

Department of Public Instruction Learn and Serve America



February 28, 2010

"Service learning creates the memories that stay with children for a lifetime. Even when you wouldn't expect it, children will remember what was said or done, because they are engaged in it. Their project becomes part of them and its impact stays with them."

--Elisha Witt, Teacher, Clintonville Public Schools

To: Service-Learning educators, practitioners, and enthusiasts

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

Welcome to 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>

Important Announcements: Grant Opportunities

Civic Ventures: Purpose Prize

The Civic Ventures Purpose Prize recognizes Americans over 60 whose creativity, talent, and experience is transforming the way our nation addresses critical social problems. Maximum award: \$100,000. Eligibility: Americans 60 years old by March 1, 2008 and currently working in a leadership capacity in an organization or institution (public, private, nonprofit, or for-profit) to address a major social problem. Deadline: March 5, 2010.

<http://www.purposeprize.org/prize/>

[American Historical Association: Awards for Teaching of History](#)

The American Historical Association Beveridge Family Teaching Prize recognizes excellence and innovation in elementary, middle school, and secondary history teaching, including career contributions and specific initiatives. Maximum award: \$1,500. Eligibility: K-12 teachers in groups. Deadline: March 15, 2010.

<http://www.historians.org/teaching/Beveridge.htm>

[Kohl's Corporation: Kohl's Kids Who Care Scholarships](#)

The Kohl's Kids Who Care Program recognizes and rewards young volunteers who transform their communities for the better. Maximum award: \$10,000 scholarship toward post-secondary education. Eligibility: youth 6 to 18 years old, not graduated from high school by March 15, 2010. Deadline: March 15, 2010.

<http://www.kohlscorporation.com/CommunityRelations/scholarship/index.asp>

[Nominate a Young Service-Learning Leader](#)

The Gloria Barron Prize for Young Heroes seeks nominations for its 2010 awards. The Barron Prize honors young people ages 8 to 18 who have made a significant positive difference to people and our planet. Each year, ten national winners each receive \$2,500 to support their service work or higher education.

Nomination deadline is April 30. For more information and to nominate, visit <http://www.barronprize.org/>

Service-Learning Stories: Community Health Fair for Migrant Workers

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 the middle school level.

In one middle school, students decided that they should hold a community health fair for migrant farm workers, restaurant workers, and others who did not have health care through their employers to acquaint them with services available in the community. The students were asked to document the problem, so they initially conducted online research to identify health care access issues. The teacher asked how they knew that these issues applied to their own community, so the students interviewed farm workers and restaurant workers to determine what their health care needs were and what it would take for them to come to a health fair. In speaking to the community members, students realized that they could not hold the fair during the working day and that many of the needs had to do with children's immunization, which is required when children move into a new school. Students reoriented the content of the fair to address children's needs and to discover low-cost alternatives for the uninsured workers. They identified resources within the community for free or low-cost health care, especially for children, and were able to have many health care providers come to the fair and vaccinate children for free. They were also able to get free screening for cholesterol and blood sugar, and free nutritional advice. As part of their follow-up activities, they investigated health care policies and established a campaign to advocate for health care reform, writing letters to their legislators that expressed their opinions.

Source: *Unpacking What Works in Service-Learning: Promising Research-Based Practices to Improve Student Outcomes*, Excerpted from "Growing to Greatness 2007". Available from the NYLC Resource Center at www.nylc.org. © 2007 National Youth Leadership Council. All Rights Reserved

Have a story to share? Submit the attached "SL Project Proposal" to Betsy at 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!"

Featured Resource: Service-Learning Regional Trainings, REGISTRATION OPEN

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.

One attendee in each of the February or March workshops will be selected to win a \$1500 scholarship from State Farm to attend the National Service-Learning Conference in San Jose, CA on March 24-27!

Service-Learning 101: Gain an understanding of the National K-12 Service-Learning Standards for Quality Practice and strategies for successful implementation. The Service-Learning 101 workshops will provide background information for those new to service-learning. Participants will learn about why service-learning works, what high quality practice looks like and how to begin incorporating service-learning into their teaching. This workshop is best suited for teachers and administrators who have little or no experience with service-learning or are looking to transform current service projects into academic service-learning.

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

Registration: https://www.regonline.com/service_learning_regional_trainings

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. The Administrators' Academy will provide school and district administrators with strategies for supporting and sustaining high quality practice in the elements that are required for long-term system change: leadership and vision, professional development, curriculum and assessment, school-community collaborations, and continuous improvement. Models for developing teacher leaders and effective school climate will be discussed. This workshop will be led by national experts Terry Pickeral, Bill Hughes, and Anderson. It will be most useful for principals, district administrators, curriculum directors, and instructional leaders.

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

Registration: https://www.regonline.com/service_learning_regional_trainings

Service-Learning in Professional Development and Teacher Education: This will focus on developing high quality professional development to advance high quality service-learning in both pre-service and inservice teachers. UW-La Crosse Professor KT Willhite and Teri Dary will co-lead this workshop, which will be most useful for teacher education faculty, teacher leaders, instructional leadership, curriculum directors, and professional development coordinators.

April 22: UW-La Crosse, 8am-3pm

Registration: https://www.regonline.com/service_learning_regional_trainings

Statewide Service-Learning Retreat: Shelley Billig, Vice President of RMC Research, will lead a high-quality professional development experience for school district teams on April 29-May 1, 2010. Interested districts are asked to identify a team of teachers and administrators that will plan for advancing service-learning as a key district initiative. Bring a team to this training to learn how your district can achieve sustainable high quality practice through district leadership and support that nurtures continuous improvement. See attached brochure for more information.

April 29-May 1: Heidel House, Green Lake

Registration: <http://www.regonline.com/builder/site/Default.aspx?eventid=819152>

Breaking Down IPARDC: Demonstration/Celebration

*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 **Demonstration/Celebration**. See below for an excerpt from the K-12 Service-Learning Project Planning Toolkit for more information and how you and your students can share outcomes and impacts on themselves and the community. **Remember, demonstration and celebration must be meaningfully tied together to create the best outcomes for your students.***

Demonstration and celebration of learning and impact are important parts of your service-learning project that can provide you, your students, and your community partners with a meaningful conclusion to the project and an opportunity to think ahead to the future. In an effective demonstration and celebration, students show influential others how they impacted the community and how they themselves have changed as a result of their service-learning activities. A high quality demonstration and celebration event recognizes and rewards students' sense of efficacy and motivation to serve and reinforces community members' commitment to your program. It provides a public forum for students to display their knowledge, which encourages them to synthesize what they have learned through service, provides an authentic context for assessment, and builds community members' expertise with respect to the community problem. Finally, a high quality demonstration and celebration event engages participants in analyzing and developing potential solutions to the new set of social issues signaled by the end for the service-learning project, further enhancing their problem solving skills and dedication to service.

Demonstrating Impact on Community	Demonstrating Impact on Self	Celebrating Accomplishments
<ul style="list-style-type: none"> ✚ Measurement on a neighborhood quality index ✚ Poster exhibition/Showcase ✚ Portfolio fair ✚ Development of products such as Power Points, oral presentations, websites, videos, booklets, before/after pictures of the community ✚ Testimonials by service recipients 	<ul style="list-style-type: none"> ✚ Self portraits ✚ Autobiographies ✚ Story Boards ✚ Pre/post measures of knowledge, skills, or behaviors ✚ Evaluation of student work by experts, community partners, recipients of service, or panels of judges ✚ Sharing insights through issues forums 	<ul style="list-style-type: none"> ✚ Recognition at a schoolwide ceremony ✚ Awards ✚ A tour of the service site to observe progress ✚ Letters of recognition from community partners, elected officials, etc. ✚ Service credits on transcripts ✚ Creation of a fund to support future service around the issue

The Disney Channel Service-Learning Website
www.disney.go.com/disneychannel/learningtoserve/toolkit

Ida, A. & Rose, J. (2003). *Service Learning: The Classroom Companion to Character Education: A resource guide for teachers and facilitators*
www.highered.nysed.gov/kiap/PCPPU/service_learn/home.html

Youth summits

A sample book that addresses youth summits is Leiterman, H. (2000) *Youth Summits: Law-related education for violence prevention*. Bloomington, IN: ERIC Clearinghouse for Social Studies/Social Science Education, ED446027.

Senior Projects

www.seniorproject.net

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

Inspiration Corner: Finding the Heart of Service-Learning

Service-learning is about passion! Each month, we hope to feature some video resources that serve to energize, inspire, and motivate you to continue to dig deeper in your journey to quality service-learning.

We are the World 25 for Haiti

Recorded on February 1st, 2010, in the same studio as the original 25 years earlier "We Are The World 25 For Haiti", in which Jones and Richie serve as executive producers and producers, was created to benefit the Haitian earthquake relief efforts and the rebuilding of Haiti.

<http://www.youtube.com/watch?v=Glny4jSciVI>

Life= Risk

<http://www.youtube.com/watch?v=0yetHqWODp0>

Food for Thought: Teacher Influence on Policy Reform

We take a break from the service-learning standards to feature a report on teacher involvement on policy and policy reform. Below is a synopsis of the full report, which can be accessed via the link at the bottom of this section. Don't worry, standards examples will return in March!

A third report based on data from the Retaining Teacher Talent study by Learning Point Associates and Public Agenda looks at what educators think about current ideas on identifying, recruiting, retaining, compensating, and supporting effective teachers. The report suggests that what teachers identify as good indicators of effectiveness are not always aligned with what policymakers or researchers think. The success of such reforms rests in large part on the support of those most directly affected -- teachers. The data indicate that issues such as the Race to the Top competition, increased funding for the Teacher Incentive Fund program, and the next reauthorization of the Elementary and Secondary Education Act are not the policy options that seem most popular to teachers, who favor class size reduction and addressing student discipline. This disconnect suggests that teachers do not have a strong influence on these various agendas, which may be

problematic when it comes to their implementation. The incentives that bring change in teacher behavior will ultimately determine success of these policies. Taking teachers' advice on what will improve their effectiveness, or working hard to communicate with teachers about how policies will improve student learning, or both, will likely give these reforms the better chance of success.

See the report: <http://www.publicagenda.org/pages/new-analysis-suggests-teachers-voices-do-not-have-a-strong-influence-policy-agenda>

Source: Public Education Network Weekly *NewsBlast*
"Public Involvement. Public Education. Public Benefit."
February 12, 2010

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