

# Department of Public Instruction Learn and Serve America



January 4, 2010

It is so important to be out in the real world. Theories are just that, theories. Applying them to real life is essential to having a deep understanding of a concept.

*--Service-Learning student at Monroe Community College (Rochester, NY)*

**To:** Service-Learning educators, practitioners, and enthusiasts

**From:** Betsy Prueter, Grants Specialist and Teri Dary, Service-Learning Consultant

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## **Happy Holidays from the DPI LSA E-Brief!**

This communication is distributed monthly to teachers, administrators, and community partners and features online resources, funding opportunities as well as service-learning project ideas. With ANY feedback or comments please contact Betsy. This is YOUR e-brief. What would benefit you? What would you like to see each month? What would help you strengthen and deepen your work? Please feel free to forward this message to others in your building or district.

DPI Service-Learning Website: <http://dpi.wi.gov/fscp/slhmpage.html>

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## **Important Announcements**

**Grant Opportunities:** Click below for grant opportunities from Youth Serve America

<http://ysa.org/grants>

**Ongoing,** Service-Learning and Student Teachers (*more information attached*)

The DPI receives an AmeriCorps grant through the Corporation for National and Community Service to place AmeriCorps members around the state to help coordinate community service projects, tutor and mentor students, and recruit and manage volunteers. Ten of our AmeriCorps slots are open to current student teachers who incorporate service-learning into a semester of teaching. Student teachers are considered part-time AmeriCorps members and receive an education award of \$1,250 upon completion of their service of 450 hours of student teaching. In addition, they receive training and networking opportunities.

Please contact Betsy Prueter at [betsy.prueter@dpi.wi.gov](mailto:betsy.prueter@dpi.wi.gov) or 608-267-7290 if your school is interested in this opportunity!

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### Service-Learning Stories: The Flashcard Company

*Each month we will feature stories of service-learning from across the state and across the country. These are meant to inspire and motivate you all to continue to do good work in your classrooms. This month's story come from Roosevelt Elementary School in Kenosha, WI.*

The Flashcard Company was a busy place at Roosevelt Elementary School in Kenosha. Third graders were busy all year making vocabulary flashcards to donate to second grade students. The flashcards gave the second graders a head start on their learning while allowing the third grade flashcard makers to review the vocabulary words. Students surveyed the second grade teachers first, to investigate the need they saw for their students. After the surveys were returned and analyzed, the whole class discussed multiple solutions to the need of improving vocabulary skills. They arrived at the flashcard idea because it could easily be done without a lot of teacher direction and teachers indicated cards would be useful for their students. This project built upon the service-rich culture of Roosevelt Elementary School and was designed to serve the school community. The goal of this service-learning project was initially to make plenty of sets of flashcards using the sixty word second grade district word list. The teacher saw this project as a great way for third graders to review high frequency words in a way that made learning meaningful to them – through helping younger students. It was a great review for the third graders and a learning tool for the second graders. After the students finished those cards, they decided to move on to the second phase, which was making flashcards with the third grade word list. These are words that all third graders are expected to recognize by the end of third grade. The process of writing them as they make card sets helps the students learn, and these new sets will give the second graders a head start on their learning. The second grade teachers reported that the fact that the cards were made by older kids gave the second graders reason to try even harder.

*Have a story to share? Submit the attached "SL Project Proposal" to Betsy at [betsy.prueter@dpi.wi.gov](mailto:betsy.prueter@dpi.wi.gov).*

***Extra Credit: Which K-12 Service-Learning Standards for High-Quality Practice are missing (or weak) in this project? Be the first to email Betsy with your answer and receive a free copy of "The Kid's Guide to Social Action!"***

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### Featured Resource: Service-Learning Regional Trainings, SAVE THE DATES

*This winter and spring DPI will be offering a series of workshops for practitioners and administrators on service-learning implementation and district institutionalization. Below is more information on dates and locations and mark your calendars! Attached you will find a flyer- please distribute widely.*

**Service-Learning 101:** Gain an understanding of the National K-12 Service-Learning Standards for Quality Practice and strategies for successful implementation.

**February 22:** UW-Platteville, 8am-3pm

**February 24:** CESA 6, Oshkosh, 8am-3pm

**March 4:** UW-Stevens Point, 8am-3pm

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**Administrator's Academy:** For district administrators, curriculum directors, and principals. Spend a day with national experts Dr. Terry Pickeral and Dr. Bill Hughes learning strategies for advancing service-learning at the district level.

**March 3:** DPI, Madison, 8am-3pm

Registration: [https://www.regonline.com/service\\_learning\\_regional\\_trainings](https://www.regonline.com/service_learning_regional_trainings)

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### Breaking Down IPARDC: Action

*We know that often the service-learning process is more important than the outcome. IPARDC offers a framework to guide that process and ensure meaningful engagement with your academic content and the identified service project. Each month, we'll look at one part of this framework. We continue with **Action**. See below for an excerpt from the K-12 Service-Learning Project Planning Toolkit for more information and how you and your students can work together to put the service-learning experience into action.*

Once you have completed the investigation, planning, and preparation, the next step in service-learning is to implement the service activity. Because it is the focal point of your project, it is crucial that you, your students, and the community members implement your service activities well. Typically the implementation phase includes training and service provision, along with the reflection and assessment that should be integrated into every phase. A good idea for reflection and assessment is to ask questions to help link the service to academic and civic learning and about how students feel about the service and their abilities to make a difference. Even if your action plan is excellent, you should anticipate the types of problems that may occur and how you will address them. Many teachers include this in the training that occurs before the service. During the action phase, you want to be sure that the students are engaged and actively exploring or using inquiry and hands-on approaches, have opportunities to work with an adult other than a family member or teacher, continue to engage in perspective taking, and have the opportunity to see that the service is genuinely meeting community needs.

#### Part A: Checklist for Training and Orientation

- Students have been trained so they know how to conduct the service and what is expected of them.
- All students have meaningful roles to play.
- Students have been given guidance on how to perform tasks well together.
- The community partner understands and is on board with all activities.
- Students have engaged in troubleshooting conversations (what to do if...)
- Transportation has been arranged as needed.
- Needed materials and supplies have been secured.
- There are enough adult supervisors.
- All safety and other risk protections are in place.
- Parent permission forms have been obtained.
- Permission for pictures and publications have been obtained.
- The media have been invited (as appropriate).

- \_\_\_\_\_ Reflection activities to take place during service have been planned.
- \_\_\_\_\_ Explicit links to curriculum have been made.
- \_\_\_\_\_ Administrators are aware of and supportive of the activity.

Source:

RMC Research Corporation. K-12 Service-Learning Project Planning Toolkit. Scotts Valley, CA: National Service-Learning Clearinghouse, 2008.  
[http://www.servicelearning.org/filemanager/download/K-12\\_Service-Learning\\_Project\\_Planning\\_Toolkit.pdf](http://www.servicelearning.org/filemanager/download/K-12_Service-Learning_Project_Planning_Toolkit.pdf)

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### Inspiration Corner: Finding the Heart of Service-Learning

*Service-learning is about passion! Each month, we hope to feature some resources that serve to energize, inspire, and motivate you to continue to dig deeper in your journey to quality service-learning. This example comes from DPI's Lead Teacher Training in Madison held earlier this month.*

#### “Imagine” from Fox’s Glee

Take a look at a clip from a recent episode of *Glee*. What standard does this clip address? What does this video mean to you? Does it display a unifying moment or an attempt to mask the privilege of the Glee Club students? What might this experience feel like from the perspective of the deaf students? What assumptions did Glee Club students make about the legitimacy of the deaf students’ performance?

<http://www.youtube.com/watch?v=0AZZ-NUpdXE>

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### Food for Thought: What do the Standards look like in Practice?

*We know that using the Service-Learning standards contributes to a high quality service-learning experience. But what might these standards look liked on an applied level? Each month we will be reviewing 2-3 examples of applied standards. Read below for local examples of the service-learning standards applied in Wisconsin classrooms!*

**Link to Curriculum:** In a collaborative service-learning project between Canterbury Elementary School, in Greendale WI and Clarke Street Elementary School in Milwaukee, WI fourth grade students partnered together to develop tutoring centers for younger students struggling academically. After initial needs assessments, students were introduced to each other via letter writing at the beginning of the year and in December, met in person. During that in person meeting students reviewed needs assessments and discussed the kind of service-learning project they were interested in working on together. Students chose the tutoring center idea and started planning. Over the course of the year, they continued to work together on this project, planned a walk through to determine what the tutoring centers would look like and finally, in the spring, launched their centers at both schools. They worked together to set up 5 different tutoring centers for the K-3, K-4 and K-5 students. The areas of concentration included math, reading, bingo, crafts and shapes. At the end of the year the students put together an iMovie that show cased the entire year. The iMovie showed the entire project and the different video reflections. The iMovie was shown at the end of the year assembly to the entire school. This project allowed teachers at both schools to focus on skills in writing, reading, science, art, social studies, math and speaking. For example, part of the social studies curriculum is to teach the students about different communities, which is perfect because this project involved students in an urban school and suburban school. **Greendale, WI**

**Progress Monitoring:** Eighth grade Mahone Middle School students in Spanish 101 classes not only wrote a book, but they did it in two languages. As part of a service-learning project, students picked a topic, wrote, and illustrated a bilingual children’s book while keeping in mind the essential questions of the unit- what makes a good book? Who can benefit from translated reading materials? The project helped students master vocabulary and grammar concepts as well as technology skills as they put their books together. The books were donated to the children’s ward at local hospitals as well as the Ronald McDonald House. Students were encouraged throughout the project to set learning objectives and reflect on their progress. Students offered peer feedback on whether the books

incorporated the qualities of good children's literature identified at the beginning of the project. At the end of the project, students were asked for feedback on how the bilingual book project could be improved. ***Kenosha, WI***

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The DPI LSA E-Brief is distributed once a month. It is intended to:

1. Offer relevant and timely information to support you in your efforts to build and develop programs of service-learning;
2. Update you on available research, tools, materials, services, and training opportunities from DPI and other national sources; and
3. Provide you with a vehicle to exchange ideas with, ask questions of, and share resources with other LSA grantees, service-learning practitioners, and DPI staff.

To respond to DPI about this E-Brief, click "Reply" and you will send your e-mail only to me, Betsy Prueter. To share your response with the entire e-mail list, click "Reply to All."

To subscribe to this monthly e-brief please email Betsy at [betsy.prueter@dpi.wi.gov](mailto:betsy.prueter@dpi.wi.gov)