

1997

Getting Started: Growing a Service-Learning Curriculum

Kathryn E. Dewsbury-White

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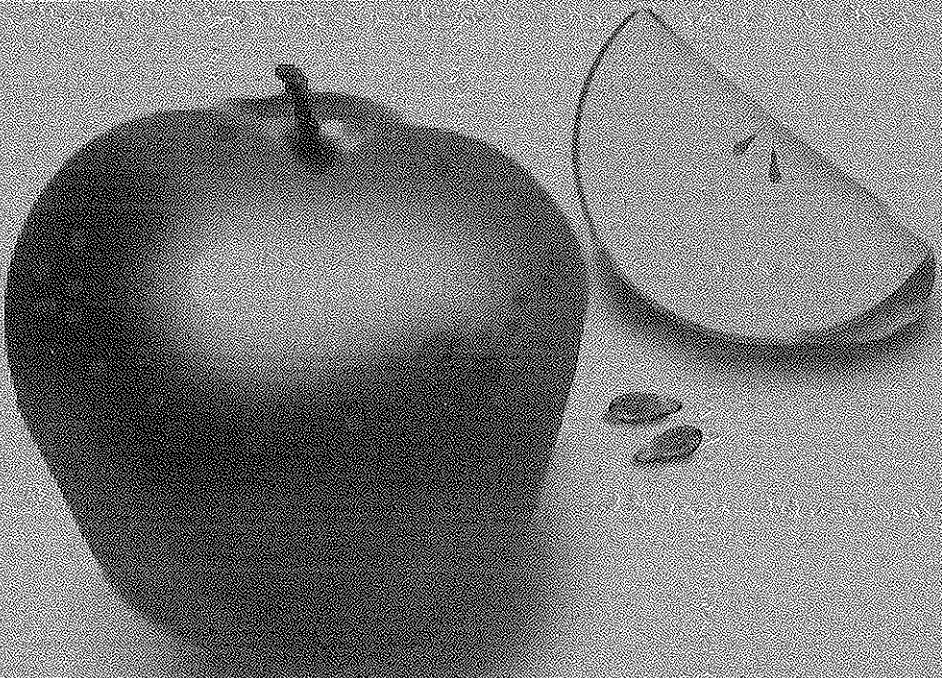
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SERVICE-LEARNING

SEEDS

GETTING STARTED:
GROWING A
SERVICE-LEARNING
CURRICULUM



MICHIGAN K-12
SERVICE-LEARNING CENTER

ACKNOWLEDGEMENTS

ACKNOWLEDGEMENTS

Michigan K-12 Service-Learning Center
The University of Michigan
School of Education

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Editor Denise Walker
Design by Steve Light
Layout by Michigan State University Printing

The vignettes in this publication represent the design work and actual experiences of practicing teachers; in particular the vignettes represent the professional expertise of Jack Cooper, Gardner Middle School, Lansing, Michigan; Gail Hicks, Haslett Middle School, Haslett, Michigan; Sharon Nolan, Williamston High School, Williamston, Michigan; Gail Vallilel, Leslie High School, Leslie, Michigan as well as multiple staff from Holmes Middle School, Flint, Michigan and Henry North Elementary School, Lansing, Michigan. A longer version of Vignettes 1 and 4 first appeared in 1992 Winter/Spring Issue of Changing Minds, a bulletin of the Michigan Educational Extension Service.

This publication was piloted with participants from the 1997 summer Michigan K-12 Service Learning Center Professional Development Institute. The rubric in figure 5 is a demonstration of their first draft work.

We appreciated the encouragement and support of Janet Allman, Ph.D. and Arden Moon, Ph.D., Michigan State University faculty.

PREFACE

The Michigan K- 12 Service-Learning Center is a part of the School of Education at the University of Michigan. Supported in part by the Michigan Department of Education with funds from the Corporation for National Community Service and the W.K. Kellogg Foundation, the Center is dedicated to the promotion of service-learning as an effective strategy for educating young people from diverse communities.

The Center provides assistance, consultation and clearinghouse services to school districts, community organizations and universities in the state of Michigan and surrounding states in the Great Lakes region. The focus of the Center is to assist in infusing service-learning into K-12 schools.

As educators we are challenged by reports that we are not adequately preparing our children for their future in the 21st century. Reform efforts urge us to thoughtfully look at not only what we teach but how we teach it. Service-learning is a way to refocus school on central issues in American education; how to help make schools become decent, democratic learning communities, authentically connected to and supporting the larger communities in which schools are located.

Community service and volunteerism have rich histories in American public and private schools. Service clubs, and co-curricular service activities enjoy wide acceptance and have provided benefits to students and their communities alike. Service-learning incorporates into the classroom the important lessons learned through young people interacting with their communities in empowering ways. It is through the act of community service that the academic and pro-social lessons are learned in ways that are meaningful and relevant to students lives. The integration of community service into the academic curriculum has profound implications for school reform and therefore deserves our most thoughtful planning.

We offer you this tool to help facilitate a process for growing a service-learning curriculum. Our intention is that it will be used by classroom teachers as a workbook, entering and exiting as is needed. As Connelly and Clandinin state in *Teachers as Curriculum Planners*, "Curriculum development and curriculum planning are fundamentally questions of teacher thinking and teacher doing." We invite you to draw on your personal and professional knowledge of what you know to be good education as you nurture and grow your service-learning curriculum.

Denise Walker, Program Developer
 The Michigan K-12 Service-Learning Center

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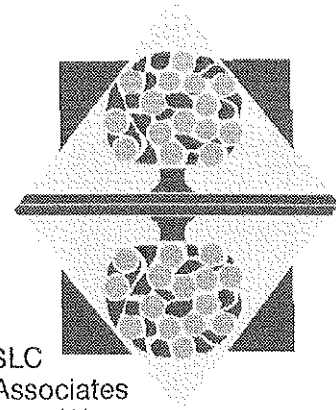
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FROM THE AUTHOR'S DESK

Most teachers are drawn to the profession to touch another's life and as J.J. Mitchell wrote in the Adolescent Predicament,

... all human beings universally and without fail abhor the idea of not making a difference.

By orchestrating learning objectives, activities and assessments that enable children to make a contribution to their world, teachers fulfill their original desire - to touch another's life.

The contents of this publication have the potential to be useful to teachers wishing to 1) initiate service-learning at a classroom, building or district level, or 2) examine current practice. The reader will find a set of questions that guide curriculum design work that are specific to service-learning. Key issues are addressed as well as examples of what works and what does not work.

No one has said service-learning is neat, easy or efficient, but it doesn't have to be the opposite - messy, difficult, and ineffective. If crafted properly, service-learning can create the type of meaningful learning we want for children.

For people who appreciate the *big picture first*, consider service-learning as one possible vehicle to express school reform. If we think about making changes to **what** we teach (curriculum), **how** we teach and **measure** (instruction and assessment), **how** we organize ourselves to deliver instruction (structure), and **where** we deliver instruction (environment) — we modify many of our traditional practices as we integrate service into a school setting.

A word about planning or designing curriculum . . .

It is tedious to set and name outcomes or objectives. We often deviate from the written curriculum and frequently construct it in such a way as to make it abstract and not useable. HOWEVER, there are two critical reasons why it is especially important to make a plan when integrating service into existing curriculum:

- 1) Service-learning relies on experiential learning which is not 100% predictable, neat or clean. For this reason, it is especially important to have a written plan that incorporates needed flexibility.
- 2) It's critical to protect both the teacher and the organization from criticism that can be born from learning experiences that appear vague, unrelated to academic objectives, or unassessable. Service-learning doesn't have to be any of those things but without a thoughtful plan guiding the learning experience problems may inadvertently be created.

With that in mind, the remainder of this publication suggests a set of questions to be used alone or with colleagues, to help the reader design service-learning curricula.

Strong curriculum design is like the work of a master gardener, with planning and cultivation your hopes for students can be realized.

—Kathy Dewsbury White

If the reader finds this publication helpful or has suggestions for improvements, please forward your remarks to Kathryn Dewsbury-White, Ph.D., P.O. Box 477 Haslett, MI 48840 or email: kdwhite@ingham.k12.mi.us

KEY TO SYMBOLS



RATIONALE Planting seeds of change



EXAMPLE Harvesting the fruit of service



METHODS Making it grow



BIBLIOGRAPHY More information

1 WHY ENGAGE?

WHY DO WE WANT TO ENGAGE STUDENTS IN SERVICE?



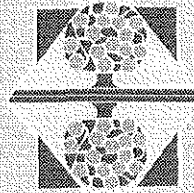
RATIONALE?

Why engage students in service is a fundamental starting point, or for those practitioners orienting colleagues to an existing effort, it is still important ground to cover. When you identify why you want to engage students in service you provide clues that will support your curriculum design work.

For example the answer to this question may:

- 1) determine learning outcomes,
- 2) suggest a model for integrating the service,
- 3) suggest the population of students to be served,
- 4) suggest the community need to be addressed.

This is also an important question because if you are implementing a service-learning experience with colleagues (including those who will need to support your efforts such as the building principal) you cannot assume you are all interested in providing this learning opportunity for the same reason. While differing personal agendas are fine, you need to be aware of varying needs and priorities so the group can determine what portion of an individual's specific agenda will be met.



VIGNETTE 1

A middle school math teacher in an urban school district knows that his 7th grade math students who score in the 20% percentile or below on standardized tests are at risk of dropping out of school when they turn 16. He had been looking for a way to make 7th grade math an opportunity to establish all fundamental arithmetic skills, so that these same students develop some confidence and competence and perhaps decide school is a place where they can be successful.

At the same time, an elderly woman in the neighborhood had her purse snatched. This act reinforces seniors' fears and negative perceptions of the local youth. The principal sought ideas from staff about how to rebuild trust among the generations.

The last ingredient is the math teacher's knowledge about some of the challenges facing seniors in an urban setting. For instance, he knew that reasonably priced, fresh food is not easily available to older adults who no longer drive their own cars and live on fixed incomes.

The teacher thought the students needed to provide a service. In the years that followed, the teacher created a program connecting 12 year-olds with senior citizens. For over twenty years now, Jack Cooper and his students have delivered food to the residents of four different senior citizen apartment complexes at about 40% of what these groceries would cost at local stores. The Food Distribution Program provides a vital service to the senior citizens and gives 7th graders powerful reasons to improve their understanding and skill with basic arithmetic — addition, subtraction, multiplication, percentages and fractions.

Food is obtained from big chain stores, a wholesaler, a green grocer, a thrift bread store and the Red Cross's Project Aid. Everything is provided at cost to the seniors. Residents of the two smallest buildings mail their orders to the Middle School; the seventh graders weigh out amounts,

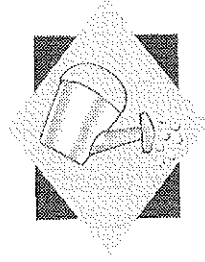
1 WHY ENGAGE?

WHY DO WE WANT TO ENGAGE STUDENTS IN SERVICE?

pack the orders in boxes, and compute a total. At the other two complexes a small store is set up twice each month. Using the recreation room or the cafeteria the students cover long tables with their wares: onions, potatoes and frozen asparagus, paper products, cereal and eggs. When the doors open, as many as 50 men and women will move around the tables making purchases in less than 30 minutes. Students weigh and price per pound items, make change at the cash box and carry groceries for the seniors.

Cooper's students consider it a privilege to work in the Food Distribution Program. It is by invitation only; no one who is neglecting homework assignments or misbehaving in class participates.

In Vignette 1, the answer to the "Why Engage" students in service question is straightforward. The school had a cross generational community relations problem and a teacher had identified a fundamental academic skill that needed to be improved for specific students. This is the strongest foundation upon which a curriculum designer can build a service-learning experience because the academic need and the community need are equally valid. Sometimes the answer to "Why Engage" students is not as clear. When an answer is not transparent, practitioners can look for answers in several places.



METHODS

Consider writing out what you know to be true at the time you sit down to design a service-learning experience. Note some of the possible origins or catalysts for service-learning in your classroom, building or district.

WHERE TO LOOK FOR THE ANSWER

Disaggregated data from a credible source can suggest a portion of your curriculum or student population requiring attention.

A goal in a **school improvement plan** can beg for attention.

Community relations issues that pose threats to the quality of the school program are worth consideration.

Anecdotal information can lend itself to a service-learning component, such as 8th graders who haze 6th graders at the opening of the school year.

Some existing **written curriculum** is best addressed through a service component such as developing civic dispositions.

An individual who has an established service ethic can suggest an appropriate application for your curriculum.



1 WHY ENGAGE?

WHY DO WE WANT TO ENGAGE STUDENTS IN SERVICE?

WHAT TO LOOK FOR

LOOK for needs in your environment that would help a **specific population** of students (e.g. certain grade level, minority, special need).

IDENTIFY a specific weak spot in your **curriculum** (e.g. written curriculum that require understanding big concepts, dispositions, attitudes, or social problems, often require special experiences in order to be effective).

DETERMINE a specific need in your **community** that only school age kids can address.

IDENTIFY a specific **building or culture** need for your building or district (e.g. A Junior High turning into a Middle School may be seeking activities to help adolescents become less egocentric).

Consider Dan Conrad and Diane Hedin's observations published in the June 1991 **Kappan** "The role of service in an educational program seemed to fall into one of three categories:

- 1) as a way to stimulate learning and social development,
- 2) as a means of reforming society and preserving a democracy, or
- 3) as an antidote to the separation of youth from the wider community."

Reflecting on which camp best describes your aspirations for service in the curriculum may help you and your colleagues answer the "Why Engage" question. Again, the purpose for identifying the desire to engage students in service is so that it might inform some of the curriculum design work that follows.

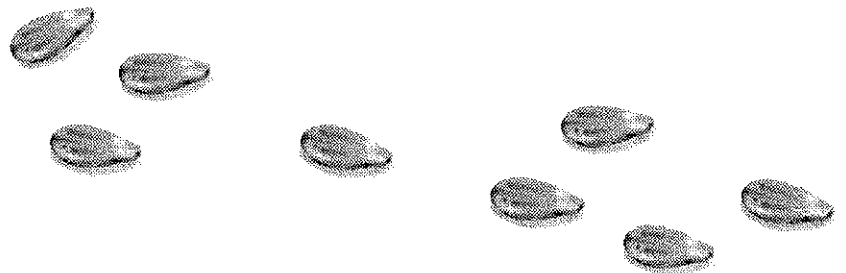
WHAT TO DO WITH AN ANSWER WHEN YOU'VE GOT IT

After you write down what you came up with, consider using your answer in three ways:

- 1) Conduct a self audit. Do you have a reason for wanting to engage students in service that is substantial and valid enough to support the amount of effort you will be applying to this endeavor?
- 2) Use your response to inform your curriculum design. In other words, when you set outcomes and choose activities and assessments keep coming back to the answer to your "Why Engage" question to see if you are being true to your desires.
- 3) Use the response to the "Why Engage" question in communication with your parents, community and other school personnel. It is important to clearly and consistently articulate the purpose for your service-learning component.

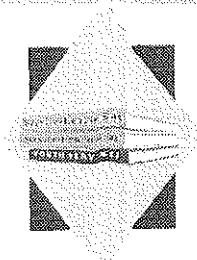
"The role of service in an educational program seemed to fall into one of three categories:

- 1) as a way to stimulate learning and social development,*
- 2) as a means of reforming society and preserving a democracy, or*
- 3) as an antidote to the separation of youth from the wider community."*



1 WHY ENGAGE?

WHY DO WE WANT TO ENGAGE STUDENTS IN SERVICE?



WHERE TO GET MORE INFORMATION?

ANNOTATED BIBLIOGRAPHY

Coles, Robert. **The Call of Service: a Witness to Idealism.**

G. K. Hall & Co. 1993.

For individuals looking for affirmation that engaging in service feeds the soul, this book is a helpful narrative.

Lewis, Arne C. **Facts and Faith: A Status Report on Youth Service. Youth and America's Future.**

The William T. Grant Foundation Commission on work, Family and Citizenship 1988.

For practitioners needing to supply baseline data to community and colleagues about the role and possibilities for service in the curriculum, this slim volume may be helpful.

KAPPAN, A Special Section on Youth Service.

June 1991

This issue of Phi Delta Kappan is dedicated to Youth Service. Especially helpful to practitioners and/or board of education members considering the integration of service into academic curriculum might be, "The Sleeping Giant of School Reform", by Joe Nathan and Jim Kielsmeier and School-Based Community Service: "What We Know from Research and Theory", by Dan Conrad and Diane Hedin.

Boulding, Elise. **Building a Global Civic Culture.**

Teachers College Press. 1988.

Built on a historical perspective of civic culture it encourages all, especially educators, to participate in social imagination, think about how educators want our world to be and take action to accomplish those dreams-service-learning!

Garcia, Eugene. **Understanding and Meeting the Challenges of Student Cultural Diversity.**

Houghton Mifflin co. 1994.

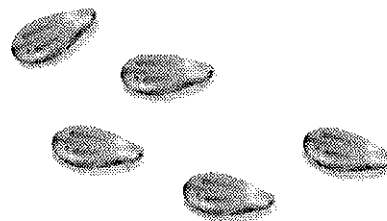
Chapter 8 (251) builds a strong case for service-learning methodology even though it doesn't call it that when describing effective instruction for linguistically and culturally diverse children. Included in the discussion are thematic instruction and collaborative learning.

Kahn, Joseph, Westheimer, Joel. Phi Delta Kappan. May 1996. pg.593-599. **"In Service of What - The Politics of Service-Learning"**.

This article clarifies the ideology that underlie service-learning programs and makes the distinction between charity (missionary approach) and caring (transformative).

Moon, Arden. Michigan Journal of Community Service-Learning. Fall 1994. No 1., pp.115-120. **"Teaching Excellence: The Role of Service-Learning."**

Even though the context of this article is teacher preparation it provides convincing evidence that service-learning provides value and meaning for our reforming classrooms.



1 NOTES



GUIDING QUESTION: WHY DO YOU WANT TO ENGAGE YOUR STUDENTS IN SERVICE?

“As human beings, our greatness lies not so much in being able to remake the world . . . as being able to remake ourselves”

—Gandhi

1 NOTES



2 LEARNING OUTCOMES

WHAT DO WE WANT FOR STUDENTS
AS A RESULT OF THE SERVICE-LEARNING EXPERIENCE?



RATIONALE

It is difficult work to name student learning outcomes, but it is necessary. Outcomes bring focus to the learning. Outcomes forge the link between intentions and actions.

When outcomes are written down and understood by all (teachers, administrators, learners, parents, and community) two things can happen:

- 1) activities and assessments can be thoughtfully matched to outcomes so that intended learning is acted upon and realized; and,
- 2) a coherent curriculum can be built, one which is understood by all. The learner should be able to explain why he/she is doing certain activities and what the activities have to do with ones that came before and others that will follow.

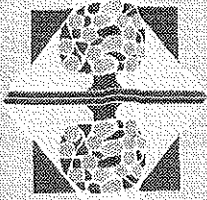
Regrettably, the word “outcomes” has become a much maligned term. The author simply believes an outcome is a result we desire for the learner. An outcome is something we want students to know, do, or be like. We should be able to measure the learner’s progress toward the desired result.

“You still need to back up and ask yourself “Why Engage” students in service and what do I hope will happen as a result? In other words, where you enter the story is not important but assembling all component parts so that you can eventually complete the story is important.”



2 LEARNING OUTCOMES

WHAT DO WE WANT FOR STUDENTS
AS A RESULT OF THE SERVICE-LEARNING EXPERIENCE?



VIGNETTE 2

A suburban district with about 500 students ages 11-14 was in transition from a junior high school to a middle school. One of the changes underway was carving out a piece of each day when the same 20 kids would meet with the

same teacher for each of their years of middle school. This 20 minute period, coined Prime Time, was to serve as a home base for kids as they maneuvered the complexities of a schedule that included daily class and classmate changes. Over a five day week, Prime Time would be divided into school business, study, activity and recreational reading days.

When Prime Time was being developed, a majority of staff members indicated they wouldn't object to engaging in community service for some limited number of the Prime Time activity days. After an informal community needs survey was conducted by telephone, it was determined that the local food pantry relied heavily on school food drives to supply holiday food baskets for needy families in the community. Thus, a school wide service project was born.

The **Why Engage** students in service question was traced to the staff's desire to make some changes in school culture and practice. Specifically, staff were looking for ways to consciously provide effective opportunities for 11-14 year olds that would help them grow into productive citizens. Staff thought

that service experiences might provide opportunities for 11-14 year olds to see beyond their immediate world.

Teachers hoped service experiences might encourage students to participate in community life for reasons other than personal gain (ethic outcome).

Teachers also hoped students engaging in service would come to believe they have the ability and responsibility to attempt to remedy problems in their community (affective or attitude outcome).

Teachers hoped students would be able to understand that hunger is a social problem by identifying contributing factors and possible responses (knowledge outcome).

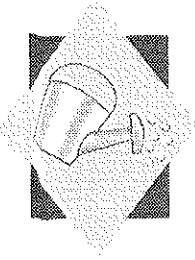
The first year service project included: 1) lessons on the social issue of hunger, 2) pre and post inventories that assessed subject matter knowledge and student attitudes toward service, 3) some role playing, 4) voluntary off campus service visits to food pantries, community kitchens and the food bank, and 5) a 3 week, school-wide food drive resulting in food stuffs for the local food pantry to be used for Thanksgiving baskets.

In subsequent years, some content area classrooms (in addition to all Prime Time classrooms) addressed subject matter knowledge on the social problem of hunger. At that point, academic skill and knowledge outcomes specific to content areas could be added to the project outcomes.



2 LEARNING OUTCOMES

WHAT DO WE WANT FOR STUDENTS
AS A RESULT OF THE SERVICE-LEARNING EXPERIENCE?



METHODS

Here are some general guidelines to consider when you are developing outcomes.

1. Don't shy away from affective/attitude, ethic or disposition types of outcomes. After

all, you want to engage students in all facets of service. Better to name what you are hoping for so that you can monitor the effect of the experiences you provide.

2. Refine your copy as you go along. Get your hopes for students down on paper. Include a little rationale for the hope. Continue to rewrite the outcomes until they become specific and measurable. Use resources to help you with the technical part of your writing such as, a list of action verbs from Bloom's taxonomy (*see figure 1*) or McRel's Assessing Student Outcomes: Performance Assessment Using the Dimensions of Learning Model, ASCD 1993.

3. Get several people involved in this task. Several sets of eyes can evaluate the outcomes for clarity, measurability, significance and relevance.

4. Consider prioritizing the outcomes so that if some must be abandoned, the most important ones will receive attention.

5. Consider assigning persons responsibility for certain outcomes. For example, if an interdisciplinary team of middle school teachers will be incorporating a service component into it's existing thematic instruction, divide the labor. All should assume responsibility for the affective outcomes along with outcomes requiring complex thinking, and then certain staff can take responsibility for specific knowledge and skill outcomes.

FOR EXAMPLE:

Students will use graphing skills to demonstrate the results of food quantities collected for the food drive. (skill outcome)

Students will demonstrate knowledge of primary source material by identifying and using two pieces of primary source material to help explain contributing factors to the social problem of hunger. (knowledge outcome)

Students will be able to identify good nutritional practices (knowledge outcome)

Students will demonstrate compassion in a civic context by showing concern for the welfare of others (affective outcome)

Examples of Bloom's Verbs (*figure 1*)

Knowledge	Comprehension	Application
recognize	restate	practice
describe	infer	demonstrate
record	debate	role play
Analysis	Synthesis	Evaluation
distinguish	create	critique
investigate	modify	revise
criticize	prepare	justify

2 LEARNING OUTCOMES

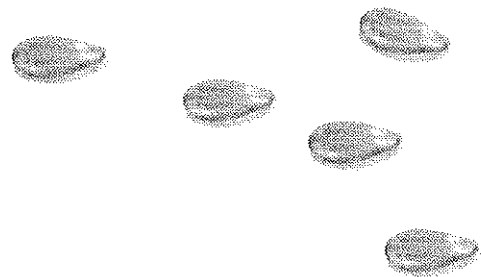


WHAT DO WE WANT FOR STUDENTS AS A RESULT OF THE SERVICE-LEARNING EXPERIENCE?

THREE WORDS TO THE WISE ...

Curriculum is a narrative story that evolves. In some ways trying to guide practitioners through development of curriculum with a set of questions implies that the process is orderly or linear. In fact, when a person weaves a story, she may first develop the story from a character or from a plot line or from a problem to be solved.

1. Know that at the time you write outcomes, you may not think of all of them. Feel free to add as needed. Sometimes you can't write them until you know where you are going to incorporate the service component and who will be instructionally responsible for the service component. You may refine them or strengthen them as you move through the learning.
2. There is no magic number of outcomes. The number you write depends on the service component you design and the capacity you have to carry out the learning. Remember you want to assess continually so you would be wise to keep the number of significant learnings to a reasonable number.
3. Sometimes you inherit a service component, the activity is preordained or you dream up an activity before you set an outcome (probably 95% of people do this). This just means you are beginning the development of your curriculum at a different point. However, you still need to back up and ask yourself "Why Engage" students in service and what do I hope will happen as a result? In other words, where you enter the story is not important but assembling all component parts so that you can eventually complete the story is.



2 LEARNING OUTCOMES

WHAT DO WE WANT FOR STUDENTS AS A RESULT OF THE SERVICE-LEARNING EXPERIENCE?

ACTIVITIES

Once you know the curricular residence for the service component (who will be teaching and where: e.g. 7th grade social studies teachers, H.S. drama, 4th grade Michigan History, 1st grade unit of study on topic of Me and My Community) knowledge and skill outcomes tend to reveal themselves. Affective outcomes that portend attitudes, ethics or dispositions are harder to identify or agree upon. The following are a few activities you might consider engaging in to help you identify an affective outcome for a service-learning experience.

ACTIVITY 1

Developed from research done by Fred Newmann and Robert Rutter and Dan Conrad and Diane Hedin, the National Society for Internships and Experiential Education published a list of outcomes for student participants that are often sought and achieved in service programs. The outcomes are grouped into three categories: (1) personal growth and development; (2) intellectual development and academic learning; and (3) social growth and development. (see the Kendall citation in the annotated bibliography for this section). Reviewing and ordering these outcomes relative to your specific interests and students, can be a good catalyst for discussion among staff about what you hope students will learn as a result of engaging in service.

ACTIVITY 2

Fix your mind on a child who is important to you (can be your child or someone you know; the child can be your adult child). Ask yourself, "When I think of this child grown and living in the world as a future - parent, neighbor, friend, employee, spouse - what do I hope he or she will be like? How do I hope the adult child will conduct him or herself? List 3-5 things. Compare your list to that of your colleagues. Discuss outcomes in common. Determine if any of those outcomes have applicability for the students you are wishing to engage in service. If any of the outcomes you have listed are relevant to the students you are currently engaging in service, narrow the outcomes.

ACTIVITY 3

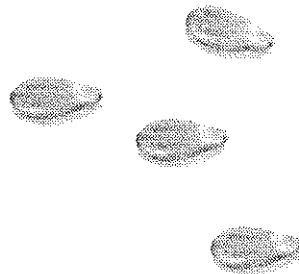
Determine an Essential Question students could answer as a result of their service-learning experience. Grant Wiggins says an essential question focuses the learning, addressing significant issues. Essential questions have no one right answer. Essential questions go to the heart of a subject's history, arguments or insights. Essential questions permit diverse inquiries.

FOR EXAMPLE:

After a student has served an internship with city government for a semester and has conducted a survey polling citizens about perceptions of city service, the student might attempt to answer the essential question...

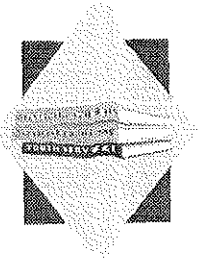
If our democracy is to remain healthy, which responsibilities do I have to my community that I must honor as a citizen?

Sometimes you can work backwards from an essential question in order to extract specific outcomes.



2 LEARNING OUTCOMES

WHAT DO WE WANT FOR STUDENTS
AS A RESULT OF THE SERVICE-LEARNING EXPERIENCE?



WHERE TO GET MORE INFORMATION

ANNOTATED BIBLIOGRAPHY

Civitas: A Framework for Civic Education

National Council for the Social Studies Bulletin 86.
1991.

This book is a wonderful reference document for any teacher. The well defined explanations help a teacher become clear in his or her own mind about what it means to educate for citizenship.

Delve, Cecilia I., Mintz, Suzanne D., and Stewart, Greig, M. Community Service as Values Education. Jossey-Bass Inc. No. 50, Summer 1990.

For staff wanting to explore what values education might have to do with service-learning, this publication is a fine starting point. The clarity gained from this book could help a person set clear, affective outcomes for students.

Education Leadership Vol. 51 No. 3 Character Education, November 1993.

This issue of Educational Leadership provides good rationale for teachers wanting to address affective issues for students in the context of academic curriculum.

Kendall, Jane C. & Assoc. Combining Service and Learning: A Resource book for Community and Public Service. Raleigh, N.C.: National Society for Internships and Experiential Education. 1990. pp. 517-18.

The NSEE list of likely outcomes, as a result of performing service, are listed in this book. This list of outcomes was mentioned in Activity 1.

Rutter, R.A. & Newmann, F.M. *"The Potential of Community Service to Enhance Civic Responsibility"* *Social Education* October 1989.

This research article suggests directions practitioners might consider when designing service that aims to achieve civic dispositions.

The Systematic Identification and Articulation of Content Standards and Benchmarks McRel 2550 S. Parker Rd. suite 500 Aurora, CO 80014.

This book presents a comprehensive compilation of standards and benchmarks for all subject areas K-12. It can be used as a resource when needing to write an outcome and identify an expectation for a certain age child.

2 NOTES



GUIDING QUESTION: WHAT DO YOU WANT FOR YOUR STUDENTS AS THE RESULT OF THE SERVICE-LEARNING EXPERIENCE?

“The final forming of a person’s character lies in their own hands”

—Anne Frank

2 NOTES



3 STRUCTURE OF CURRICULUM

WHERE WILL THE SERVICE-LEARNING COMPONENT LIVE, WHEN WILL STUDENTS PERFORM SERVICE, HOW MUCH SERVICE WILL STUDENTS PERFORM?



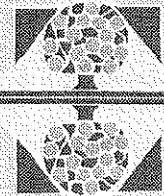
RATIONALE

It may feel premature to address these issues; however, when you know the conditions under which you will be working you can select learning activities that will not exceed the boundaries of what you

or your colleagues will be able to support. The type of integration presupposed by the planning model provided in this publication assumes integration of the service experience into existing or new academic curriculum. If you prefer a less “infused” model, (e.g. extra credit, a club, a co-op model) there are many other publications that can help you.

Assuming you are searching for methods to integrate service-learning experiences into academic curriculum you will need to make decisions related to:

- 1) where to integrate service in the school day
- 2) when to integrate service in the school day and,
- 3) how much service to integrate into the school day.



VIGNETTE 3

Seventh and eighth grade social studies teachers in an urban district meet in August to do some planning for the opening of the school year. The staff has been reading together for a few years

and are looking for ways to adapt more of its practice to create powerful social studies as described by NCSS (National Council for the Social Studies c.1992). Powerful social studies is described as meaningful, integrative, value-based, challenging and active. The staff decide to plan a service-learning experience to see if this methodology will create the types of social studies it wants to provide for students.

Working from the Michigan Frameworks for Social Studies, the teachers identify the recommended strands, scope, and sequence of the units of study they will teach over the course of the year. Seventh and eighth grade teachers agree that a unifying theme for the beginning of the year will be the environment. While seventh grade will focus on

characteristics and importance of ecosystems; eighth grade will focus on the ways people modify the environment and personal, social and economic beliefs related to the environment.

Unrelated to the academic planning, but very much on the minds of the teachers, is the fact that this middle school will be adding sixth grade students when school opens. Prior to this year, this building served only seventh and eighth graders. The teachers decide to help ease the transition from elementary to middle school by helping all students begin to develop a sense of community. The eighth graders will visit sixth and seventh grade classes during the first two weeks of school to collect and answer questions sixth and seventh grade students have about their new environment. In addition to creating an atmosphere of concern for new students, the questions may be used as catalysts for future service projects within the school, allowing the concept of environment to be addressed in an immediate context.

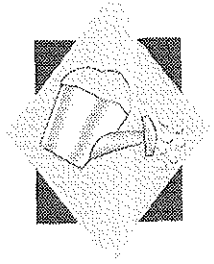
In order to plan this activity seventh and eighth grade social studies teachers develop an operational plan. Sixth grade teachers are not involved in the planning because not all are hired or transferred at the time the planning occurs. The building principal is consulted. He is asked for objections, concerns or issues. Teachers are configured to work in two ways at this middle school: (1) they have an obligation to plan with their content area team, and (2) they are assigned to an interdisciplinary team that is responsible for a caseload of students. They strategize that if their experiment with service-learning is promising they will be positioned among their various interdisciplinary teams to introduce the methodology.

The staff uses existing structures to accommodate where and how to integrate a service-learning experience. Two staff members with prior experience for integrating service into the school setting are given additional responsibilities when the operational plan is developed but otherwise the work is divided according to logical work assignments and expertise. The service-learning experience spans only two weeks. This is a manageable first experience for a large number of staff.

3 STRUCTURE OF CURRICULUM



WHERE WILL THE SERVICE-LEARNING COMPONENT LIVE, WHEN WILL STUDENTS PERFORM SERVICE, HOW MUCH SERVICE WILL STUDENTS PERFORM?



METHOD

WHERE

There are probably many ways to determine where your service opportunities will reside in the instructional program but one way

or another you will be helped in answering this question by knowing who will be responsible for delivering the instruction.

STAFFING

When the staff is identified the question about curricular residence is answered by virtue of what subjects or grade levels designated staff teach. Please note most innovations become successful when initial staff participation comes from staff volunteering to participate.

Beyond the determination of who will be responsible for the instruction two additional issues can help when deciding where a service-learning component will live.

DEFINING COMMUNITY

You need to discuss how you wish to define community for the purpose of the service-learning component under consideration. For example, will community mean: the community within your classroom, your building, your school district, the neighborhoods surrounding your school, the town in which the students reside, the metro area, etc. . . . you get the idea. Any definition that constitutes some community is fine. The purpose in defining community is that when you know where you are focusing your time - issues of frequency, travel time, and supervision become apparent.

OPERATIONAL ISSUES

Finally, it is important to consult the building principal early in your planning. You need to ask the principal the following question.

“What parameters do you want us to observe when we engage students in service?”

You follow up with probing examples such as: are you concerned about the number of times kids might be out of the building, the transportation we use, the supervision, the liability issues? Negotiate these issues with the principal. This means talk about how many times the kids will go off campus within one semester

and for what duration. Talk about how many times you can pull students out of another teacher’s class. Talk about whether or not there is money for bus transportation and if the current parent permission forms meet your needs.

The building administrator needs to be your ally. He/she needs to be comfortable with whatever is decided because he/she is thinking that ultimately if something goes awry he/she is the one who will have to do the explaining. Additionally, you want the building administrator on your side because he/she has the ability to **HELP YOU MAKE THIS HAPPEN**. You may decide that you need help in the future with some scheduling so that the class housing your service component backs up to lunch or your planning period or the end of the school day or to a colleague’s class who will likewise be engaged in service.

A final word on the building administrator. You also need to ask the principal to respond to the “Why Engage” question and the outcomes question. You ask them to do this for two reasons:

- 1) he/she will reveal part or all of their agenda for the students in your building and this is important information because each of us has the ability to fight for and be passionate over those things we value a great deal; and,
- 2) building administrators need to be included in the instructional talk that occurs in the building. They don’t always like to be limited to the tedious, operational issues and when we focus most of our time with them on operational matters they can feel stuck there. You need to have that building administrator be your partner.

3 STRUCTURE FOR THE CURRICULUM

WHERE WILL THE SERVICE-LEARNING COMPONENT LIVE, WHEN WILL STUDENTS PERFORM SERVICE, HOW MUCH SERVICE WILL STUDENTS PERFORM?

WHEN

When you integrate the service component into the school day is likewise going to be largely dictated by who is responsible for delivering the instruction. The teacher's schedule will dictate a certain number of possibilities and in reality, point out many limitations. We do not have a structure for a school day that accommodates much creativity. We are still quite dependent on counting seat time and instructional minutes. Be creative and consider all possibilities.

TEAMING

Consider teaming with teachers who have responsibility for the same caseload of students you are responsible for. Now you have access to their class time as well as yours and a partner for the necessary supervision.

BLOCK SCHEDULING

If you teach in a school with block scheduling, take advantage of this time period. With block scheduling you may have at least two subject areas to weave objectives through. You also have a longer block of time for any off campus activity and you might have the benefit of additional staff to supervise students.

FIELD TRIPS

If your elementary thoughtfully plans field trips a year in advance, lobby for a certain number of those to be place holders for service opportunities.

CONFERENCE DAYS

Consider using professional development days, teacher records days, parent-teacher conference afternoons for optional service opportunities for students (this requires supervision other than that supplied by teachers, so deploy parents, school or community volunteers and remember they need to be as well briefed as the kids).

MANIPULATE THE SCHEDULE

If you are in a traditional secondary school with five or six fifty minute periods consider the class period that backs up to a planning period, lunch, or the end of the day. Call in your favors from the principal and ask him/her to help you get creative to find a bigger block of time and consider finding a partner. Working with another teacher means planning on the front end but it pays big dividends with the extra capacity you gain.

COMBINATION OF ACTIVITIES

Don't get stuck in thinking that service-learning = x number of service visits to x number of places. That is the "doing time" concept of service. You are building some large concepts, attitudes, and dispositions when you engage students in service and this means a combination of thoughtful engaging activities inside and potentially outside, the walls of the classroom. Depending how profound the experience is, children can change their thinking after one or two experiences.

3 STRUCTURE OF CURRICULUM



WHERE WILL THE SERVICE-LEARNING COMPONENT LIVE, WHEN WILL STUDENTS PERFORM SERVICE, HOW MUCH SERVICE WILL STUDENTS PERFORM?

HOW MUCH

The issue of how much service can be determined in many ways. Usually you want to consider the following issues.

STUDENT OUTCOMES

What do we want students to learn? If we have selected an affective outcome that is large in scope, then you might expect that your service or field work should be profound in nature. Profound might mean actually delivering the Thanksgiving basket to the family in need vs. writing advertisements for the school newspaper to invite students to participate in a food drive.

DURATION OF CLASS

What is the duration or context of the class we are using for the service component? If you are integrating a service opportunity into a nine week, 7th grade Life Skills class, you have the possibility of 40 class periods. You might decide that 15-18 of those class periods could be dedicated to some investigation and subsequent action that is of service. These are subjective decisions you make by looking at the existing objectives for your course and deciding what objectives will be met through service and what objectives you are willing to replace with a service component.

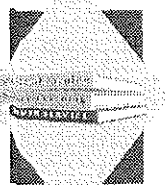
OPERATIONAL ISSUES

School policy or the unwritten protocols that guide your building figure into your planning when you are determining how much of a given class or school day might be given over to a service experience. You will want to use the data you received from the building principal about bus transportation, or number of times away from the school building to help you gauge the outer limits of what you might do with the students.

The math teacher in Vignette 1, weaved the service component across a course of study. The middle school staff in Vignette 2, designed a project that spanned three weeks and was offered to every student in the school. Over time this middle school staff incorporated many such school-wide projects into the school day. The social studies staff in Vignette 3 incorporated one service activity into one unit of study. The duration of the experience for Vignettes 2 and 3 may not be sufficient to achieve the affective and complex knowledge outcomes. However, both staffs have planned multiple service opportunities over time, increasing their chances for success in meeting student outcomes.

3 STRUCTURE OF CURRICULUM

WHERE WILL THE SERVICE-LEARNING COMPONENT LIVE, WHEN WILL STUDENTS PERFORM SERVICE, HOW MUCH SERVICE WILL STUDENTS PERFORM?



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Conrad, Dan and Hedin, Diane. Youth Service: **A Guidebook for**

Developing and Operating Effective Programs.

Washington Independent Sector, 1987.

This book is written by practitioners who have done exemplary research in the field of service-learning and have applied their learning to create a useful how-to guidebook.

Connelly, F. Michael, Clandinin, D. Jean. **Teachers as Curriculum Planners.** Teachers College Press, 1988.

This book is not about service-learning. However the information presented in this book is essential for teachers to understand themselves as curriculum planners. Here curriculum is not top down, but rather something that is lived by teachers and students. Through personal narratives the authors illustrate the power of reflection and understanding yourself in order to improve your practice.

Drake, Susan M. **Planning Integrated Curriculum: The Call to Adventure.** Association for Supervision and Curriculum Development, 1993.

This volume offers suggestions about how to integrate content area instruction to practitioners expecting to weave service across multiple content areas.

Jacobs, Heidi Hayes, editor. **Interdisciplinary Curriculum: Design and Implementation**

Association for Supervision and Curriculum Development, 1989.

Project-based service experiences often lend themselves to interdisciplinary instruction. This book guides the reader through effective design practices for interdisciplinary instruction.

Seidman, Anna and Tremper, Charles. **Legal Issues for Service-Learning Programs; a Community Service Brief.** Nonprofit Risk Management Center. Washington, D.C. 1994.

This pamphlet addresses legal issues teachers and administrators may wish to consider.

“When the staff is identified, 80% of the question about where or curricular residence, is answered by virtue of what subjects or grade levels those individuals teach.”

3 NOTES

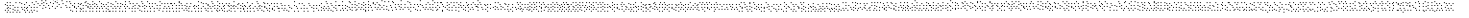


GUIDING QUESTIONS: WHERE WILL THE SERVICE-LEARNING COMPONENT LIVE IN YOUR CURRICULUM?
WHEN WILL YOUR STUDENTS PERFORM SERVICE IN THE DAY, YEAR?
HOW MUCH SERVICE WILL STUDENTS PERFORM?

“Everybody can be great, because everybody can serve”

—Martin Luther King, Jr.

3 NOTES



4 ACTIVITIES AND STRATEGIES

WHAT LEARNING OPPORTUNITIES WILL EXIST FOR STUDENTS SO THEY MEET THE OUTCOMES WE HAVE SET?



RATIONALE

Decisions about strategies or teaching and learning activities should be tied to student outcomes. John Dewey wrote in **Experience and Education** (1938), “the belief that all genuine education comes about through experience does

not mean that all experiences are genuinely or equally educative.”

He thought some experiences are mis-educative. For example, experiences that have the effect of arresting or distorting the growth of further experience are mis-educative. In **Democracy and Education** (1918) Dewey said,

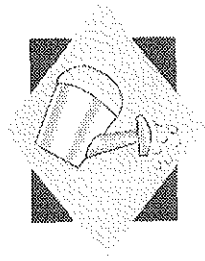
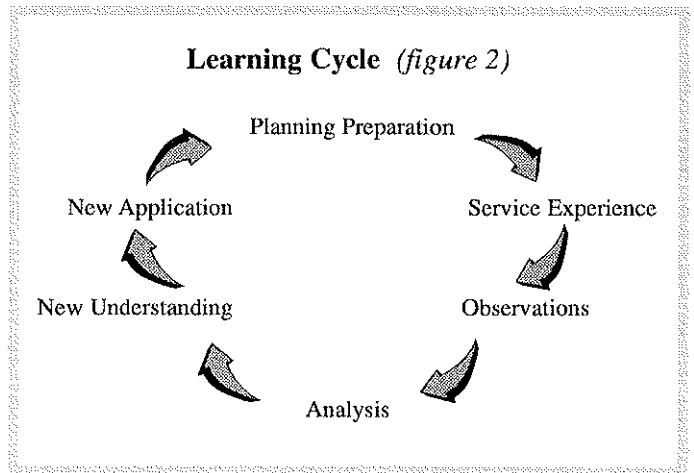
“To learn from experience is to make a backward and forward connection between what we do to things and what we enjoy or suffer from things in consequence. Under such conditions, doing becomes a trying; an experiment with the world to find out what it is like; the undergoing becomes instruction--discovery of the connection of things.”

What John Dewey thought about method or how to provide an educative experience is particularly useful to our effort to design effective service-learning curriculum.

“... thinking is the method of an educative experience. The essentials of method are therefore identical with the essentials of reflection. They are first that the pupil have a genuine situation of experience that there be a continuous activity in which he is interested for its own sake; secondly, that a genuine problem develop within this situation as a stimulus to thought; third, that he possess the information and make the observations needed to deal with it; fourth, that suggested solutions occur to him which he shall be responsible for developing in an orderly way, fifth, that he have opportunity and occasion to test his ideas by application, to make their meaning clear and to discover for himself their validity.”

Many contemporary sources of information have been developed that may help you craft an educative experience for students in the context of service-learning. The work of James Coleman and David Kolb has been adapted by the National Youth Leadership

Council to represent a learning cycle for service-learning that moves through; planning/preparation, service experience, observations, analysis, new understanding/meaning to new application. The work of Elliot Wigginton articulated in the 9 core practices of the Foxfire program also suggests appropriate directions when crafting an activity or learning opportunity for service-learning.



METHODS

Certainly you will want to create a learning experience, that follows the learning cycle recommended by the National Youth Leadership Council. In addition to observing that recommended sequence of events to guide an experiential service-learning opportunity - you may want to use the checklist provided on page 21. The guidelines listed are not exhaustive; however, they are supported by current research.

4 ACTIVITIES AND STRATEGIES

WHAT LEARNING OPPORTUNITIES WILL EXIST FOR STUDENTS SO THEY MEET THE OUTCOMES WE HAVE SET?



VIGNETTE 4

A language arts/social studies teacher from a small, rural high school decides to incorporate a service-learning component into a beginning theater class. Students would study one important social

issue and, at the end of the semester, express their new understandings in a theatrical production. The teens were invited to choose between homelessness and abuse of the elderly. After reading several articles and listening to the stories of a social epidemiologist, the teens voted to focus on homelessness. Readings, videos and speakers helped students dig deeply into the causes of homelessness and the way in which it affects people's lives.

The class also visited the Daytime Resource Center in Lansing, MI where they prepared and served a festive lunch, performed skits of their own devising, and visited with clients. They then went as a group to the Economic Crisis Center in East Lansing, MI where they told resident children stories they had memorized and rehearsed. They also chose one of three possible projects, to do on their own and present to the class, using their growing theatrical skills. Some fasted from Thursday afternoon until they secured a promise of food from an appropriate agency (learning first-hand what it is like to try to be civil on a truly empty stomach); others spent an evening preparing dinner and visiting with residents at an overnight shelter in Lansing; a few interviewed professionals who worked on issues related to homelessness.

All students kept journals in which they reflected on readings, class discussions, and field experiences. Their entries demonstrated the effect of meeting the "social problem" face to face and of trying to help. Before the first field visit, students used words like bum, drunk, crazy and hobo as synonyms for a homeless person. The readings and the visitors (various professionals working on issues related to homelessness who talked to the class and answered questions) made no observable impact on this. But as soon as students did their

fieldwork this stopped. At the end of the semester, the students used what they had learned to put on a play about homelessness. The play came from an avant garde theater group in New York City with no staging directions, lighting directions, or music. Students did their own work with much interpretive skill. In an effort to raise public awareness of the problem, the students publicized their play within their community and got a local television station and the newspaper to cover their activities. The playbill included written reflections from students about what they learned from their fieldwork. The students decided to donate the box office proceeds to the Daytime Resource Center.

The experience was designed as an investigation. A social issue was defined and contributing factors were identified. The centerpiece of the investigation was developing an appreciation or understanding of the issue (through the fieldwork). Possible responses on an individual as well as community level were examined.

In retrospect the curriculum designers felt the student learning was profound. They also agreed several modifications in the instructional design could lead to an even stronger experience. 1. The experience could have been improved by building in more reflection time. The field experiences took students into completely unknown worlds and even the reading and class visitors challenged them in new ways. Some rural students working in an urban setting came in contact with significant numbers of people of a different race for the first time. On the bus rides home, students had a lot on their minds that needed to be talked about. 2. Students should have been taught how to evaluate primary source information. Some of the class visitors defined the population of homeless differently because of the type of shelters they were licensed to run. This conflicting primary source information was very upsetting to students. Students had trouble accepting that there really may not be one right answer. 3. Finally, fieldwork needed to begin earlier in the semester because students needed more time to work on the issues after discarding their stereotypes

4 ACTIVITIES AND STRATEGIES

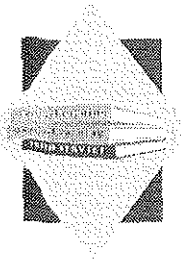
WHAT LEARNING OPPORTUNITIES WILL EXIST FOR STUDENTS SO THEY MEET THE OUTCOMES WE HAVE SET?

CHECKLIST

- Have we provided for some student choice?**
Students tend to invest more of themselves in an initiative when they have had some “say so” in the shape, direction or theme of the initiative.
- Have we determined a valid or true community need? You may utilize existing evidence or conduct a needs assessment or use another method to determine need. The important issue is to feel the need is not contrived. Students will not feel their efforts are worthwhile and valued if the need is not authentic.**
- Does the activity or strategy provide sufficient opportunity to meet the outcomes we set?**
A close match between strategy and outcome is important. Without the benefit of a close match you can’t hope to produce your intended result.
- Have we provided adequate opportunity to reflect on the experience and learnings?**
This is critically important because the reflection is often the difference between having an experience and learning something from the experience. Providing adequate opportunity means providing tasks that will produce reflection (see Questions 5 and 6) time to complete the tasks and, opportunities for reflection at regular and appropriate intervals. Reflection time is needed by teachers too.
- Do we need the help of an issue expert?**
When you anticipate learning about a complex social issue or anticipate putting students in direct contact with a particular population of people, you should consider getting yourself a volunteer issue advisor or expert. For example, the teacher in Vignette 4, used the advice of professionals who work with the homeless in order to craft the off-campus service visits.
- Have we considered the profundity: exposure relationship?**
In other words, if students are going to engage in service for a very limited period of time (1 day), the experience and exposure to the issue need to be fairly profound. If students are going to engage in service over a longer duration and during multiple occasions, the individual activities do not have to be especially profound.
- Have we adequately planned for preparing students before we engage them in service?**
While preparation is important for all students before they perform service, it is vital to prepare students when they are going to be in direct contact with a population in crisis. For example, students visiting homeless shelters were briefed by directors of shelters and even role played what to say and do in uncomfortable situations. A word to the wise, adults supervising service activities need to likewise be prepared and trained for whatever they might encounter.
- Have we determined what content we are not going to cover?**
This guideline applies when teachers are integrating a service-learning experience into an existing content area class. So often we add a unit of study or two without deleting any content, the result is an over burden on the teacher or poor coverage of material.
- Have we created options for reluctant students and the variety of learners we have in our classroom?**
For example, in Vignette 4 - not all students possessed the temperament to enter a homeless shelter and mix amicably with clients. Acknowledging this enabled the teacher to provide alternative tasks when the service occurred.
- Have we observed any existing parameters?**
For example, the building principal may have said, “Only three off-campus service visits supervised by a ratio of 10:1.” Will the activity we have in mind fit within this parameter?
- Do we have ways for students to concretely see the results of their work?**
Research has shown that often students do not obtain civic outcomes from service experiences. It is thought this may be due to an arrested learning cycle where we adequately define social problems and their contributing factors but neglect possible remedies and responses. Additionally, we know that the younger the child, the more important it is to create a concrete, visual representation of work.
- Does the activity or strategy help the student answer the Essential Question?**
If you wrote an essential question that is a demonstration of what students might know as a result of the outcomes and activities -- you want a strategy that would provide an experience that will help them answer the question.
- Do we have an operational plan for the strategy or activity?**
An action plan developed by teachers and/or students that accounts for who will do what when is important; it also provides opportunities to weave in specific lessons that will help you meet knowledge and skill outcomes.
- Have we provided opportunity for students to celebrate the results of their activity or strategy?**
Learning strategies or activities should provide opportunity for students to acknowledge and share the work they did.

4 ACTIVITIES AND STRATEGIES

WHAT LEARNING OPPORTUNITIES WILL EXIST FOR STUDENTS SO THEY MEET THE OUTCOMES WE HAVE SET?



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Coleman, James S. Chapter Five, **Differences Between Experiential and Classroom Learning. Experiential Learning: Rationale, Characteristics, and Assessment**

Jossey-Bass 1976. This is a brief explanation of the difference between learning that occurs through information assimilation and experience. The discussion focuses on when to use which process.

Growing Hope: A Source Book on Integrating Youth Service into the School Curriculum. National Youth Leadership Council. Roseville, MN.

This guidebook provides many suggestions for structuring service-learning activities. It provides several content area examples at different grade levels as well.

"The Foxfire Approach: Perspectives and Core Practices". **Hands On: A Journal for Teachers.** Issue 39, Spring 1991.

This short article outlines the nine core practices that constitute the Foxfire Approach, popularized by Elliot Wigginton. The aim of the Foxfire Approach is to help students guide their own learning.

Kolb, David A. **Experiential learning: Experience as the Source of Learning and Development.** Englewood Cliffs, New Jersey: Prentice-Hall 1984.

Building on Dewey, Lewin and Piaget. Kolb postulates that learning from experience involves four processes: 1) reflective observation, 2) abstract conceptualization, 3) active experimentation and 4) new concrete experience.

Svinicki, Marilla D. and Dixon, Nancy M. "The Kolb Model Modified for Classroom Activities". **College Teaching,** Vol. 35/No.4 pp.141-146.

Svinicki and Dixon suggest specific learning tasks that are a good match to each of the four processes identified by Kolb. For example: Reflective Observation, accomplished through logs, journals, discussion; Abstract Conceptualization, accomplished through lecture, analogies, projects; Active Experimentation, accomplished through simulations, fieldwork, homework; and Concrete Experience, accomplished through primary text reading, examples, problem sets.

Wither, Judith T. and Anderson, Carolyn S. **How to Establish a High School Service Learning Program.** Association for Supervision and Curriculum Development VA. 1994.

This concise guidebook includes helpful discussion about many practical matters such as: developing operational plans, persuading stakeholders, maintaining public relations.

"Honoring the Ties That Bind: Service-Learning and Multicultural Education".

Workshop handouts available through National Youth Leadership Council, 1910 West County Road, Minneapolis, MN 55431 or through the Michigan K-12 Service-Learning Center. This packet of hand outs provides valuable information on service-learning and multicultural curricula.

"Reflection is often the difference between having an experience and learning something from the experience."



4 NOTES



GUIDING QUESTION: WHAT LEARNING OPPORTUNITIES WILL EXIST FOR STUDENTS SO THEY MEET THE OUTCOMES I HAVE SET?

"The greatest challenge of the day is: how to bring about a revolution of the heart, a revolution which has to start with each one of us."

—Dorothy Day

4 NOTES



5 ASSESSING ACHIEVEMENT

HOW WILL WE KNOW WHAT STUDENTS KNOW AND CAN DO, AS A RESULT OF SERVICE-LEARNING EXPERIENCES?



RATIONALE

Most of us collect personal photographs. What we do with the photos tells us something about the family that lives in that home.

Multiple snapshots, taken over time tell a story. When those snapshots

are arranged into a presentation of some sort in a photo album or on a wall and when captions or stories are placed in proximity to particular photos . . . the viewer knows more about the family in the photos.

Assessments can be like family snapshots. If we know why we are taking a particular snapshot, have an idea of how we might use it, develop it, examine it, describe it, keep it for comparison to other snapshots . . . we ultimately create a story that tells us about the people in the snapshot as well as our capacity to monitor and adjust our own ability to collect and make meaning from those snapshots.

The assessments we create need to mirror the learning processes we construct for several reasons:

- 1) Students tend to focus their learning on what they will be tested on
- 2) Teachers, consciously or unconsciously, focus their instruction on learnings that will be tested
- 3) As teachers who value the role of service in the curriculum, we have an obligation to elevate its status in the curriculum and we can do that by creating thoughtful assessments
- 4) Assessment provides information for students about how they are doing
- 5) Assessment provides information for teachers so they can monitor and adjust to improve the learning experiences they craft

The guiding question for this section . . . *How will we know what students know and can do as a result of the service-learning experience?* . . . is derived by examining two questions.

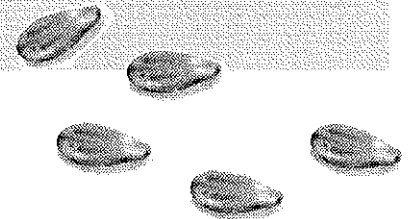
What learning should we assess?

The short answer to this question is...if we wrote learning outcomes or an essential question, we need to assess them. By assessing the outcomes we write and publish, we focus the students, the instruction and the curriculum.

How should we assess learning?

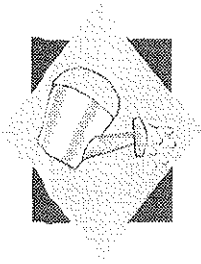
There is no short answer and no one right answer to this question. However, because we are assessing learning that has occurred in the context of service, we need to focus our attention on utilizing authentic assessment. The disclaimer is that multiple measures are always preferable and the teacher becomes a diagnostician who creates the right match between methods. This means if you wrote a skill outcome for multiplication facts as part of a unit of study that included service as an instructional strategy, you should certainly feel assured that you do not have to create an elaborate alternative assessment for this particular skill outcome (see the glossary in this section for definition of terms).

“Because we are assessing learning that has occurred in the context of service, we need to focus our attention on utilizing authentic assessment.”



5 ASSESSING ACHIEVEMENT

HOW WILL WE KNOW WHAT STUDENTS KNOW AND CAN DO, AS A RESULT OF SERVICE-LEARNING EXPERIENCES?



METHOD

Consider Fred Newmann's criteria which distinguishes authentic assessment from other forms when you create assessment tasks.

- 1) Discourse - students produce rather than reproduce expressions of knowledge.
- 2) Disciplined Inquiry - by understanding an issue thoroughly students create solutions.
- 3) Intrinsic Value - student work serves a real purpose, apart from getting a grade.

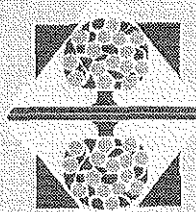
Authentic Assessments (figure 3)

Fred Newmann, University of Wisconsin says, "Authentic achievement involves the challenge of producing, rather than reproducing, knowledge." *Kappan*, February 1991.

Grant Wiggins, National Center on Education and the Economy writes, "The true test of ability is to perform consistently well, tasks whose criteria for success are known and valued." *Kappan*, May 1989.

CRITERIA 1 - DISCOURSE

Students are expected to create authentic expressions of knowledge, for example: produce original conversation or writing, repair and build physical objects, create artistic and musical expression or teach others.



VIGNETTE 5

A teacher in a suburban high school who serves vocational students worries that her students have taken to heart the misperceptions of the predominantly college bound students in this building who think vocational education means less able. She seeks a method to elevate their status within the school-community and decides to try integrating service into her communications class. Students become puppeteers and form a Kids On The Block troupe. Social issues are addressed in the scripts of the plays, such as ageism (stereotyping and bias against older persons).

The plays are performed for elementary school audiences. The puppeteers develop working competence on this social issue because at the conclusion of each performance the puppeteer must remain in character to answer a variety of questions.

In Vignette 5 what opportunities did students have to create authentic expressions of knowledge?

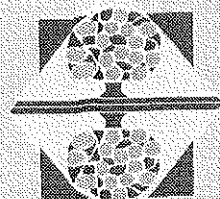


5 ASSESSING ACHIEVEMENT

HOW WILL WE KNOW WHAT STUDENTS KNOW AND CAN DO, AS A RESULT OF SERVICE-LEARNING EXPERIENCES?

CRITERIA 2 - DISCIPLINED INQUIRY

By utilizing prior knowledge, in-depth understanding of an issue or problem and by organizing, synthesizing and integrating information in new ways, students can create solutions to problems and provide needed services.



VIGNETTE 6

Fourth and fifth grade students in an urban elementary school find the school's media center has few materials in its collection about famous African Americans. While this

district does not have a great deal of money for resources, it has won a small grant to install additional technology for classroom use. Fourth and fifth grade students learn to conduct research on the Internet and collect information from around the nation on some 50 famous African Americans. The profiles they create are edited to final form and become part of a card stack on the server in the media center. Students even scan photos and add sound to embellish what will become a permanent part of the library collection.

In Vignette 6 what opportunity did students have to engage in disciplined inquiry that resulted in a solution to a real problem?

GLOSSARY

Alternative Assessment, refers to all assessments that differ from the multiple-choice, timed, one-shot approaches that characterize most standardized and some classroom assessments.

Assessment, collecting data from multiple sources in order to learn what the learner knows and can do.

Authentic Assessment, producing knowledge rather than reproducing knowledge for a reason apart from documenting the learner's competence.

Benchmark, concrete examples or samples at each level of performance.

Data Collection Technique, method utilized for the purpose of collecting data that is a demonstration of student achievement. The data is used for the purpose of making a judgment.

Evaluation, making sense of the assessment data we have so that we can make decisions.

Grading, combining many scores rendered from the application of scoring tools used to express a final judgment.

Performance Assessment, typically these are opportunities for students to demonstrate their understanding and to apply knowledge, skills and attitudes in various contexts.

Rubric, a scoring guide or tool that has an established set of criteria to score or rate a performance, project, or portfolio. Levels of performance are described in relation to a standard of achievement.

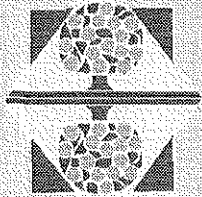
Scoring Technique or Tool, tools that allow us to apply standards and criteria so that we can make a judgment or rate a task or a piece of data. e.g. a rubric, an observation checklist.

5 ASSESSING ACHIEVEMENT

HOW WILL WE KNOW WHAT STUDENTS KNOW AND CAN DO, AS A RESULT OF SERVICE-LEARNING EXPERIENCES?

CRITERIA 3 - INTRINSIC VALUE

"Authentic achievements have aesthetic, utilitarian, or personal value apart from their value in documenting the competence of the learner." (Fred Newmann. p. 460 Kappan. February 1991). These achievements serve a real purpose, and are designed for a real audience. These performances, compositions and products exist to make an impression, communicate an idea or serve a purpose.



VIGNETTE 7

The beginning theater class who performed service in shelters in order to study the issue of homelessness used the understandings to perform a one act play. The class staged a performance for the community to help them understand the issue of homelessness in the United States.

In Vignette 7 what opportunity did students have to demonstrate their learning?

CHECK YOUR DESIGN WORK

After designing tasks that meet the criteria described above, check to see if you created authentic assessments by asking these three questions:

- Have we created assessment tasks that allow students to make their own expressions, versus repeating the expressions of others (worthwhile expression)?
- Have we created an assessment that requires disciplined inquiry (significant expression)?
- Have we created an assessment that has meaning apart from documenting the competence of the learner (meaningful expression)?

REFLECTION

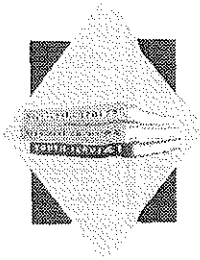
Service-learning relies on experience as its context for learning. Creating opportunities for students to reflect on their experience is critical. Reflection helps the learner make sense of their experience by: giving them chances to correct themselves, trying out their ideas, and integrating their learning with past and present to create the future. Reflection tasks can take many forms: journals, letters, papers, portfolios, discussions, guided questions, photo essays, articles, interviews, scrapbooks, to name a few forms.

Published materials on the role of reflection to service-learning abound. Conrad and Hedin(1987) provide this easy assist for teachers. They suggest you remember the three P's of reflective learning activities: Preparation (orientation, building group cohesion, exploring options . . .); Processing (analyzing and solving problems, learning and practicing skills, background reading . . .); and, Product (debrief, essays, pictures, celebrations, summaries, tip sheets . . .). If opportunities for reflection occur throughout the sequence of learning and take a variety of forms you increase the learner's chances of making sense out of the their experience.



5 ASSESSING ACHIEVEMENT

HOW WILL WE KNOW WHAT STUDENTS KNOW
AND CAN DO, AS A RESULT OF SERVICE-LEARNING EXPERIENCES?



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Educational Leadership, Volume 50 No. 7. *Dedicated to the topic of Authentic Learning*. April, 1993.

This volume has many fine articles in it from thoughtful and articulate leaders in this field such as: Grant Wiggins, Fred Newmann, Gary Wehlage and Howard Gardner.

Stiggins, R. **Student-Centered Classroom Assessment**, 1997. 2nd Ed. Columbus, OH: Merrill and Imprint of Prentice Hall. Distributed by Assessment Training Institute, Portland, OR.

A teacher's handbook on the development of quality assessments for use as teaching tools in the classroom.

Wiggins, Grant. "A True Test: Toward More Authentic and Equitable Assessment". **KAPPAN**. May 1989.

This article frames the role of assessment in current educational practices.

Newmann, Fred, M. "Linking Restructuring to Authentic Student Achievement". **KAPPAN** February 1991.

This article provides a wonderful introduction for thinking about the implications of authentic assessment for teaching and learning.

Mathematics

Stenmark, Jean Kerr (1991) **Mathematics Assessment: Myths, Models, Good Questions and Practical Suggestions**. Reston, VA.: National Council of Teachers of Mathematics.

This is a handbook of assessment guidelines and strategies in math.

Reading

Valencia S., Hiebert E.H. and Afflerbach, P. (Eds.) 1994. **Authentic Reading Assessment: Practices and Possibilities**. Newark, DE: International Reading Association.

This is a guidebook for authentic reading assessment practices.

Science

Brown, J. and Shavelson, R. (1996). **Hands-On Science**. Thousand Oaks, CA: Corwin Press.

This is a handbook of performance assessment guidelines and strategies in science.

Social Studies

Jacobs, Heidi Hayes "Redefining Assessment," 1996. **Social Studies Handbook on Alternative Assessment**. Prentice Hall, Boston.

The chapter in this handbook "Redefining Assessment" offers sound suggestions for the social studies teacher.

Writing

Spandel, V., and Stiggins, R. (1997). **Creating Writers: Linking Assessment and Writing Instruction**, 2nd ed. New York, NY: Addison-Wesley/Longman.

This is a teacher's guide to the integration of student-involved writing assessment with the teaching and learning process.



5 NOTES



GUIDING QUESTION: HOW WILL I KNOW WHAT MY STUDENTS LEARN AND CAN DO AS A RESULT OF THE SERVICE-LEARNING EXPERIENCE?

“As a child I understood how to give; I have forgotten this grace since I became civilized.”

—Ohiyesa, Native American

5 NOTES



6 EVALUATING LEARNING

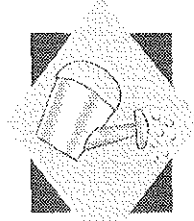
HOW WILL WE EVALUATE THE STUDENT'S WORK AND EFFORT?



RATIONALE

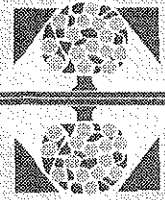
Question 5 addressed the issue of constructing authentic achievement tasks in order to demonstrate service-learning. Question 6 addresses evaluation decisions teachers make within this context.

This section of the publication will discuss how to design and adopt sound evaluation methods for service-learning curriculum. Constructing assessment tasks and evaluating the student's work or effort applied to those tasks are two different endeavors. Evaluating the tasks implies applying a judgement about the quality of the work or estimating the quality of the effort. In order to apply a judgement one has to develop criteria that will allow the judgement to be supported, explained or discussed.



METHOD

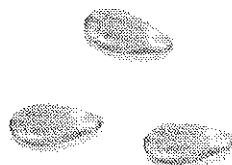
Like so much of the curriculum design work discussed in this publication creating a tight fit between component parts of the curriculum is the ultimate goal of the designer. Therefore, to create criteria upon which a judgement can be based the assessor or whoever is making the judgement, must match a data collection technique to the assessment task, and a scoring tool.



VIGNETTE 8

On a beautiful day in May, eight high school students from a beginning theatre class board a bus in their rural district to travel to the suburbs in order to entertain the children who are temporarily residents of a homeless shelter. The students have each selected and rehearsed a story to tell. The theatre students will be expected to use the dramatization skills they have been practicing. Also, they were given information about their audience in order to make appropriate decisions about the type and length of story. The teachers constructed an attribute checklist with items such as, engages and holds audiences attention, applies dramatic effects to enhance the story. The teachers completed a checklist for each story teller by assigning a score of 1, 2, or 3 to each attribute. (1 = appropriate, well done, 2 = attempt being made but not achieving full effect and 3 = inappropriate, poorly done, little or no attempt.)

The high school students, in turn, struggle to hold the attention of the young children; it is one of the first warm days of spring. Since this shelter is licensed for women and children only, most of the children have not had the attention of their fathers for some time. The children want to rough house and play. Additionally, it becomes clear that the high school students are not well rehearsed. Most have not memorized and rehearsed the conventions of their stories well enough to make spontaneous adjustments as needed. Ultimately, the eight students work as a team to engage the attention of the young children. They form a circle around the story teller and continually direct and redirect the attention of their audience. The story telling is cut a little short in lieu of play time with the children. At the conclusion of the afternoon the high school students bid the children good-bye and board the bus for home. The bus is quiet until the teacher asks, "What's on your minds?" The students confess to feeling badly about poor performances due to a lack of preparation.



6 EVALUATING LEARNING

HOW WILL WE EVALUATE THE STUDENT'S WORK AND EFFORT?

The assessment task in Vignette 8 is the act of story telling. The data collection technique used to collect information about the individual story teller's performance is the attribute checklist. The scoring tool applied to the checklist is the numbers that represent a judgement about the quality of the students work. This assessment collection technique and scoring tool could have been strengthened by having the students construct the checklist and develop the scoring tool criteria. It felt somewhat artificial to put a value on the student's effort or performance when the student had access to immediate audience feedback. Fortunately, the bus ride home required 45 minutes so important unplanned learning was discussed. In retrospect, it would have been wise to have planned for some structured reflection.

"Reflection helps learners make sense of the experiences by: giving chances to correct themselves, trying out their ideas, and integrating their learning with past and present to create the future."

figure 4

ASSESSMENT TASKS

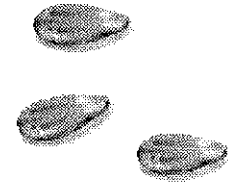
letter to the editor
illustration
experiment
proposal
research
field work

DATA COLLECTION TECHNIQUES

participation chart
surveys/inventories
probe questioning
portfolio
frequency count
anecdotal records

SCORING TOOLS

point systems
rubrics
written summaries
interviews
attribute checklist
rating scales



EACH TIME ONE CHOOSES TO ASSESS A DEMONSTRATED LEARNING, FOUR DECISIONS ARE MADE:

- 1) what data collection technique will be applied?
- 2) what scoring tool will be applied?
- 3) who will develop the technique?
- 4) who will collect the data and score the work?

The following are a few examples of performance tasks that can serve as assessment tasks or opportunities to demonstrate learning, as well as some sample data collection techniques and scoring tools. Please note there is not a one-to-one match implied laterally across the columns and this is not meant to be an exhaustive list.

The samples in figure 4 exhibit for the purpose of providing additional examples of the differences among a task, a collection technique and a scoring tool.



6 EVALUATING LEARNING

HOW WILL WE EVALUATE THE STUDENT'S WORK AND EFFORT?

A WORD ABOUT RUBRICS...

As you know, most people find a couple of scoring tools they like and understand how to use and apply them time and again. If you were to learn just one new scoring tool, a rubric will prove to be an invaluable asset in your instructional tool kit. The Center for Creative Learning defines a rubric as an established set of criteria to score or rate a performance, project, or portfolio. It describes the levels of performance that will be expected in relation to a standard of achievement. The descriptors in the rubric tell the evaluator what to look for in a response or product. They help the rater place the student's work along a predetermined scale. A rubric may include benchmarks defined as concrete examples or samples at each level. There are four types of rubrics:

HOLISTIC - describes overall integrated traits of the performance as a whole it is general in nature; one score is awarded for the strength of the entire task or product.

ANALYTIC - describes a level of performance for two or more separate traits required in the task or product; a score is awarded for each trait.

PRIMARY TRAIT - describes fully one separate or distinct trait such as contributor or problem-solver; one score is awarded.

DEVELOPMENTAL CONTINUUM - describes learning along several points or stages of development over time; ratings are given as a descriptor, not a score.

Rubrics are especially strong scoring tools for service experiences because service implies learning through doing. Experiential learning is often demonstrated through a performance or a product; both of which have many attributes and are complex in nature. In order to demystify for the learner the expectations of the performance a tool like a rubric provides clarity and concrete goals. Ideally students should help create the standards upon which they are assessed. This is a means of expanding their true level of understanding.

The sample rubric in figure 5 was created by teachers participating in the 1997 summer service-learning institute sponsored by Michigan K-12 Service Learning Center. This is a four point, holistic rubric. The benchmark is explained in level three performance. When constructing a rubric, the level three performance is articulated first. From that point the teacher and/or student work backwards and forwards articulating the other levels of performance. If you can experience the learning activity or performance before creating the rubric (in other words, participate in a "dry run") you will be able to represent desired performances more accurately and realistically.

figure 5

Outcome: Student will successfully solve problems at the service site.

- (4) Student will anticipate potential problems and identify available resources to solve the problem. Student will identify multiple solutions to the problem, make a decision on the preferred solution and act on the decision. Student consistently communicates problems with accuracy (which includes identifying all the facts relating to the problem).
- (3) Student will identify all problems as they arise. Student consistently communicates problems with accuracy (which includes identifying all the facts relating to the problem). Student will identify and use resources that will help solve the problem. Student will consistently attempt to anticipate problems that may arise.
- (2) Student will identify some problems as they arise. Student identifies some of the facts relating to the problem. Student may have to rely on others to generate possible solutions. Student attempts to cooperate in contributing to the solution. Student will occasionally attempt to anticipate problems that may arise.
- (1) Student is consistently unable to identify problems as they arise. Student does not contribute or cooperate once a solution is identified.

6 EVALUATING LEARNING

HOW WILL WE EVALUATE THE STUDENT'S WORK AND EFFORT?



GENERAL GUIDELINES

After deciding which data collection technique and scoring tool will be applied to an assessment task and after determining who will develop the tool and administer it, check the overall plan that has been developed for assessing student performance by asking these questions.

Have we defined how the service-learning experience will be evaluated?

The definition needs to occur before the service begins and be understood by the students. In other words, a rubric is useful to the extent students have it in their hands before they create a product so they understand the standard.

Have we selected assessment tasks, data collection techniques and scoring tools that fit with authentic learning?

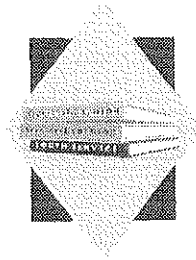
This question asks - to the best of our judgment do we think we have a sensible match?

Do we have both formative and summative assessment measures?

This question suggests that we need to collect data about what students are learning in increments, as well as at the end of the experience.

Do we have multiple measures for assessing what students know?

Classroom assessment is not a precise science. In order to glean a fairly accurate picture of what a student really knows, we have to provide multiple occasions to demonstrate learning, collecting and scoring data at regular intervals.



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Berlak, H. **Toward a New Science of Educational Testing and Assessment.** Albany: State University, New York Press. 1992.

Many ideas are discussed that help move the reader to understand testing as something that goes well beyond selected response types of tests.

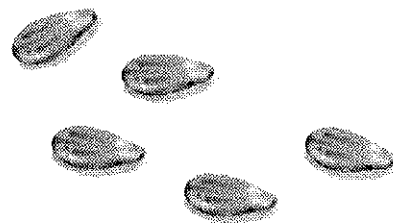
Marzano, Robert, J. Pickering, Debra, and McTighe, Jay. **Assessing Student Outcomes.** Alexandria, VA. ASCD publication. 1993.

In addition to helpful discussion about types of knowledge that can be assessed, this slim volume provides many complete examples of rubrics that have been constructed to address higher level outcomes. This publication can save the teacher a lot of time and effort.

Perkins, D. (1992) **Smart Schools: Better Thinking and Learning in Every Child.** New York: Free Press. 1992.

David Perkins writes about what it means to teach for understanding.

Wiggins, G. (1996) "Honesty & Fairness: Toward Better Grading & Reporting," in **Communicating Student Learning** by Thomas Guskey, 1996 ASCD Yearbook, Alexandria, VA, Ascis. Wiggins brings a clear, precise perspective to the topic of judging student work.



6 NOTES



GUIDING QUESTION: HOW WILL WE EVALUATE THE STUDENT'S WORK AND EFFORT?

"I don't know what your destiny will be, but the one thing I know; the only ones among you who will be really happy are those who will have sought and found how to serve."

—Albert Schweitzer

6 NOTES



7 WRITTEN CURRICULUM

DO WE HAVE A WAY TO EXPRESS THE CURRICULUM DESIGN WORK?

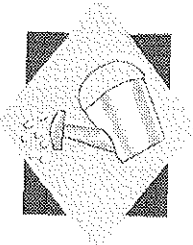


RATIONALE AND METHOD

Recording your intentions in one place creates a written record.

A written record

of your intentions enables you to share your intentions quickly and conveniently with a variety of audiences. For example, in addition to using the planning guide to direct your instruction you might do the following:



- 1) Keep the outcomes and essential questions visible and in front of the learner, teachers and parents by placing them on the bulletin board, meeting agendas, syllabi, newsletters, district publications.
- 2) Consider putting a copy of the learning activity in the hands of the students and have students develop the operational plan.
- 3) Share the plan with colleagues who might be able to supply additional ideas, or better yet who might begin to see opportunities in the context of their own content area classes to help students meet the outcomes that have been set.

Upon completion of the service-learning curriculum design you might check your intentions by applying these four questions that represent standards for good curriculum design. (These standards are adapted from the work of Grant Wiggins).

FOUR CURRICULUM STANDARDS

ENGAGING

- Do I think I have created work that will capture the learner's interest?

COHERENT

- Do I think students will be able to tell me why we are engaging in this work and what it has to do with learning that has come before in our course work and learning that will come afterward?

EFFECTIVE

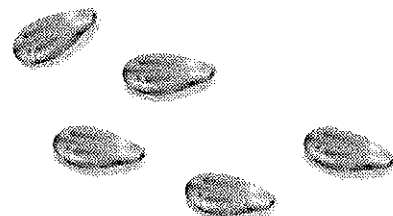
- Do I think I have created work that will allow all students the opportunity to learn at high levels?

AUTHENTIC

- Do I think the tasks I have created for students to demonstrate their learning have an audience beyond the student and are not arbitrary?

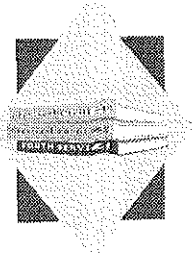
Asking a series of questions and thoughtfully crafting answers mean that you may now have pieces of the puzzle waiting to be combined to make a complete picture. The outline of a planning guide, contained in this publication may be photocopied for your use. The guide has a place holder for the answers to the various questions contained in this publication as well as additional place holders for issues such as resources that may be applied to the instruction.

Your intentions and hopes for students are the seeds you sow as a teacher. The learning opportunities you plan cultivate the experiences through which your students grow. Your assessments help you and your students know when the harvest is in.



7 WRITTEN CURRICULUM

DO WE HAVE A WAY TO EXPRESS THE CURRICULUM DESIGN WORK?



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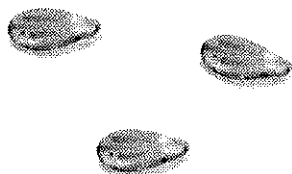
This article addresses suggestions for the how to of good curriculum design work.

Tyler, Ralph **Basic Principles of Curriculum and Instruction**. Chicago: University Chicago Press. 1949.

This classic book offers the fundamentals of good curriculum design and assessment practice.

Wiggins, Grant. *“Curricular Coherence and Assessment: Making Sure That the Effect Matches the Intent.”* **ASCD Yearbook**. 1995.

This article defines what coherence is in curriculum.



7 QUESTION GUIDE FOR COLLEGIAL DISCUSSION



SEEDS

What is the seed or idea that you want to grow?
What is the need to be addressed through service-learning?

KNOWLEDGE

What is the knowledge base you need to have to grow a service-learning program? What do you know about experiential education, constructivist pedagogy, supportive learning communities?

SKILLS AND TOOLS

Just as farmers or gardeners have tools for their trade and the skills to use those tools, what skills do you anticipate needing for service-learning? (e.g. facilitation skills, how to work in cooperative groups, community collaboration, thematic and cross curricular instruction, student empowerment, etc.).

THE HARVEST

What is it that you want to grow? What purpose will it serve? What do you want it to look like?

SUN

How will all benefit through service-learning, students, staff and community?

CLIMATE

What are your preexisting conditions? What is your school climate, your community climate?

7 QUESTION GUIDE FOR COLLEGIAL DISCUSSION



FERTILIZER

What will you need to add to your pre-existing conditions to ensure growth?

WATER

What are your natural resources? What are your assets?

SEASON

When and where will service-learning live in your curriculum, school, district?

STEM/TRUNK

What will make your program strong and able to withstand the elements?

ROOTS

What will ensure sustainability?

MEASURING GROWTH

How are you going to assess if you are growing what you intended? How will you judge and appreciate the fruits of your labor?

This guide was developed by Denise Walker with the Michigan K-12 Service-Learning Center. It may be used with staff, community or students to lay the ground work for the curriculum design work discussed in this publication.

7 NOTES



GUIDING QUESTION: IN WHAT WAY WILL I EXPRESS MY CURRICULUM DESIGN WORK?

“In a completely rational society, the best of us would aspire to be teachers and the rest of us would have to settle for something less, because passing civilization along from one generation to the next ought to be the highest honor and the highest responsibility anyone could have.”

—Lee Iacocca

7 NOTES



7 NOTES



PLANNING GUIDE WITH FOCUS QUESTIONS

DO WE HAVE A WAY TO EXPRESS THE CURRICULUM DESIGN WORK?



PLANNING

Unit/Class Title Grade(s)

Subject Area(s)

Subject Area(s)

Origin/Rationale

Why do we want to engage students in this service-learning experience?

OUTCOMES

Knowledge (Know)

Skill (Be able to do)

Do these outcomes address . . . declarative knowledge our students need to possess to meet grade level expectations and think critically? Are these outcomes specific and measurable?

Do these outcomes address procedural knowledge our students need to possess to meet grade level expectations and think critically? Are these outcomes specific and measurable?

Affective (Be like)

Does this outcome describe, an attitude, ethic or disposition students may come to embrace?

ESSENTIAL QUESTION(S)

Is this question at the heart of the learning experience, is it meaty and arguable and worth much consideration?

LEARNING ACTIVITY/STRATEGY

Is the activity likely to meet a real community and student need?

Does the activity provide time for preparation before and reflection after service?

Description

PLANNING GUIDE WITH FOCUS QUESTIONS

DO WE HAVE A WAY TO EXPRESS THE CURRICULUM DESIGN WORK?



ASSESSMENT MEASURES

Tasks

Which tasks in the learning activity will help the student and teacher know if the student is meeting the outcomes?

Data Collection

What work or information will be collected (how and at what intervals) that is a sample of student performance?

Scoring Tool(s)

What tool will be used to make a judgement about the work or performance?

RESOURCES

Who will help implement the learning activity? What instructional materials will be needed? (begin to catalog: names, phone numbers, addresses, titles, http addresses, video, etc.).

ONGOING REFLECTIONS

(Of Curriculum Designer)

As the curriculum designer, what worked and what didn't work about this instructional plan?

PLANNING GUIDE

DO WE HAVE A WAY TO EXPRESS THE CURRICULUM DESIGN WORK?



PLANNING

Unit/Class Title Grade(s)

Subject Area(s)

Subject Area(s)

Origin/Rationale

OUTCOMES

Knowledge (Know)

Skill (Be able to do)

Affective (Be like)

ESSENTIAL QUESTION(S)

LEARNING ACTIVITY/STRATEGY

Description

PLANNING GUIDE

DO WE HAVE A WAY TO EXPRESS THE CURRICULUM DESIGN WORK?



ASSESSMENT MEASURES

Tasks

Data Collection

Scoring Tool(s)

RESOURCES

ONGOING REFLECTIONS

(Of Curriculum Designer)