

Syllabus: Graduate Teacher Education Courses

ED 500

Course: Service Learning Examples for the Classroom

Credit Hours: Three credit hours

Course Format: In-person

Instructor Name: Jim Place

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Course Description: This course is designed for teachers, administrators, counselors and coaches. Participants will differentiate volunteerism, community service and service-learning. They will discover and implement the parts of service-learning: investigation, preparation, action, reflection and demonstration. They will analyze the K-12 Standards for Quality Service-Learning. They will discuss the standards and learn how to apply them to their educational situation.

The course dives into the IPARD model. Participants will learn investigation strategies. They will prepare for the service activity. They will complete an assets-based community walk and a poverty simulation. They will engage in reflection practices. They will demonstrate their knowledge.

Required Text(s) and Other Materials: None

Technology Requirements: Access to Gmail and Google classroom

Course Objectives: Upon completion of the course, the student will have accomplished the objectives listed under the following categories:

Knowledge:

1. Differentiate volunteerism, community service and service-learning
2. Identify the IPARD model for service-learning
3. Understand and analyze the K-12 standards for service-learning
4. Conduct Action Research about a community need
5. Understand service-learning best practices
6. Apply IPARD model and K-12 Standards for Quality Service-Learning to educational situation

Skills:

1. Investigate a problem and identify a service-learning solution
2. Prepare for completing service by engaging in service-learning preparation activities

3. Act by serving others and engaging in progress monitoring
4. Reflect on the service that has been completed
5. Demonstrate understanding
6. Engage in Action Research

Dispositions:

1. Understand the differences of ways of serving the community
2. Appreciate the IPARD model and engage in its practice
3. Develop an understanding of those living in poverty through the poverty simulation
Appreciate community assets through the assets-based community walk
4. Reflect on the experience for further understanding
5. Model the IPARD model for service-learning
6. Appreciate the K-12 Standards for Quality Service-Learning

STUDENT LEARNING OUTCOMES (SLOs):

This course addresses the following student learning outcomes to the degree shown in the table. Degree Addressed is rated according to the following scale:

1=Basic, 2=Developing, 3=Proficient, 4=Advanced

Student Learning Outcome	Degree Addressed
1. Demonstrate growth in content knowledge related to teaching assignment and the application of content knowledge to classroom instruction and assessment.	3
2. Understand scientifically-based practices in teaching and learning, including strategies in literacy education, instructional technology, differentiation of instruction, and apply them to raise student achievement.	2
3. Demonstrate multiple means of assessing and evaluating student learning and use them to change teaching and learning.	2
4. Locate, interpret, synthesize, and apply educational research in best practices in teaching.	2
5. Understand models for professional change, including teacher collaboration, professional learning communities, strategies for mentoring and coaching to facilitate change, and effective professional development.	1
6. Demonstrate understanding of reflective practice that results in improved classroom teaching and learning, including teacher reflection, use of technology in self assessment, collaboration for change, and self-management of change.	2
7. Demonstrate understanding of system and organizational change in education, including models for school change and current research and trends in school change.	1
8. Demonstrate responsibility for student learning at high levels.	3

9. Demonstrate responsibility for school reform and leadership in school change.	1
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Course Requirements:

Class Description/Overview:

- All participants must attend the seven hour face-to-face class, complete assets-based community walk, complete poverty simulation, complete Action-Research and engage in group discussion.
- All participants must read three articles on service learning and write a 100 word response to each article. Responses should reflect on how you plan to use this information in your education practice. Articles will be posted in Google Classroom.
- Complete the formative assessment
- Additional requirements as described below:

Requirements for Three Credits	Students Effort (hours)
Attend a seven hour in-person class.	7
Reflect on the ideas shared in the live discussion and how these ideas impact you as an educator.	2
Complete worksheet after discussion, reflection and collaboration with peers.	2
Read three articles or review three websites on digital service learning and write a 100-word response to each article or website Your response should reflect on how you plan to use information in your classroom. Can combine articles and websites - three resources total.	4
Write a six page reflection paper to the required work provided. Include how you are going to implement at least one idea from class into your educational setting. The paper must be typed, double-spaced, 12-point Times New Roman font, following APA protocol.	15
Complete one of the following options:	15

- A. Book Critique - Read one of the books provided below and write a two page critique of the book. You should include a summary, how the book relates to your classroom, and how you will implement an idea from the book.
- B. Character Education Book - Students must read the entire [Are You a Character Educator](#) by Jim Place and write a two page reflection paper outlining the philosophies that resonated with them the most and why. Your reflection must be typed, double-spaced, 12-point Times New Roman font.
- C. Become a Service Learning Leader - Take a leadership role in your grade level or content area Professional Learning Community (PLC), building, or district that involves character education. Write a two-page paper as assigned in class. Your principal's signature will be required to verify. These activities could include but are not limited to:
- Poverty simulation for students or staff
 - A parent information night
 - An all-school assembly
 - An all-school service learning program
 - Membership in your school's PBIS Committee
 - Starting a service learning program in your content/building/district from something you have learned in the class
 - Leadership Roles as approved by the instructor
 - Please submit this [form](#) with your administrator's signature
- D. Philosophy Book - Students must read the entire [Jim Place's Philosophy Book](#) and write a two page reflection paper outlining the philosophies that resonated with them the most and why.
- E. Community Service - Volunteer a minimum of six hours at an organization that will inspire you to be a character educator and design lessons with social justice in mind for students. These hours can be with or without students. The site manager's signature is required. Please use this [form](#) for the signature.
- Write a two page reflection paper on your experience and how this will impact your lesson design and the impact of community service to your students.
 - Suggested organizations include but are not limited to:
 - St. Vincent DePaul
 - House of Bread
 - The Free Store Food Bank
 - Any local food pantry or soup kitchen
- F. Service Professional Learning Community (PLC) - Form a PLC focused on Service Learning at your school or in your district. You must have at least three other members in your PLC. Your group must meet at least five times (in person or virtually) for a minimum of one hour to discuss how you can create more positive character programs for your school or district. The PLC must create a product that builds better character in their school. Examples include but are not limited to:

<ul style="list-style-type: none"> ● PBIS initiative ● School-wide service learning week ● Professional Development for staff ● Social-Emotional Standards based lesson examples for all content areas <p>A two page paper reflecting on your work is required.</p> <p>G. Service Learning Lesson Design - Develop a plan to incorporate a service-learning lesson in your classroom or school. - List the objectives. Include an explanation for each part of service-learning: IPARD (Investigation, Preparation, Action, Reflection, Demonstration). Include curriculum-specific standards and benchmarks. Explain how your project meets all eight of the K-12 Service-Learning Standards for Quality Practice. (Meaningful Service, Link to Curriculum, Reflection, Diversity, Youth Voice, Partnerships, Progress Monitoring, Duration and Intensity) Make a detailed plan of the logistics so that this plan can be made possible. List the resources and support you need. Make a prediction of the effect that the service project will have on the school culture.</p>	
<p>Total for three credit hours</p>	<p>45</p>

**You may not repeat a specific assignment that you completed for another class. You may choose the same option, but it has to be new material, lessons, PLCs, etc.

Approved Book Critique Books:

[*The Complete Guide for Service Learning by Catheryn Berger Kaye*](#)

[*Learning through Serving by Cress, Collier, Reitenauer & Assoc.*](#)

[*Service Learning Essentials by Barbara Jacoby*](#)

[*The Kid's Guide to Service Projects by Barbara A. Lewis*](#)

[*Service Learning: A Guide to Planning, Implementing and Assessing Student Projects by Sally Berman*](#)

[*Setting the Standard for Project Based Learning by Larmer, Mergendoller & Boss*](#)

The Ten Commandments of Character by Joseph Teluskin

A Case for Kindness by Lisa Barrickman

The Power of Kindness by Piero Ferrucci

The Road to Character by David Brooks

Be The Hero You've Been Waiting For by Yvonne and Rich Dutra-St.John

Radical Kindness by Angela C. Santomero

Dare to Lead by Brene Brown

Daring Greatly by Brene Brown

Attendance/Participation: Attendance is required for the live three hour virtual class.

Grading: Students will earn a Satisfactory (S) or Unsatisfactory (U) grade for this class. To earn a S students must successfully complete the work as outlined above..

Late Work: An assignment is late if it is not turned in at the place, date, and time established by the instructor. The instructor understands that at times there are extraordinary circumstances that occur and should be taken into consideration. These circumstances must be shared with the instructor before the due date (and not the night before) in order for any extension to be given.

Incomplete Grades: Incomplete Grades will be handled according to the University Catalog. If an incomplete grade is issued, the student, instructor, and Associate Dean will develop an agreement for the terms of the incomplete and sign it.

Student Conduct: Students are required to follow the policies set within the Student Code of Conduct at CSU Pueblo. This Code can be found on the Student Affairs website at <https://www.csupueblo.edu/student-affairs/student-conduct/index.html>. Students with questions regarding any guidelines within the Code should contact the Director of Student Conduct and Case Management at 719-549-2092.

Accommodations: If you have a documented disability that may impact your work in this class and for which you may require accommodations, please see the Disability Resource & Support Center (DRSC) as soon as possible to arrange services. The DRSC is located in LARC 169, and can be reached by phone (719-549-2648) and email (dro@csupueblo.edu).

Academic Dishonesty: Academic dishonesty is any form of cheating that results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. In cases of academic dishonesty, the instructor will follow protocol as identified by their department. Academic dishonesty is grounds for disciplinary action by both the instructor and the Director of Student Conduct and Community Standards. Any student found to have engaged in academic dishonesty may receive a failing grade for the work in question, a failing grade for the course, or any other lesser penalty which the instructor finds appropriate. To dispute an accusation of academic dishonesty, the student should first consult with the instructor. If the dispute remains unresolved, the student may then state their case to the department chair (or the dean if the department chair is the instructor of the course). A student may appeal a grade through the Academic Appeals Board, if eligible.

Academic dishonesty is a behavioral issue as well as an issue of academic performance. As such, it is considered an act of misconduct and is also subject to the University conduct process as defined in the CSU Pueblo Student Code of Conduct. Whether or not disciplinary action has been implemented by the faculty, a report of the infraction should be submitted to the Office of Student Conduct & Community Standards who may initiate additional disciplinary action. The decision by the Office of Student Conduct & Community Standards may be appealed through the process outlined in the Student Code of Conduct.

Mandatory Reporting: Colorado State University Pueblo is committed to maintaining respectful, safe, and nonthreatening educational, working, and living environments. As part of this commitment, and in order to comply with federal law, the University has adopted a Policy on Discrimination,

Protected Class Harassment, Sexual Misconduct, Intimate Partner Violence, Stalking, & Retaliation. You can find information regarding this policy, how to report violations of this policy, and resources available to you, on the Office of Institutional Equity's website ([www.csupueblo.edu/institutional equity](http://www.csupueblo.edu/institutional-equity)).

Please familiarize yourself with the reporting requirements of this policy. Because faculty and staff at CSU Pueblo are "Responsible Employees," we have to report to the Director of the Office of Institutional Equity if you tell us that you were subjected to, or engaged in, any of the following acts: *discrimination, protected class harassment, sexual misconduct, intimate partner violence, stalking, and retaliation.*