation, time commitment, contracts, etc.
- The need(s) for service in the particular placement is/are defined.
- How students will be expected to demonstrate learning is specified.
- Course assignments that link the service to course content are present.
- The reflection process is described
- Expectations for the public dissemination of student work (if applicable) are described.

## Examples of S-L Implementation along a Continuum of Intensity-Levels

### *Example #1: Students ...*

- engage in two Saturday mornings of service as a class
- write a 2 page response paper after each (guided by prompts for connecting experience to course content and for analyzing from personal and civic perspectives)
- draw on their experiences in class discussions

### *Example #2: Students ...*

- engage in 12 hours of service over the course of the semester
- participate in a range of in-class critical reflection activities that integrate experiences with course material
- participate in a class-wide WebCT bulletin board discussion of the service experiences
- write an analytical paper integrating their experiences with course materials
- present a final poster summarizing academic/personal/civic outcomes

### *Example #3: Students ...*

- engage in 20 hours of service over the course of the semester
- participate in a range of in-class critical reflection activities that integrate their experiences with course material
- keep a weekly guided journal for critical reflection over the course of the semester
- participate in a class-wide and site-specific group WebCT bulletin board discussion of their experiences
- write an analytical paper that integrates research into the issues faced by community partner and course materials,
- give a final presentation that demonstrates academic/personal/civic learnings

### *Example #4: Students ...*

- engage in 25 or more hours of high responsibility-level service projects over the course of the semester
- participate in a range of in-class critical reflection activities that integrate their experiences with course material
- keep a weekly guided journal for critical reflection over the course of the semester,
- participate in a class-wide, site-specific, and mixed group WebCT bulletin board discussion of the service experiences
- participate in six 2-hour out-of-class reflection sessions guided by a trained student leader
- write an analytical paper that integrates research into the issues faced by community partner and course materials
- give a final collaborative public presentation that demonstrates academic/personal/civic learnings and that applies those learnings to new situations

### *Example #5: Students ...*

- collaborate with faculty mentors, community members, and other students to design a semester- or summer-long independent study or capstone project or internship, including
  - conducting background research
  - establishing learning objectives
  - developing a curriculum and designing a corresponding strategy for critical reflection
- engage in a semester- or summer long project
- conduct ongoing research related to the project and move through curriculum / readings
- meet regularly with one another and with their faculty and community mentors for project management and evaluation and for critical reflection on their project experiences in light of their learning and service objectives
- produce the product agreed upon with their faculty mentors and community partners
- produce an analytical paper or poster presentation that integrates their research and their curriculum into the issues faced by their community partner
- give a final collaborative public presentation that demonstrates academic/personal/civic learnings and that applies those learnings to new situations

**The Service Learning Course Approval Rubric**

TSU's Advisory Council for Service Learning (ACSL) and Center for Service Learning and Civic Engagement (CSLCE) devised a rubric (see pages 11-12) for guidance in the syllabus approval process. In the rubric, the characteristics of service-learning are addressed and resources are available to develop the syllabus according to approval standards. Please use the rubric as a guide for your syllabus. As a part of the review process, the ACSL and CSLCE will use this rubric for approval and designation of all service-learning courses. Your syllabus should have at least a 1 in all design elements. If you have any questions, concerns, or comments about the rubric or the design elements of a service-learning syllabus, please contact the CSLCE at 615-963-5383 or visit us at 306 Holland Hall on the Main Campus at TSU.

**Service-Learning Syllabus Design Criteria**

To be reviewed by Center for Service Learning and Civic Engagement and the Advisory Council for Service Learning  
*Rate syllabus on each criterion: 0- item is completely absent, 1- design element is present, 2- design element is present and exceptionally written*

Design Element	Criteria	Rating	Comments
1. Introduces students to the pedagogy of service-learning (SL)  Please refer to the website <a href="http://www.tnstate.edu/servicelearning">www.tnstate.edu/servicelearning</a> for a resources and information.	Defines service-learning: Example- "...a teaching and learning approach that integrates community service with academic study to enrich learning, teach civic responsibility, and strengthen communities." ( <i>National Commission on Service Learning</i> ) Explains the value and benefits of service-learning such as personal growth and development, social and civic development, awareness of societal issues, academic learning and intellectual growth. Explains why service-learning is an appropriate pedagogy for the course. Explains how the service experience is designed for application of course content to aid in the learning of knowledge and skills. Explains whether SL is optional or required, # of service hours, frequency of service activities, schedule for service, transportation, etc. Notifies student of background checks or special considerations if applicable. Explains activities students will undertake in the community. Explains the importance of these activities to the community.		
2. Describes how the service activities are related to course content and objectives			
3. Clearly explains the service requirements in the course			
4. Describes students' roles and responsibilities in the SL experience (May attach <i>Expectations and Responsibilities</i> form)			
5. Includes "student learning outcomes" to be achieved through SL.	Links learning outcomes, objectives and goals to the service activities. Expresses outcomes in assessable/measurable ways.		

Design Element	Criteria	Rating	Comments
6. Explains the role of community partners in the course	Identifies the community partners of potential community partners. Explains the involvement of the community partner/s and lists outcomes of the service activity as relates to community partner.		
7. Contains and clearly explains reflection requirements pre-service, during service, and post-service	Describes both written and oral reflection activities.  Explains the role of reflection in generating, deepening, and documenting learning as relates to service-learning.		
8. Describes how student learning will be assessed. (May include sample grading rubric)	Identifies assignments related to service-learning and their contribution to the course grade. Establishes that credit will be given for demonstrations of learning, not for completion of service.		
9. Describes course-appropriate civic learning outcomes	Identifies civic learning outcomes such as knowledge, skills, and/or dispositions related to citizenship, civic responsibility, social justice, public policy, cultural competence, diversity, team building, and leadership. Explains the significance of civic learning as relates to the discipline or profession, the course content, and/or the mission of the university.		
10. Describes CSLCE Student End of Course Evaluation requirements	Describe the process for completing the End of Course Student Survey available online at <a href="http://sls.servicelearning.com/content/">http://sls.servicelearning.com/content/</a> Explains the importance of service-learning assessment to improve the activity, evaluate the course, and celebrate accomplishments.		

Start with the Educational Standards  Connect Community Need  Design a Project

**Key Performance Standards to be addressed**

Standard:

Civic Goals

Knowledge

Skills

Attitudes and Values

Character & Social Skills

Career Skills

**Connect to Community Need**

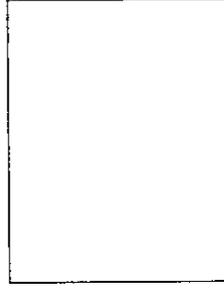
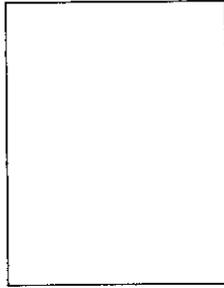
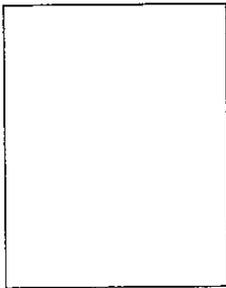
Research Community Needs Associated with Objectives:

Criteria for Selecting a Community Need:

**Design a Service-Learning Project**

Project:

Activities



Start with the Service Project



Connect Service to Standard(s)

Describe the service project:

What are the main goals of this project?



Educational Standards

Educational Standards

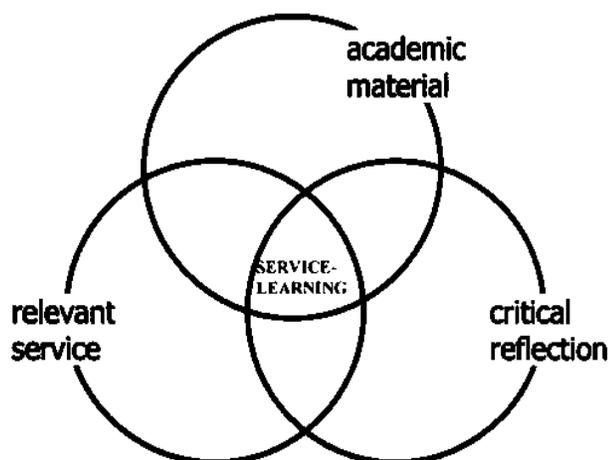
Educational Standards



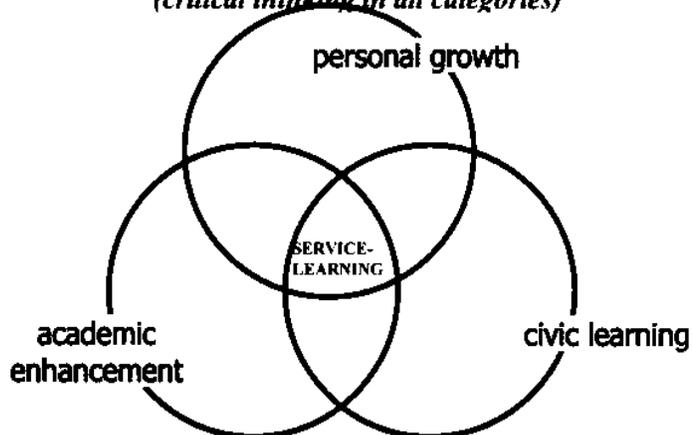
## Conceptualizing Service-Learning as Pedagogy

*Service-learning (S-L) is a collaborative teaching and learning strategy designed to promote academic enhancement, personal growth, and civic learning. Students render meaningful service in community settings that present them with experiences related to academic material. Through guided reflection, students—individually and in groups—examine their experiences critically and articulate specific learning outcomes, thus enhancing the quality of their learning and of their service.*

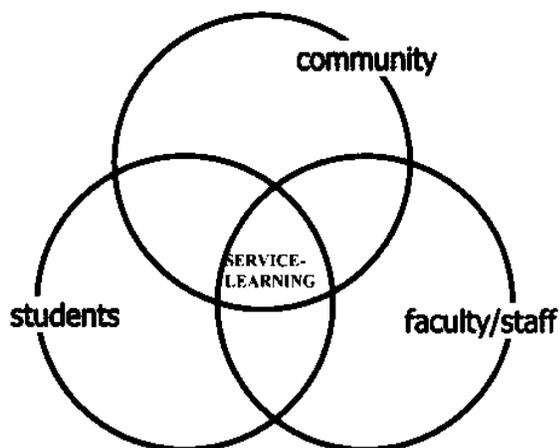
### Components of S-L



### Learning Goal Categories of S-L (critical thinking in all categories)



### Partners in S-L



Participants in the Meaningful Service Session Brainstormed what they learned from the session, and from each other, as part of the reflection activities. This document tallies the participant's responses.

Service Learning relevance to student:

"By passing on the need and importance they can see how they can make a direct impact on others lives."

"We all love it."

"Continue the project."

"Passion for service and raising awareness."

"By teaching others to use their passions and interests for the good of all."

"Taking ownership."

"Motivation."

"Participation."

"Relevance."

"Expanding SL helps students understand the value of academic standards as they are learning."

"Expanding SL will eventually touch their life or lives of people they know."

"Builds relationships among agencies, individuals."

"It's their future."

"Self-worth."

"Win-win."

"Best predictor of the future is...our history-we are destined to repeat "errors" unless we are made aware-share stories-create positive change."

"Each person needs to feel as though they are passing on their personal passions by initiating them within a new group."

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Meaningful as related to the curriculum:

"Through creating conversations among communication of practice."

"Composition/English-writing reports about the importance of SL/researching the issue."

"PR majors create a SL campaign for 1) student involvement, 2) community partner involvement."

"Skills and interest assessment."

"Technology."

"Art department-develop handouts for community on needs."

"Non-profit resources referrals."

"Social work developing partnership and raising awareness on connecting with community."

"Non-profits-provide avenues and target populations to outreach."

"History."

Political Science."

"Urban studies."

"Each area can address a specific need served by their area."

"Sociology research."

"Education field educate academic community about service-learning."

"Marketing and professional progress."

"Business department can help develop a game plan."

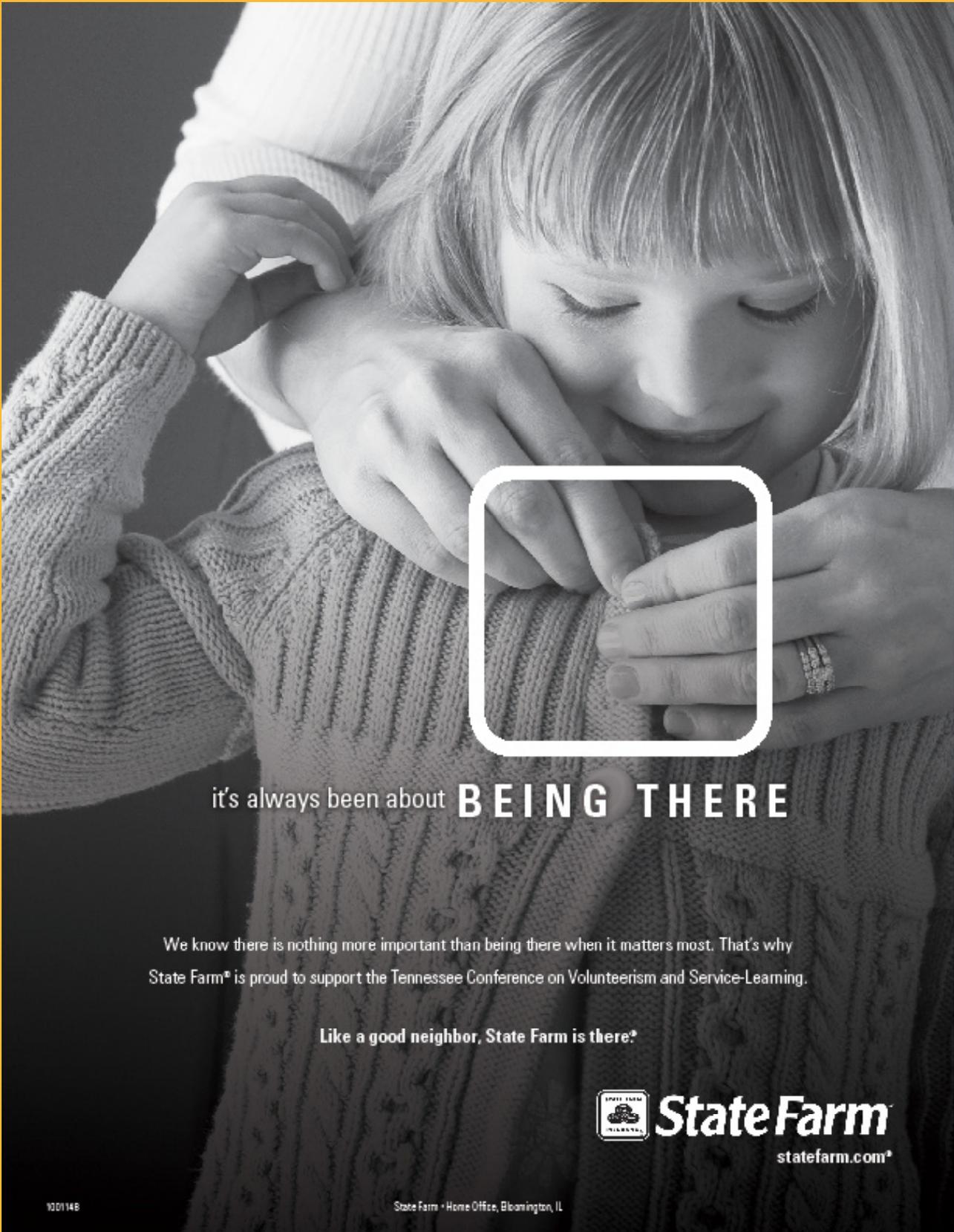
"Broaden the scope of service-learning projects available to the next generation."

"Psychology students can learn to put others needs ahead of their own and how to empathize well."

"Psychology students are paired up with elderly and learn life lessons/examples from them."

"Religion."

"Missions."



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