

Department of Public Instruction Learn and Serve America



October 30, 2009

The essence of teaching is to make learning contagious, to have one idea spark another.
--Marva Collins

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 Dates and Announcements

November 16, 3pm-4pm, LSA Grantee Lead Teacher Webinar #3 (log in information to be emailed out)

December 14-15, 8am-4pm, LSA Grantee Lead Teacher Trainings (Madison)

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 Prueeter at betsy.prueter@dpi.wi.gov or 608-267-7290 if your school is interested in this opportunity!

Service-Learning Stories: Bringing Two Communities Together

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 Canterbury Elementary School (Greendale, WI) and Clarke Elementary School (Milwaukee, WI). Have a story to share? Submit the attached "SL Project Proposal" to Betsy at betsy.prueter@dpi.wi.gov.

This service-learning project was a result of a partnership between Canterbury Elementary School in Greendale and Clarke Street Elementary School in Milwaukee. The students in fourth grade at Canterbury partnered up with a fourth or fifth grader at Clarke Street. As a class, we started the year off by talking about service learning and allowing the students an opportunity to interview two community members or family members about needs in their community or other cities / communities around us. We then talked about rural, suburban and urban communities and how needs in those communities might differ. Each class at both schools talked about the results of their investigation. At that point, we introduced the students to each other. We have them complete interest inventories to facilitate them getting to know each other. As a class, we learn about letter writing (styles, rules, etc) and the students write letters back and forth over a period of several weeks.

In December we brought the students together for the first time to talk about some projects that we wanted to work on as a group based on the results from their community needs investigation. As a group, students started to talk about the education of younger kids and determined that they wanted to tutor the K-4, K-5 and first graders at each school. In January the students planned a day where they would be able to experiment with what the tutoring centers should look like. They planned a math, craft, bingo, trivia and reading station. Students from Clarke Street came to Greendale to participate in the tutoring centers. The students rotated through different tutoring centers to determine what they would like to offer to the younger students.

In March the students were ready to launch the tutoring centers for K3,4 and 5 students at Clarke Street School. The fourth graders from Canterbury Elementary met up with their pen pals at Clarke Street Elementary School and worked together to set up 5 different tutoring centers for the students. The areas of concentration included math, reading, bingo, crafts and shapes. After tutoring the younger students, the pen pals ate lunch together and participated in a reflection activity.

In June, Clarke Street came to Canterbury and completed the same tutoring centers for the younger students at Canterbury. We then had a great end of the year reflection and celebration by playing kick ball together. At the end of the year the students put together an iMovie that show cased the project and the entire year. The iMovie showed how the project worked, and featured different video reflections. The iMovie was shown at the end of the year assembly at both schools.

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 book! Hint: In what ways did this project link to classroom curriculum?

Featured Resource: Funding Opportunities

American School Board Journal Magna Awards

The American School Board Journal is accepting nominations for its 2010 Magna Awards, which recognize programs that have been important in promoting a district's mission and advancing student learning; are capable of being replicated by other school boards with similar conditions and resources; and are the result of collaboration between the school board and others. Maximum award: \$3,500. Eligibility: programs developed or actively supported by school boards. Deadline: October 31, 2009.

<http://www.asbj.com/magna>

NSTA: Dr. Wendell G. Mohling Outstanding Aerospace Educator Award

The Dr. Wendell G. Mohling Outstanding Aerospace Educator Award recognizes excellence in the field of aerospace education. The winning application will become part of the NSTA website and thus available for use by other aerospace educators. Maximum award: \$3,000 to the recipient; up to \$2,000 to attend the NSTA National Conference on Science Education, and recognition at the Awards Banquet and the Aerospace Educators Luncheon at the NSTA Conference. Eligibility: educators in informal education settings (e.g., museums, government, science centers) with a minimum of three years experience in that setting. Deadline: November 30, 2009.

<http://www.nsta.org/pdfs/awards/Aerospace.pdf>

AFN International: Young Eco-Hero Awards

Action for Nature International Young Eco-Hero Awards recognize the individual accomplishments of young people whose personal actions have significantly improved the environment. Maximum award: \$500. Eligibility: youth ages 8-16. Deadline: February 28, 2010.

<http://www.actionfornature.org/eco-hero/ecoheroawards.html>

Earthwatch: Educator Fellowship

The Earthwatch Institute offers educators fully funded fellowships for hands-on learning with leading scientists doing field research and conservation on one of 130 projects around the world. Maximum award: fully funded fellowship. Eligibility: Elementary, middle, and high school educators and administrators of any discipline. Deadline: Applications accepted on a rolling basis.






<http://www.earthwatch.org/aboutus/education/edopp/edfelfund/>

State Farm Good Neighbor Service-Learning Grants

Youth Service America is currently accepting applications for State Farm® Good Neighbor Service-Learning Grants to support service-learning projects that culminate on Global Youth Service Day, April 23-25, 2010. School and community educators across the United States and Canada (select provinces) can apply for up to \$1,000 in funding for youth-led projects. Service-learning is a teaching and learning strategy integrating meaningful community service with academic study and reflective practice to enrich learning, build civic engagement, and strengthen communities. State Farm Good Neighbor Service-Learning grant applicants are encouraged to develop projects that launch on Martin Luther King Day of Service, January 18, and culminate on the weekend of GYSD, April 23-25. For the State Farm Good Neighbor Service-Learning Grant application, please visit, www.YSA.org/awards. Deadline: November 9.

Breaking Down IPARDC: Demonstration

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. See below for more information and activities on developing meaningful ways for students to demonstrate impact on themselves and the community.

Demonstrating Impact on Community	Demonstrating Impact on Self	Celebrating Accomplishments
 Measurement on a neighborhood quality index	 Self portraits  Autobiographies  Story Boards	 Recognition at a school wide ceremony

<ul style="list-style-type: none"> ✚ 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"> ✚ 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 ✚ Youth summits ✚ Senior Projects 	<ul style="list-style-type: none"> ✚ Awards ✚ A tour of the service site to observe progress ✚ Letters of recognition from community partners, elected officials, etc. ✚ Service credits on the students' transcripts ✚ Creation of a fund to support future service around the issue ✚ Recognition during a traditional ceremony such as graduation
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Other good resources:

--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

--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, 2006. 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 resources that serve to energize, inspire, and motivate you to continue to dig deeper in your journey to quality service-learning.

Teri Dary: Service-Learning in Wisconsin (LSA Grantee Meeting)

<http://www.youtube.com/user/nationalservice#p/u/1/FwzK9C1XVXk>

Our own Teri Dary was in Washington D.C. in mid-October for the national Learn and Serve grantee meeting. LSA staffer Brad Lewis interviewed Teri on high quality service-learning in Wisconsin. Enjoy!

ES Media: Lake Erie Earth Force

http://www.youtube.com/watch?v=tXHUawYiT3o&feature=player_embedded

Students with Lake Erie Earth Force create a video on their environmental service-learning project. It's a great example of good community investigation and youth voice-check it out! Might a student made video be a great way to demonstrate impact? *See this e-brief for more ideas on demonstration and celebration.*

I Gotta Feeling (Live at Oprah's 24th Season Kickoff Party)

<http://www.youtube.com/watch?v=A9CmZXSSYmc>

Black Eyed Peas perform a special live version of *I Gotta Feeling* for Oprah while a flash mob of synchronized dancers groove on Michigan Avenue downtown Chicago, IL USA. The performance was at Oprah's 24th Season Kickoff Party on September 8, 2009. This video struck me because it shows the power of grassroots movements and the excitement that comes with it!

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

We know that using the Service-Learning standards leads 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!

Youth Voice: At Mahone Middle School in Kenosha, eighth grade students enrolled in Spanish 101 exercised their voice through the design, writing and donation of bilingual children's books. The teachers and librarians worked together to have students critically review award winning children's literature to determine what makes a quality children's book. Students were coached to use these qualities in their own books however students had the freedom to pick the topic of their books. Students were so engaged in the creative process of this project that many took their own digital photos to illustrate the books. This project empowered self-directed learning and students made sure they (and their classmates) were on track with their project. Students understood the rubric that would be used to grade their projects and were integral in its implementation. Finally, after learning about three community partners and their services in the Kenosha area, students decided as a group which agency they wanted to donate their completed books. *(Mahone Middle School, Kenosha, WI)*

Diversity: Third grade students at Rexford/Longfellow Elementary school in Clintonville undertook a time capsule service-learning project during the 2008-2009 school year to dig up a time capsule buried in their community over 25 years earlier! Part of their work involved approaching City Council members on the time capsule and how students could help dig it up! Before approaching the City Council their teachers talked with the students about the possible multiple perspectives they may face with members of the council. They discussed how citizens will not always agree on what to do. For some council members it could be a matter of money and for others a matter of honoring a promise made 30 years ago. This project helped students realize that "old" people are not "grouchy." The children also learned that citizens CAN work with local government for the common good. Both teachers tried to prepare students for the variety of persons/groups they would encounter through this project and learn to respect their perspective and experience as fellow residents and citizens of Clintonville. *(Rexford/Longfellow Elementary School, Clintonville, WI)*

Reflection: At Canterbury Elementary School in Greendale (see above: Bringing Two Schools Together); reflection began at the very beginning of the school year. Each student was interviewed on video camera and asked different questions about what they thought service learning was, if they thought they could personally help their community, if they have ever helped in their community before what they thought it meant to help out in the community and if they thought people took them serious even if they were only children. Students were interviewed at the end of the year as well, and asked the same questions. However, by the end of the school year, the students had learned more about technology and had the opportunity to actually use the camera themselves and interview one

another. Students, along with their teacher, put together an iMovie comparing the student's interviews through the year. The iMovie was shown on the last day of school at the all school assembly. Additionally, students reflected after each time they worked on our project throughout the year. Sometimes the students wrote down what they liked about the project and what they thought we could do to improve the project. Other times the class had whole group reflections where they wrote their ideas and thoughts on poster paper where all of the students could see them.

(Canterbury Elementary School, Greendale, WI and Clarke Street Elementary School, Milwaukee, WI).

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