

LAUSD Service-Learning Guidebook¹

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¹ This first edition of this LAUSD Service-Learning Guidebook was created in autumn 2004 by the LAUSD Service-Learning Advisory Committee with the helpful input of various service-learning partners in the District, community, and state. It represents contributions from individuals and organizations working in partnership over several years to achieve LAUSD's service-learning mission.

LAUSD Service-Learning Partnership

Definition of Service-Learning

Service-Learning is a teaching and learning strategy in which students learn and develop through active participation in high quality service that:

- Meets the needs of a community
- Integrates into and enhances the rigorous academic curriculum
- Is aligned with the state standards
- Fosters civic responsibility
- Provides structured time for student reflection¹

Mission

In order to promote academic excellence, personal and social development, civic responsibility, and community welfare, LAUSD Service-Learning Partnership will connect teachers and students to the resources they need to provide students with at least one high quality service-learning experience prior to high school graduation.

Vision

Each student will have at least one high quality service-learning experience at each grade span prior to high school graduation.

*Never doubt that a small group of thoughtful, committed citizens can change the world.
Indeed, it's the only thing that ever has.*

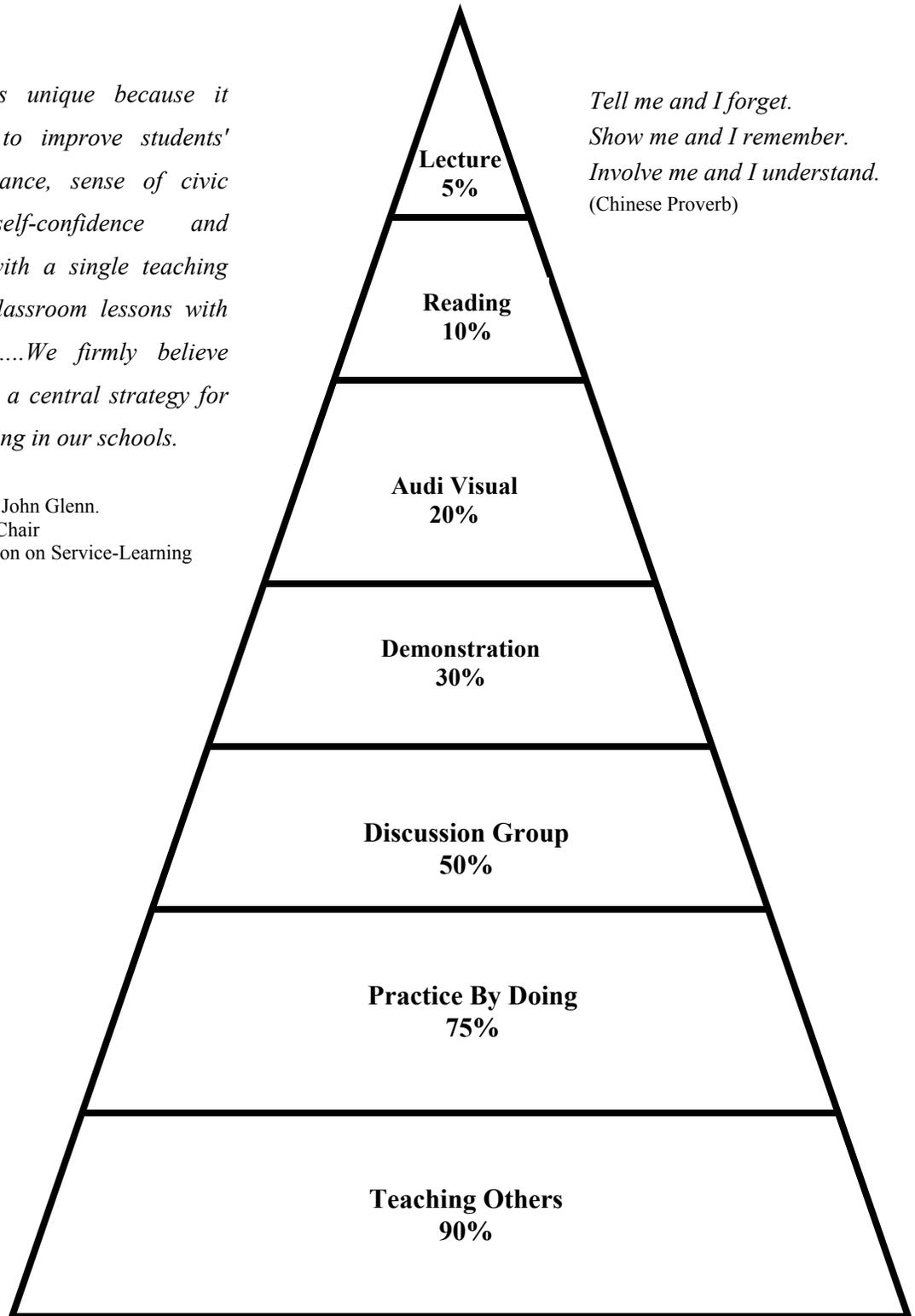
(Margaret Mead)

¹ LAUSD Bulletin BUL-307, Graduation Requirements Grades 9-12. July 28, 2003.

Service-Learning is a teaching and learning strategy that enhances academic learning and civic responsibility by integrating the K-12 curriculum with service to the community.

Service-learning is unique because it enables teachers to improve students' academic performance, sense of civic responsibility, self-confidence and workplace skills with a single teaching method. It links classroom lessons with real-life learning.....We firmly believe that it can become a central strategy for teaching and learning in our schools.

Senator John Glenn.
Chair
National Commission on Service-Learning



*Tell me and I forget.
Show me and I remember.
Involve me and I understand.*
(Chinese Proverb)

The Difference Between Service-Learning & Community Service

Service-learning adds academic content learning to community service!

<u>Community Service</u>	<u>Service-Learning</u>
Meets Real Community Need & Links School to Community. Instills Student Sense of Civic Responsibility	Meets Real Community Need & Links School to Community. Instills Student Sense of Civic Responsibility Instructional Teaching/Learning Method Integrates Community Service and Academic Content & Standards Provides a Structured Time for Reflection Ideally, Students Work with the Community to Identify a Need and Develop an Action Plan
<u>Community Service Example</u> Students remove trash from a streambed, providing a service to the community.	<u>Service-Learning Example</u> <i>Students in a science class identify trash in their community streambed as a problem, decide to remove the trash, analyze what they found and how pollution impacts the environment, share results and recommendations for the community to reduce pollution, and then reflect on their experience.</i>

Service-Learning is NOT:

Measured in hours.

A subject or limited to any one subjects area or any one grade.

Unrelated to existing academic curriculum.

Perceived as a punishment by students.

Compensatory service assigned by the courts or school administrators.

An episodic volunteer program.

Logging a set number of community service hours in order to graduate.

One-sided: benefiting only students or only the community.

Key Elements of High-Quality Service-Learning

(Adapted from Jill Addison-Jacobson and Don Hill, *Building Support for Service-Learning* (1996) and the LAUSD Reference Guide NoREF-152. June 23, 2003.)

✓ Core Academic Learning

The service enhances the knowledge, value, or skill goals of the class or school. The service-learning experience is an effective instructional strategy that is designed to help students meet state content standards identified for the course.

*I hear and I forget.
I see and I remember.
I do and I understand.
(Confucius)*

✓ Meaningful Service

The Service-Learning experience helps to increase students' sense of civic responsibility, meets a real need in the community (as defined by the community), is appropriate to the student's age or development, is well organized, and results in a valued outcome.

✓ Student Voice

Students help to plan, implement, and evaluate the service-learning project. This helps to ensure student buy-in, ownership, and empowerment.

✓ Collaboration

Students understand the relationship between the school and the community and the value of school-community partnerships. All stakeholders (including administrators, social service agencies, business, community members, parents, students, and teachers) are involved in planning, implementing, and evaluating the service-learning project.

It's a handshake, not a handout.

✓ Reflection

Reflection takes place before as preparation, during as a way to troubleshoot, and after to process service activities. It allows students to understand and reflect on the significance of their service-learning experience and how applying skills and knowledge affects their community, themselves as individuals, and their own learning.

*Students learn best when learning
is used...
is completed cooperatively...
and when it's for a meaningful purpose.*

Endorsement of Service-Learning

Service-learning is not new,¹ but it is receiving increasing recognition and support at the national, state, and local level....

National Service-Learning

In 1990, the United States government passed into law the *National Community Service Act*, which officially endorsed and provided funds to support service-learning. In 1993, the law was reauthorized as the National and Community Service Trust Act, and the Corporation for National and Community Service (CNCS) was established. **Learn and Serve America**, the K-16 arm of the CNCS, is a federal grants program that promotes service-learning as an instructional strategy in schools and communities throughout the country.²

According to a 1999 survey conducted by the U.S. Department of Education, 64% of all public schools and 83% of all public high schools organize some form of community service for their students. Nearly a third of all schools and half of public high schools provide service-learning programs, where the service that is being provided is linked with the school curriculum (National Center for Education Statistics, 1999).

CA State Service-Learning

The California Department of Education (CDE) promotes service-learning throughout the state through its **CalServe Initiative**. Calserve involves over 120,000 students and 15,000 community volunteers in urban, rural, and suburban communities throughout the state. It is CDE's vision that by the year 2004, 50% of all districts will include service-learning as part of their regular instructional practice, engaging students in at least one service-learning experience at each grade span (K-5, 6-8, and 9-12).³

LAUSD Service-Learning

LAUSD endorses and supports service-learning as an effective educational strategy:

- **In March 1999, the LAUSD Board approved a change in graduation requirements to include service-learning.**
- **In September 2002 the service-learning graduation requirement was mandated for the class 2007 and beyond.**⁴

¹ Click the "History of Service-Learning" link at the Los Angeles County Office of Education's "Service-Learning-LA" website for a historical overview: www.lacoe.edu/servicelearningla. Browse through some other SL resources while you're there.

² The Learn and Serve America website is called the National Service-Learning Clearinghouse (NSLC) and has a wealth of information on and resources for service-learning from which the above information was obtained: www.servicelearning.org

³ More information about CalServe, service-learning, and state programs and partners can be found at CDE's CalServe website: www.cde.ca.gov/ci/cr/sl

⁴ LAUSD Bulletin No. M-56. March, 1999; LAUSD Bulletin No. M-56, Rev. June 23, 2003.

Examples of Service-Learning

Service-learning is an educational strategy that can work for *all* students in *all* subject areas, at *all* grade levels, and the possibilities are countless....

Elementary School SL Examples

- **Kindergarten** students collect home contributions, **sort and count** the items, and donate them to the local partner PATH (People Assisting the Homeless).
- **1st grade** students **collect, sort, graph**, and donate socks for Operation School Bell for distribution to children in need in greater Los Angeles.
- **2nd grade** students combined a **science** lesson (growing marigolds) with **art** (decorating pots) to produce unique gifts for senior citizens, which they presented at presented individually to the residents of a nearby retirement home.
- **3rd grade** students combine **math** and **language arts**; as they study symmetry and read about veterans, they made valentine cards and presented them at local veteran's hospital.
- **4th grade** students combine **science, art, and language arts** as they examine the local watershed and discuss water conservation strategies to protect the local water supply with community partner, Generation Earth. They then prepare informational posters for their school about water conservation.
- **5th grade** students combine **physical education** and **life science** to learn about the circulatory system and prepare posters about healthy diet and exercise for their school while raising funds for the American Heart Association through *Jump Rope for Heart*.
- **6th grade science** students studying marine biology visit a beach with a local community partner, Heal the Bay, to collect, measure, and compare biological debris versus pollution, later graphing and mapping their findings to understand

Middle School SL Examples

- **7th grade mathematics** students participate in thorough training session to act as tutors for fourth grade students to help them learn multiplication.
- **8th grade English** students "buddy" with elementary students for who English is a second language, assisting them with their homework and school assignments.
- An **8th grade science** class designs, creates, and maintains a community garden in a deserted lot in the back of the school, providing a focal point for geology, ecology, and agriculture lessons at the school, and regular produce that is donated to community shelters.
- As part of a **9th grade health class**, students established a STAND group (Students Taking A New Direction) to help fellow students get current and accurate information on drug and alcohol issues.
- **9th grade history** students make presentations on important historical events coinciding with national holidays to peers and/or younger students through reenactments, plays, and stories.

High School SL Examples

- A **Spanish** class translates brochures and fliers distributed by local social service groups, making valuable information more assessable to the local immigrant population while improving their language skills in an applied, practical way.
- While studying the immigrant experience in the United States, **history** students develop a project identifying community resources for immigrants in their community, creating information brochures for the public.
- Students in **wood shop** make wooden toys and donate them to a local establishment for disadvantaged and ill children.
- A **government** class researched and designed a place mat that contained voting information and a brief sketch of the local candidates. They contacted local restaurants where the mats were used in place of the "usual" mats during the election time.
- A **health class** research emergency preparedness and devise a list of contents for a proper first aid kit. They then collect items for the kits in a "scavenger hunt" type of process. Completed kits are then donated to the local chapter of the American Red Cross.
- **History** students created a local newspaper from a specific time period of history and presented it in an elementary class, a middle school class and left it in the public library for the community to see.
- **Social studies** students researched the agricultural and restaurant surpluses in the local community and acted as the liaison for having the surpluses sent to homeless shelters.
- **Biology** students performed water testing experiments on the local river which were shared with the local community and the local watershed authority.
- While studying anti-discrimination laws resulting from the Civil Rights Movement of the 1960s, **history** students prepare a pamphlet about current federal and state anti-discrimination laws. The history students work with **performance art** students to organize a middle school assembly with skits on diversity and tolerance, during which they hand out the pamphlet.
- **Computer science** students collect donated (retired) computers from student households and the surrounding community, which they then troubleshoot and repair. The computers are then donated to local retirement homes, at which the students give ongoing tutorials to assist the elderly in the use of the computers, the internet, and computer programs
- While studying urbanization in the United States in the 1900s, **history** students examine problems existing in urban LA today and write a letter about one to a local official, suggesting a solution.
- Students combine **science** and **math** skills to research recycling at their school. They compared the costs of recycling bins and pick-up versus the income generated at a recycling center. They also examined the cost of not recycling and the impact it would have on the local community. Students then worked with the **student government council** to designed and proposed a school recycling program which they presented to administrators and the school Board.
- **Journalism** students researched the needs of the community's non-profit organizations and prepared and distributed publicity announcements for them.
- Senior and junior **English** students tutored and acted as guides in basic remedial writing and English composition in the school library.

Multiple Benefits of Service-Learning

Service-learning is not a panacea that is going to improve everything and always in education. Yet there is a growing body of research supporting the multiple benefits of service-learning.*

Student Education

- ✓ **Improved Attendance & Engagement:** attendance, interest, and motivation often improve as students address real world issues, make key decisions, and interact with others.
- ✓ **Improved Academic Achievement:** when tied to CA content standards, the experiential approach of service-learning often makes learning more meaningful and students retain knowledge better.
- ✓ **Improved Critical & Analytical Thinking:** service-learning can help students improve their ability to analyze complex tasks, draw inferences from data, solve new problems and make decisions.
- ✓ **Increased Exposure to New Vocations:** Through service-learning, students may come into contact with careers that would otherwise remain hidden to them: i.e. social workers, scientists, park rangers, government workers, health workers, and others who work in community agencies. By assisting such community members and seeing how schoolwork relates to what they do, students can acquire higher or more varied career or job aspirations, along with a more realistic understanding of what is necessary to attain them.

Student Personal Growth & Development

- ✓ **Improved Character Development:** service-learning promotes responsibility, trustworthiness, and respect and caring for others. Students learn not to let each other down or to disappoint those being served.
- ✓ **Improved Self Esteem:** For many students, service-learning provides a venue in which they can be more successful than more traditional classroom setting. Service-learning improves a student's self worth as the student takes pride in his/her accomplishments and contributions to the community.
- ✓ **Improved Teamwork & Communication:** as students voice their opinions and work with others in their community, they can learn to better articulate themselves and cooperate with others.
- ✓ **Improved Empowerment & Belonging:** Service-learning can give students a sense of belonging to and responsibility for their communities. Young people often come to believe that they can make a difference in their schools, communities, and society.
- ✓ **Improved Civic Responsibility:** service-learning can instill in students a sense of stewardship for their community as they take more notice of its problems and participate in the solutions.

- ✓ **Improved Tolerance & Understanding:** as students work with and help others, they are often introduced to people who are different from themselves. Such interactions often break down barriers and encourage acceptance of cultural diversity.

Teacher – School – Community

- ✓ **Meets Multiple Educational Accountability Goals:** service-learning is a powerful instructional strategy that can help address traditional school accountability goals (i.e. literacy, math, science and technology), as well as other program goals, such as Title I, Expulsion, Gifted and Talented, Character Education, Modified Consent Decree, Small Learning Communities, and Single Plan.
- ✓ **Promotes Differentiation:** service-learning addresses students' learning modalities & multiple intelligences through Place-based Learning Experiences (PBL) that use the Environment as the Integrating Context (EIC). Such a tool is a valuable asset in a teacher's toolbox.
- ✓ **Improved Teacher-Student Rapport:** service-learning activities can allow teachers to interact with students as mentors, guides, and teammates, providing opportunity for genuine connections.
- ✓ **Reinvigorated Teacher Attitude:** service-learning can inspire teachers with its non-traditional possibilities, stimulating dialogue and sharing of pedagogy.
- ✓ **Less Risky Behavior:** the experiential teaching methods of service-learning are often well suited for at risk students, who often become more focused on their school work and are less easily distracted to engage in risky behaviors that obstruct their studies and others in the class.
- ✓ **Positive Learning Environments:** the civic nature of service-learning often engenders a more supportive and cooperative learning environment, where students are more responsible, trustworthy, respecting, and tolerant of others.
- ✓ **Improved Community – School Relations:** service-learning can foster a mutually supportive relationship between the school and the community. Public support for schools can grow as a result of student involvement in community activities. Just as students' attitudes toward the community can improve, community members likewise become more appreciative and attune to the community.

*Sources of Support for these Findings

- In 2000, the W.K. Kellogg Foundation appointed a National Commission on Service-Learning, which spent a year studying the state of service-learning in the Nation's schools, publishing its findings supporting the benefits of service-learning in the report, *Learning In Deed: The Power of Service-Learning for American Schools*. The related website, www.learningindeed.org, maintains an updated archive and summary of service-learning research. More details about the Commission's report can be obtained at www.learningindeed.org/slcommission.
- The National Service-Learning Clearinghouse publishes a *Fact Sheet* that summarizes the evidence base for service-learning in education: www.servicelearning.org/library/fact_sheets/evidence.html
- *At a Glance*, also available at the National Service-Learning Clearinghouse website, summarizes findings on service-learning research in education and includes an annotated bibliography of service-learning literature.
- The Learn and Serve website also contains bibliographies and links to research supportive of service-learning: www.learnandserve.org/research

Implementing Service-Learning in the Classroom

Consult Others for Advice & Guidance

- **The SL Site Coordinator** at most schools is a valuable resource to a variety of materials and people, including the LAUSD SL Templates discussed below. If your school does not yet have a SL Site Coordinator you can contact your SL District Lead and/or Regional Leads listed in the updated insert accompanying this guidebook.
- **Experienced teachers** can often save you a lot of time by telling you what does and doesn't work. If your school site has a SL Site Coordinator, they will be able to provide you with current names of teachers, or you can contact your SL District Lead and/or Regional Lead listed in the updated insert accompanying this guidebook.
- **Community partners** can often provide you with field-tested SL projects that have clear steps and activities to enliven the experience for the students while reducing the lesson planning for the teachers. Check out some of the SL partner organizations listed in the Service-Learning Resources section of this guidebook, and check in with your SL Site Coordinator, or SL District and Regional Leads.

Try a LAUSD Service-Learning Template

There are a variety of "ready to use" Service-Learning Certification Forms available from LAUSD. These SL templates are already aligned with academic content standards for different grades, and the templates provide additional information to help implement the SL activity. While the majority of SL Templates are for 11th grade history, the template archive is growing in other subject areas and grades. Consult with your SL Site Coordinator to view these templates. They will be available soon on the LAUSD SL Website.

Design Your Own Service-Learning Project

There are a variety of ways to design your own SL project depending on what your objectives are. The following steps are suggested once an instructional standard has been identified.

Step 1: Work with Students to Identify the Need-Problem

1. Brainstorm needs/problems in your school, local community, state, nation or the world.
2. Conduct a survey or do research to better understand the need/problem.

Step 2: Guide Students to Create a Project to Address the Problem

1. Brainstorm possible project ideas to address the need/ problem.
2. For each possible project ask students to consider:
 - Purpose of Project – "Why are we doing this ?"
 - Outcome – "What do we want to accomplish"

- Participants - "Who should participate -i.e. community partners?"
 - Recipients - "Who will receive the service?"
 - Resources - "What people, materials, or funds are necessary?"
 - Time - "How many hours/days will be needed to complete the project?"
 - Feasibility - "Is it possible to do this project"
3. Teacher ensures that the project adheres to the academic content learning.

Step 3: Research- Network

1. Students determine what they know, what they don't know, and what they need to know to successfully complete the project.
2. Students and teacher determine how they can access information: i.e. reading, guest speakers, interviews, the internet.
3. What community partners have worked on a similar issue and/or can be a partner on this project?

Step 4: Develop an Action Plan

1. Produce a timeline for the project. Outline each step needed to complete the project.
2. Anticipate problems/difficulties, and maybe even discuss a "Plan B".
3. Assign duties, tasks, and roles. Emphasis should be on equal sharing of responsibility, but let the students spearhead this. Committees or small groups may also be assigned.
4. Communicate with the principal before, during, and after the project.

Step 5: Execute Action Plan

1. Ongoing assessment, evaluation, and redesign of the project as required.
2. Time logs and journal reflections on the personal and group process may be useful to the teacher and students to process the experience, identify learning, and to track performance for grading.
3. Ongoing documentation and collection of material/evidence is useful for reflection, evaluation, celebration, and publicity.

Step 6: Evaluate - Reflect - Celebrate

1. Students examine what worked, what didn't work, and how the project might have been better.
2. What did you learn about yourself, others, your course material, and community service?
3. Publish articles and evidence in school and local newspapers. Post accomplishments on the internet, or send an announcement home to parents.
4. Celebrate!

Los Angeles Unified School District
Division of Special Education
Inclusive Service Learning¹

Definition: The Inclusive Service Learning model focuses on integrated student teams. This means that general education and special education students are working and learning together on civic minded service- learning projects.

Inclusive Service Learning Goals:

- Maximize student participation and interaction
- Promote self-advocacy skills
- Build on learner's self esteem
- Benefit ALL students: opportunities to share service learning experiences with the rich diversity of people naturally found in our school, work and community environments

Integrated Service Learning Teams Will Include:

- Students with disabilities:
 - served through Resource Program
 - served through Special Day Program
 - served in Inclusion
 - working on an alternate curriculum
- General education students

Integrated Service Learning Team Example:

- Pairing a same period Special Day Program history class with a general education history class (possibly meet 1 period/week)
- Develop inclusive student teams within these paired classes

Supports: The Service-Learning Site Coordinator (Lead) at each school may contact the following school site personnel for support:

- School site administrator overseeing Special Education
- Special Education department chair
- Special Day Program teacher teams
- Learning Center Teams
- Inclusion Facilitators/ DOTS teachers

Type of Support:

- Academic instruction/ curricular modifications
- Collaborative teaming and/or co-planning
- Accessibility for students with physical disabilities

For additional information, please see the Service –Learning Guidebook 2004-2005 “Suggested Supports for Diverse Learners” information sheet.

¹ Prepared by the LAUSD District Office of Transition Services 04/2005

Suggested Supports for Diverse Learners¹

The following is a list of possible accommodations and/or modifications teachers may use to include and support diverse learners in service-learning project.

Social Interaction Strategies

- Organize peer buddies
- Create cooperative service-learning groups
- Use multiple/rotating peer groups for service-learning projects

Self-Management/Follow-Through Strategies

- Use visual daily schedules
- Develop a calendar of tasks and assignments
- Check often for understanding/review
- Have student repeat directions
- Teach study and organization skills
- Use study sheets to organize material
- Review and practice in real situations

Presentation of Subject Matter

- Teach to variety of learning styles and learning modalities
- Teacher provide notes and /or tape lectures
- Teacher present/model demonstrations
- Emphasize/re-teach critical information
- Pre-teach vocabulary
- Use SDAIE strategies and scaffold towards academic grade level

Pacing of Instruction:

- Extend time requirements
- Vary activities and allow breaks
- Omit assignments requiring copying in a timed fashion

Materials Adoption:

- Consider arrangement of materials on page
- Use highlighted study guides
- Use supplementary materials
- Provide home set of texts/materials for pre-view/review

Modification of Assignments:

- Give directions in small distinct steps
- Use written back up for oral directions
- Adapt worksheets and shorten assignments
- Give extra cues and prompts and use pictorial directions
- Allow Student alternative modes to complete assignments (i.e. video tape).

¹ Adapted from materials developed by the LAUSD District Office of Transition Services partnership with KECK School of Medicine at University of Southern California and LAUSD District 2.

SERVICE-LEARNING FREQUENTLY ASKED QUESTIONS

The following questions are those which Teachers may have themselves or may need to answer from others.

Why is service-learning being promoted by the LAUSD ?

Service-learning is a powerful instructional strategy that helps to create a sense of civic responsibility while deepening the student's understanding of academic content.

How does service-learning connect with other LAUSD initiatives?

Service-learning serves as an integrating context for small learning communities, fosters a positive climate of achievement for special needs students, and incorporates key elements of the *Principles of Learning*: rigorous content, clear expectations and accountable talk. Direct correlation to content standards, pre- and post-testing and evaluation through rubrics, and a strong student voice through collaborative projects and reflection make SL a powerful teaching strategy.

Is service-learning applicable in all disciplines or is it "discipline specific"?

Service-Learning can be applied to ALL disciplines and has been applied across the curriculum. What is essential is recognition of the particular objectives of a course and the degree to which these objectives might be met and/or enhanced through SL.

Is service-learning a LAUSD graduation requirement?

In March 1999, the Los Angeles Unified School Board approved a change in graduation requirements to include SL. Students will complete a SL experience integrated into the curriculum of an academic course in grades 9 through 12 in order to graduate from high school. In line with state and federal initiatives, the district supports a SL opportunity at each grade span (K-5, 6-8, 9-12), but requires a SL experience in grades 9 through 12.

A teacher needs to plan instruction that addresses the state content standards! Does service-learning change the course objectives?

No. Service-learning is an instructional strategy embedded in classroom instruction to achieve the existing course objectives and to help students meet content standards. Just as group work, lecture, labs, and projects are all methods *used* to achieve course objectives, so too is SL. SL enhances the content standards because it engages students, helps students meet content standards, and may be structured to enhance literacy and skill objectives as well.

How many hours are required in a service-learning project?

There is no specified number of hours required for the service experience. The entire service experience incorporates classroom instruction time, homework, reflection and preparation time and the time required to complete the service experience itself.

Where is LAUSD recommending a service-learning experience be provided to students?

LAUSD recommends that the SL requirement is initially met in United States History 20th Century AB and AP U.S. History AB course. However, flexibility exists for schools to decide what grade level and in what subject class students receive their service experience.

Can a teacher design his/her own service-learning activity to meet the high school graduation requirement?

Any teacher who desires to incorporate a SL experience into his/her course at any grade level 9 through 12 may complete the *Service-Learning Certification Form* and have the principal or the principal's designee verify and authorize the service experience for graduation credit.

Are there pre-approved service-learning experiences available that meet LAUSD criteria?

Yes, each school has been provided a notebook of pre-approved SL experiences using the *Service-Learning Certification Form*. These projects meet all the SL criteria and are ready for principal approval. They are already aligned with the academic content standards for different grades, and the templates provide additional information to help implement the SL activity.

What reasonable accommodations can a teacher make to ensure an inclusive environment for my special needs students?

Consult the "Suggested Supports for Diverse Learners" section in the LAUSD Service-Learning Guidebook, or the more extensive *Service-Learning Handbook for Diverse Learners*, developed by the Peer Partnership Project, USC University Affiliated Program in collaboration with Local Districts A, B, and C Service-Learning Programs, the Division of Special Education, the District Office of Transition Services and the CSUN Department of Special Education.

Does service-learning occur on campus or off?

Service-learning is an instructional methodology that may occur in a variety of contexts. Many successful projects occur on the school campus. Recycling campaigns, cross-age tutoring, campus beautification, community gardens, informational programs are examples of the excellent SL programs that can occur on site. Powerful learning may also occur in the community. This type of project requires more planning and may incur additional costs, but often community partners will cover related offsite costs. In addition to the classroom, powerful SL opportunities exist in after-school programs, during inter-session, and as an integrating context between schools or between courses within a school.

What are the safety/liability concerns when serving off campus?

Although risk factors are low, it's a good idea to plan ahead in case of an emergency. Teachers must send home the standard district permission slip / release of liability which describes important project information and requests emergency contacts. Projects should be pre-approved by the site administrator. Precautions must be taken and training provided to ensure the safe use of equipment

How can schools collaborate with community organizations and individuals in service-learning?

Teachers, students and the administration should work together to identify potential community partners. The criteria for an acceptable SL partner would be similar to that used for on-campus speakers. Community partnerships are a critical element in successful SL activities. Community-based organizations can lend expertise in specific issue areas. They can also provide sites for students to engage in service activities; e.g. hospitals, daycare centers, nursing homes, parks and recreation facilities. Businesses can provide financial and in-kind support to programs. SL helps to break down the separation between schools and communities, and youth and communities.

Who approves service-learning projects?

Principals are ultimately responsible for approving SL projects. A principal's designee may carry out the actual task of approving SL projects.

Is there a process to appeal service-learning projects that have been denied by principals?

No, however appeal requests to review SL projects that have been denied by principals may be addressed and resolved at the school site through an established process.

If a student completes a service-learning project, but fails the course, does s/he get graduation credit?

Yes. A student who successfully completes the SL experience but fails the course will have satisfied the SL graduation requirement. If a student passes the course, but fails to complete the SL project, he/she will receive credit for the course but will not have satisfied the SL graduation requirement.

Can service-learning credit be granted retroactively?

Yes, principals may survey their teachers who in the previous two years provided their students SL experiences in the classes they taught. Teachers and principals shall complete and adhere to the criteria and process of granting SL credit to students by using the *Service-Learning Certification Form* to approve the experiences and the courses retroactively.

How do school personnel verify completion of the requirement and transcript service-learning credit?

The Assistant Principal Secondary Counseling Services or designee will follow the SIS system directions specified for posting the completion of the SL requirement when a student completes a course with a service-learning experience that has been authorized by the Principal as having a high-quality SL experience embedded in the course curriculum.

Where can teachers go to find service-learning lessons, training, and support to implement service-learning?

Curriculum, training and support can be found through the LAUSD SL partnership, including the a SL Site Coordinators, SL District and Regional Leads and other teachers experienced in SL. These and other resources are identified in the LAUSD Service-Learning Guidebook available at each high school.

Service-Learning Certification Form Cover Sheet Instructions

This Cover Sheet is designed to accompany the *Service-Learning Certification Form*. Please review the following guidelines as you prepare the Certification Form.

I. INTRODUCTION

In March 1999, the School Board Members approved a change in graduation requirements to include service-learning. Students will complete a service-learning experience integrated into the curriculum of an academic course in grades 9 through 12 in order to graduate from high school. Teachers who wish to incorporate a service-learning experience into his/her course at any grade level 9 through 12 will complete the *Service-Learning Certification Form* and request that the Principal review the curriculum and course syllabus to verify that the experience satisfies the elements of a high quality service-learning. Students who complete the approved experience and pass the course will satisfy the service-learning graduation requirement. (See LAUSD Reference Guide, June 23, 2003.)

II. SERVICE-LEARNING CERTIFICATION FORM

The Certification Form incorporates the essential elements of a high quality service-learning project. This document will explain how to complete each section.

SECTION 1: INSTRUCTOR / DEPARTMENT / COURSE / GRADE LEVEL(S) / PROJECT NAME

This form is designed for the Principal to approve a project that may be used in a variety of classes. In this section, the teacher will identify his/herself and the course where they would like to use the experience. Additional forms may be used for additional courses. Completion of this form does not obligate the instructor to use the experience. Completion and approval of this form signifies that this experience, if used, satisfies the elements of a high quality project that could be awarded graduation credit. At the end of the semester, the teacher of an authorized class will notify the APSCS and the Credit Clerk or designee of the students who have satisfactorily completed the service-learning experience.

SECTION 2: PROJECT DESCRIPTION

This section serves as the “executive summary.” The teacher will provide a brief overview of the main elements of the project including what the students will do, learn and produce. The project should respond to an actual community need, be age-appropriate, well organized and designed to provide significant benefits for both students and community. There should also be a clear connection between academic learning and the service that will be provided.

SECTION 3: COMMUNITY NEED(S) / PARTNERS

An excellent service-learning project will provide high quality service that responds to an actual community need that is recognized by the community.

SECTION 4: COMMUNITY PARTNER(S)

Ideally, both students and community members will have an opportunity to help design the project. Community members can serve as important resources for the class. An outstanding service-learning project will involve as many community partners as feasible including: students, parents, community-based organization staff, school administrators, teachers, and the recipients of service. Not every project needs all of these elements, but it is important to identify those who will be involved in project development, implementation and benefits.

SECTION 5: STUDENT VOICE

A high quality project includes student participation or student voice. Students may participate by helping to choose or plan the service project; helping to plan the reflection sessions or celebration event; or by taking other roles and tasks that are appropriate to their age.

SECTION 6: CONTENT / SKILLS STANDARD(S)

Service-Learning is, above all else, an instructional strategy that helps students to learn. Therefore, the project needs to have clearly articulated knowledge, skill or value goals that arise from broader classroom or school goals. It is common for a project to meet a number of content standards in variety of disciplines. The teacher should identify all that would apply.

SECTION 7: PROJECT COMPONENTS

In this section, the teacher treats the project as a recipe and identifies the major steps in the process. Unlike a detailed lesson plan, you simply need to provide the Principal with enough information to know what the students will be learning and doing.

At the top of the first page, you will note if the project will take place completely “on-campus” or if there will be elements that will take place “off-campus.” Check the “off-campus” box if any element of the project will occur off the school grounds and/or outside of normal school hours. Use this section to explain what you will be doing.

SECTION 8: REFLECTION PROMPTS

A high quality service-learning project includes an opportunity for both reflection and evaluation. Reflection occurs before, during and after the service-learning project and helps students to build connections between their project and the academic curriculum. All partners, especially the students, should be involved in evaluating the project. The evaluation will help to measure progress toward your defined learning and service goals.

SECTION 9: OUTCOMES AND ASSESSMENTS

In this section you will describe how you will assess the attainment of the content / skill standard(s) and other objectives that you may have identified in the “Project Description” section.

SECTION 10: ACCOMMODATIONS/ SUPPORTS FOR DIVERSE LEARNERS

In this section, you will identify the appropriate physical, technological, and instructional accommodations that you will use to ensure the full, inclusive participation of all students in your class. Through this process each member of the class will have an equal opportunity to make significant contributions to the project. Implicit in this process is that the teacher agrees to identify students with IEPs, assign appropriate tasks, and ensure that all locations will be accessible.

ADMINISTRATOR COMMENT(S) / RECOMMENDATIONS

The Principal, or designee, may use this section to provide constructive feedback that you can use to modify your project. The Principal reserves the right to approve the project with the assurance that the recommendations will be heeded. In some cases, the Principal may request that the *Certification Form* be re-written prior to final approval.

The original should be submitted to the APSCS. Copies of the approved form should be submitted to the SIS Coordinator and to the teacher(s) submitting the form. We recommend that additional copies be kept on file at the school site to create a library of projects that other – particularly new instructors – may use in their classroom.

Note: The Seven Elements of High Quality Service-Learning adapted from YSCal, www.yscal.org.

Service-Learning Certification Form - Example

On Campus
 Off Campus

SECTION 1

Instructor(s):

School:

Course: United States History

Department:

Period(s) Participating

Grade Level(s): 11th

Project Name: Urban Problems Project

Anticipated # of students:

Date Submitted:

SECTION 2 Project Description:

While studying urbanization in the United States in the 1900s, students will look at the problems that existed in urban societies then and now. They will research the most serious problems. Students will invite speakers who advocate solutions to these problems to speak to their class. Based on their knowledge of the problem, students will write a letter to a local official suggesting a solution.

SECTION 3 Community Need(s):

There are many problems in urban society that students confront every day. This project serves a community need by allowing students to voice their opinions about how these problems might be solved. It will provide local officials with the view point of their constituents and may lead to beneficial changes.

SECTION 4 Community Partner(s):

County and City government, community based organizations, student government class.

SECTION 5 Student Voice

- Students will select the problem about which they will write
- Students will suggest a solution to the problem
- Students will determine who would be the best person to solve this problem.

SECTION 6 California Content/Skill Standard(s)

History/ Social Science

11.2 Students analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.

Language Arts

Reading Comprehension:

2.3 Students verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace and public documents.

Written and Oral English Language Conventions

1.1 Students demonstrate control of grammar, paragraph and sentence structure, diction and usage.

1.2 Students produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization

(OVER)

SECTION 7 Project Components:

- Students make a list of problems that existed in American cities in 1900.
- Students decide which problems that existed then still exist.
- Students select a problem about which they will write.
- Students do research on the problem in order to recommend a solution.
- Students find out what city or county official deals with the problem .
- Students write a business letter to a city or county official recommending a solution.

SECTION 8 Reflection Prompts

- Students will write an essay on what they learned about city and county government from doing this project
- Students will speculate on the likelihood of the problem being solved and recommend follow up activities to make certain a solution is obtained

SECTION 9 Outcomes and Assessments:

- Students will exhibit an understanding of the problems that were created by urbanization by being able to list the problems that existed in 1900.
- Students will demonstrate their understanding of city and county government by being able to select the correct government official to whom to write.
- Students will demonstrate an ability to use research to create a solution to a problem .
- Students will illustrate their ability to write a coherent persuasive essay by completing a letter to a government official in which they recommend a solution to a city problem .

SECTION 10 Accommodations/Support for Diverse Learners:

- Appropriate tasks will be assigned to all students.
- Students will be encouraged to work collaboratively and respect the talents of each of the members of their group.
- Locations will be accessible. When not available alternative sites will be sought.
- Each member of the group will have an equal opportunity to make significant contributions to the project.
- Students with IEPs will be identified and individual needs will be addressed.

I agree to the above accommodations for diverse service learners. Initials _____

SECTION 11 Administrator Comment(s) / Recommendations:

Submitted by: _____ **Date:** _____
Teacher Signature

Approved: _____ **Date:** _____
Principal or designee Signature

Original to: ____ APSCS **Copies to:** ____ SIS Coordinator ____ Teacher(s)

Service-Learning Certification Form - Example

<input type="checkbox"/> On Campus <input type="checkbox"/> Off Campus

SECTION 1

<u>Instructor(s):</u>	<u>School</u>
<u>Course:</u> United States History	<u>Department:</u>
<u>Period(s) Participating</u>	<u>Grade Level(s):</u> 11th
<u>Project Name:</u> Sounds of the 1920s Project	<u>Anticipated # of students:</u>
<u>Date Submitted:</u>	

SECTION 2 Project Description:

While studying the cultural developments of the 1920s, students will prepare a program with examples of the literature of the Harlem Renaissance and works of important composers of that period. Students will do dramatic presentations of the works of Langston Hughes and Zora Neal Hurston. They will play excerpts from recordings by Duke Ellington and Louis Armstrong. They will explain how these artists influenced today’s literature and music. They will present this program to other United States History classes. A video tape of the performance will be contributed to the library.

SECTION 3 Community Need(s):

Students often are unaware of the influence of writers and musicians from past generations on the music of today. This project gives students an opportunity to allow their fellow students to become familiar with the great personalities of the Harlem Renaissance. It will help students have a better understanding of the origins of today’s music and literature, and . It will also build a sense of respect for other cultures.

SECTION 4 Community Partner(s):

Los Angeles Public Library, Los Angeles Jazz Society, local colleges and universities.

SECTION 5 Student Voice

- Students will determine which pieces of poetry and literature they wish to perform.
- Students will decide what piece of music they will present.
- Students will write a script in which they introduce the materials and make connections to the present.

SECTION 6 California Content/Skill Standard(s)

History/ Social Science
 11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.
 Language Arts
 Research and technology
 1.6. Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources)
 Speaking and Writing
 2.3 Deliver oral responses to literature

(OVER)

SECTION 7 Project Components:

- Students research poetry, literature, and music of the 1920s.
- Students select poetry, literature and music for presentation.
- Students are given tasks-perform, record, prepare script, narrate.
- Students invite classes to assembly or offer to visit other classes.
- Students will record musical excerpts.
- Students rehearse presentations.
- Students present program to other students.

SECTION 8 Reflection Prompts

- Students write a poem expressing how they felt about the project.
- Students will write an essay about the benefits of understanding the origins of contemporary music.

SECTION 9 Outcomes and Assessments:

- Students will be able to identify and interpret major works of poetry and literature from the 1920s.
- Students will be able to explain how poets and composers of the 1920s have influenced contemporary artists.
- Students will be able to discuss the major achievements of the Harlem Renaissance.

SECTION 10 Accommodations/Support for Diverse Learners:

- Appropriate tasks will be assigned to all students.
- Students will be encouraged to work collaboratively and respect the talents of each of the members of their group.
- Locations will be accessible. When not available alternative sites will be sought.
- Each group member will have equal opportunities to make significant contributions to the project.
- Students with IEPs will be identified and individual needs will be addressed.

I agree to the above accommodations for diverse service learners. Initials _____

SECTION 11 Administrator Comment(s) / Recommendations:

Submitted by: _____ Date: _____
Teacher Signature

Approved: _____ Date: _____
Principal or designee Signature

Original to: ____ APSCS Copies to: ____ SIS Coordinator ____ Teacher(s)

Service-Learning Certification Form

On Campus
 Off Campus

SECTION 1

<u>Instructor(s):</u>	<u>School:</u>
<u>Course:</u>	<u>Department:</u>
<u>Period(s) Participating</u>	<u>Grade Level(s):</u>
<u>Project Name:</u>	<u>Anticipated # of students:</u>
<u>Date Submitted:</u>	

SECTION 2 Project Description:

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SECTION 3 Community Need(s):

--

SECTION 4 Community Partner(s):

--

SECTION 5 Student Voice

--

SECTION 6 California Content/Skill Standard(s)

--

(OVER)

SECTION 7 Project Components:

SECTION 8 Reflection Prompts

SECTION 9 Outcomes and Assessments:

SECTION 10 Accommodations/Support for Diverse Learners:

- Appropriate tasks will be assigned to all students.
- Students will be encouraged to work collaboratively and respect the talents of each of the members of their group.
- Locations will be accessible. When not available alternative sites will be sought.
- Each group member will have equal opportunities to make significant contributions to the project.
- Students with IEPs will be identified and individual needs will be addressed.

I agree to the above accommodations for diverse service learners. Initials _____

SECTION 11 Administrator Comment(s) / Recommendations:

Submitted by: _____ **Date:** _____
Teacher Signature

Approved: _____ **Date:** _____
Principal or designee Signature

Original to: ____ APSCS **Copies to:** ____ SIS Coordinator ____ Teacher(s)

Service-Learning Resource Directory

You can find material and information on just about any topic relating to service-learning (SL). The following resources are just a starting point from which you can find answers to questions and support on a variety of SL related topics, including.....

- | | | |
|--------------------------|--------------------------------|-----------------------------|
| ✓ Ideas & Examples | ✓ Funding Opportunities | ✓ Recognition Opportunities |
| ✓ Lesson Plans | ✓ Rewards/Recognition Programs | ✓ SL Calendars |
| ✓ Best Practices | ✓ Research | ✓ Website Links |
| ✓ Reflections Activities | ✓ Evaluation Guidelines | ✓ SL Publications |
| ✓ Community Partners | | ✓ Etc, Etc, Etc. |

LAUSD Service-Learning Team

The LAUSD SL Partnership is a valuable, local resource of people and organizations in LAUSD and the greater LA community supporting service-learning.

- **The SL Site Coordinator** If your school has a SL Site Coordinator, this is probably the first resource you would check in with. They combine their familiarity with your local school context with their knowledge of service-learning and its resources. If your school does not yet have a SL Site Coordinator you can contact your SL District Lead and/or Regional Leads listed in the updated insert accompanying this guidebook.
- **SL District and Regional Leads** These people are responsible for the promotion of SL in the larger LAUSD, with extensive knowledge and experience in SL. They also provide training and a connection to community resources in SL. Their contact information is located in the updated insert accompanying this guidebook.
- **Experienced Teachers** Experienced SL teachers can often save you a lot of time by telling you what does and doesn't work from an applied, teacher's perspective. Contact your SL Site Coordinator, or SL District and Regional Leads for a current list of experienced SL teachers at LAUSD.

Community Partners

Community partners are a valuable resource supporting LAUSD's SL mission! They provide a wealth of innovative ideas, information, and support, including field-tested SL projects that have clear steps and activities to enliven the experience for the students while assisting teachers. This following is only a sampling of the rich pool of community partners working with SL at LAUSD. Contact your SL Site Coordinator, or SL District and Regional Leads for a advice on and additional names of community partners.

- **Center for Civic Education (CCE)**: Created by an act of Congress, this organization provides free training and curriculum materials that integrate service-learning with civics education. 5146 Douglas Fir Road, Calabasas, CA, 91302-1467. T: 818-591-9321 F: 818-591-9330. www.civiced.org
- **Chavez Foundation**: Their nationally recognized program provides SL resources that connect the values and principles of Cesar with meaningful classroom projects. 500 North Brand Blvd. Suite 1650. Glendale, CA 91203. T: 818-265-0300 F: 818-265-0312. www.cesarchavezfoundation.org

- **Constitutional Rights Foundation (CRF)**: CRF offers powerful standards-based curriculums in civic education, as well as trainings that orient instructors to the concept of SL and curricular connections. 601 South Kingsley Drive Los Angeles, CA 90005 T: 213-487-5590 F: 213-386-0459. www.crf-usa.org
- **Generation Earth – Tree People**: Generation Earth provides training and support for teachers to develop an environmental SL project linked to a field trip on one of the program’s six topic areas: stormwater/urban runoff, household hazardous waste, illegal dumping, recycling, source reduction and composting. Generation Earth. 12601 Mulholland Drive. Beverly Hills, CA 90210. T: 818-753-4600 F: 818-753-4635. www.generationearth.com
- **Junior Achievement of Southern California (JA)**: JA provides SL opportunities for high school students studying economics with hands-on experience linked to standards-based curricula. 6250 Forest Lawn Drive. Los Angeles, CA 90068. 323-957-1818. www.jasocal.org
- **Los Angeles American History Institute**: This organization provides excellent SL resource Projects linked to history, such as the Veterans Oral History Project. Contact Project Director Ruben Zepeda, LAUSD – Instructional Support Services. 333 S. Beaudry Avenue. rzepeda@lausd.k12.ca.us
- **Volunteer Center of Los Angeles (VCLA)**: VCLA provides referrals to nonprofit organizations for volunteers and group volunteer projects for corporations, businesses, organizations and educational systems; and provides youth leadership development and service-learning capacity building for Los Angeles County. <http://www.vcla.net/>

Internet Resources

The Internet is loaded with multiple website for or related to SL, which in turn can link you to other website, people, publications, organizations, etc. Here is a good start of key websites...

- **LAUSD SL Website** is under construction to be unveiled soon!
- **Los Angeles County Office of Education Website** provides a wealth of information about SL, with helpful information on SL as an instructional strategy to meet educational goals and community needs specific to CA state standards. www.lacoe.edu/lacoeweb/orgs/228/index.cfm
- **CalServe** is the CA state program providing funding and assistance to school/community service-learning programs. Its website list SL best practices, model programs, resources, service-learning lesson plan inventory, connections to content standards, and a map of the 12 California service-learning regions. It also has a calendar of key SL related events in the state and the nation. www.cde.ca.gov/calserve
- **Learn and Serve America** is the federal program within the Corporation for National and Community Service that specifically promotes service-learning in schools, universities, and communities. Its website is an extensive SL resource with a comprehensive compendium of information, material, publications, research, funding opportunity, examples from throughout the country, links to other websites, etc. www.servicelearning.org
- **Youth Service California** is one of the premier SL organizations, working closely with CalServe and other SL organizations throughout CA and the nation. Its website offers an array of tested resources for the SL practitioner ranging from SL teaching aids to funding opportunities. www.yscal.org
- **The National Service-Learning Clearinghouse** lives up to its name, providing a wealth of information and links to just about any SL topic. www.servicelearning.org

