

LEEWARD COMMUNITY COLLEGE  
**EDUCATION**

Associate of Arts in Teaching



## Student Service Learning Guide

*10 simple steps*

*"The best way to find yourself, is to lose yourself in the service of others."*

*-Mohandas Gandhi*

LEEWARD COMMUNITY COLLEGE

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## 10 Steps to Service Learning

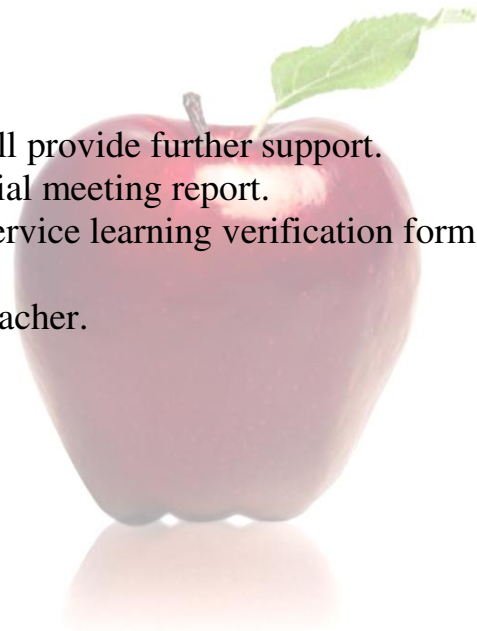
### **Before entering cooperating school:**

1. Read Letter of Acknowledgement and send confirmation email to instructor.
2. **Complete fingerprinting forms. Send forms to DOE. Call to set up appointment.**
3. View AAT service learning partner schools web site.
4. Choose service learning schools. Fill out online document.
5. Email initial contact letter to school and instructor (cc).

*Currently on  
hold. Not  
necessary.*

### **Upon being invited to cooperating school:**

6. Review service learning assignment. Instructor will provide further support.
7. Setup initial meeting with teacher & complete initial meeting report.
8. Complete service learning assignment & fill out service learning verification form.
9. Submit questionnaire form online.
10. Send thank you letter to cooperating school and teacher.



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## Step 1: Letter of Service Learning Acknowledgement

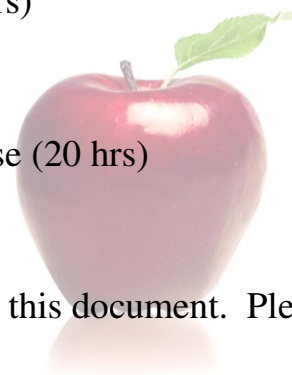
Dear student,

We here at the Associate of Arts in Teaching (AAT) program at Leeward Community College want to thank you for your enrollment and participation in our classes and our program. We look forward to guiding you through the process of becoming a highly qualified professional in our local schools and beyond. An important part of this process is the service learning component of our courses. The AAT degree requires 40 hours of service learning. Currently, all 40 hours of service learning are infused into three of our core courses:

ED 285 Introduction to Classroom Management (10 hrs)

ED 291 Developing Language and Literacy I (10 hrs)

ED 295 Service Learning in Education: portfolio course (20 hrs)



You will find a general outline to these assignments in this document. Please review these assignments.

Please send an email to your instructor acknowledging the service learning component of this degree.

Bobbie Martel	Coordinator	<a href="mailto:rmartel@hawaii.edu">rmartel@hawaii.edu</a>
Jeff Judd	Faculty	<a href="mailto:jjudd@hawaii.edu">jjudd@hawaii.edu</a>
Michael Cawdery	Faculty	<a href="mailto:cawdery@hawaii.edu">cawdery@hawaii.edu</a>
Kale`a Silva	Faculty	<a href="mailto:jaydene@hawaii.edu">jaydene@hawaii.edu</a>

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**Step 2: Department of Education fingerprinting procedures**



Aloha AAT students,

As a requirement for our AAT program, you will be completing service learning hours in order to blend the theory that you are learning in your courses with the practical applications in the field. Students who wish to complete their service learning at a DOE school site **must** be fingerprinted and cleared prior to going into a public school.

Please complete the following steps:

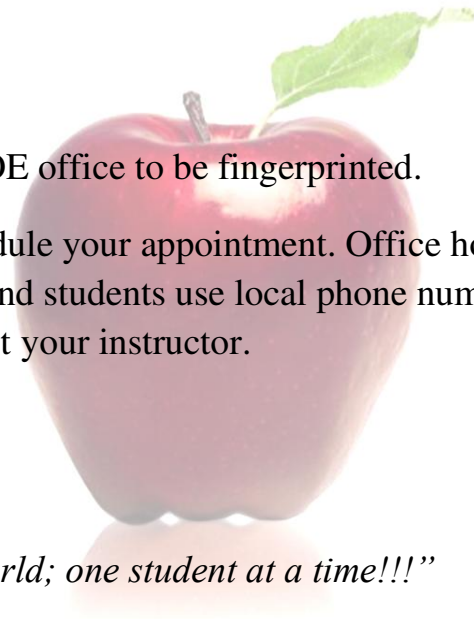
1. Complete Form 90 sections A, B and C.
2. Please mail the complete document to the following contact person:

Glen Nakama  
Dole Cannery  
680 Iwilei Road  
Suite 490  
Honolulu, HI 96817

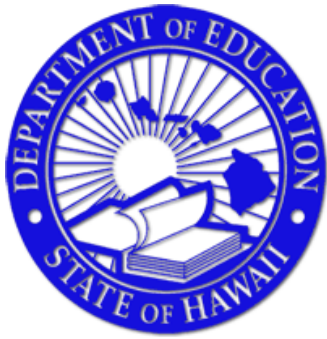
(\*neighbor island students, please see the  
address of your local office.)

The completed form **must** arrive to the DOE office to be fingerprinted.

3. Call Glen Nakama at 586-3466 to schedule your appointment. Office hours, M-Th, 8-11am, 2-4pm. (\*neighbor island students use local phone number.)
4. If you have any questions please contact your instructor.



*“Together we will change the world; one student at a time!!!”*



## Fingerprinting Locations (\*schedule subject to change)

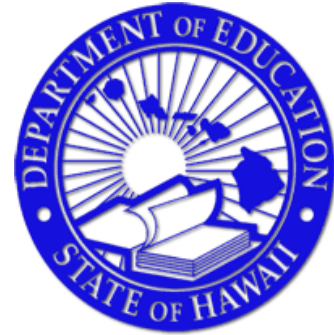


<b>EBC State Office</b> Dole Cannery Building 680 Iwilei Road, Suite 490 Honolulu, HI 96817 Phone: 586-3607	<b>Monday through Thursday:</b>  8 AM –11pm; 2-4 PM	Call ahead and appointments required.
<b>Maui District Office</b> 54 High Street 4 <sup>th</sup> Floor Wailuku, HI 96793 Phone: 984-8000	<b>Monday through Friday:</b>  8:30 AM – 11:00 AM  12:30 PM – 4:00 PM	Walk-ins accepted.
<b>Kauai District Office</b> 3060 Eiwa Street Lihue, HI 96766 Phone: 274-3507	<b>Monday through Friday:</b>  8:30 AM – 11:30 AM  12:30 PM – 4:30 PM	Call for an appointment
<b>Hawaii District Office</b> 75 Aupuni Street, Rm 203 Hilo, HI 96720-4235 Phone: 933-3310	<b>Monday through Friday:</b>  8:30 AM – 10:30 AM  1:30 PM – 3:30 PM	Walk-ins accepted.



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Step 3: AAT Service Learning Partner schools

To get more information please visit the following link:

<http://sites.google.com/site/servicelearningpartners/>

Aiea Intermediate School	Aiea High School	August Ahrens Elementary School	Ewa Elementary	Ewa Beach Elementary School
Helemano Elementary School	Highlands Intermediate	Holomua Elementary School	Honowai Elementary	Iroquois Point Elementary School
Ka Waihona o Ka Na'auao NCPS	Kaimiloa Elementary School	Kalieopu Elementary School	Kamaile Elementary PCCS	Kanoelani Elementary School
Kapolei Elementary School	Kapolei Middle School	Kapolei High School	Kipapa Elementary School	Lehua Elementary School
Leilehua High School	Makaha Elementary School	Makakilo Elementary School	Manana Elementary School	Mauka Lani Elementary School
Mililani High School	Mililani Waena Elementary School	Momilani Elementary School	Nanakuli Elementary School	Nanakuli High and Intermediate
Palisades Elementary School	Pearl City High School	Pearlridge Elementary School	Pohakea Elementary School	Red Hill Elementary School
Solomon Elementary School	Sunset Beach Elementary School	Wahiawa Elementary School	Wahiawa Middle School	Waialua Elementary School
Waialua High and Intermediate	Waianae High School	Waiiau Elementary School	Waikele Elementary School	Waipahu Elementary School
Waipahu Intermediate	Waipahu High School	Wheeler Middle School		

\*Neighbor Island Partner Kapa'ia Elementary (Kauai)

Non-DOE schools

Hanalani School	Ho'ala School	Kamehameha Preschool	Kamehameha Preschool-Waianae	Kamehameha High School
Our Savior Lutheran School	Trinity Lutheran School			

\*Dyslexia tutoring center of Hawai'i

## [Step 4: Choose your service learning school](#) (link to online form)

Fill out this form to select your top three service learning schools. This only applies to education courses that require service learning.

\* Required

First Name \*

Last Name \*

Semester \*

Year \*

Class \* Please check each class you are taking that requires service learning

- ED 285 Classroom Management (10 hours required)
- ED 291 Language & Literacy (10 hours required)
- ED 295 Service Learning (20 hours required)
- ED 290 Foundations of Education (not required)
- ED 294 Multicultural (not required)

Instructor \* Please check each instructor that you are taking that requires service learning

- Michael Cawdery
- Bobbie Martel
- Jaydene Silva
- Jeff Judd

First Choice Service Learning School \* Make sure to write out the entire name of the school

Second Choice Service Learning School \* Make sure to write out the entire name of the school

Third Choice Service Learning School \* Make sure to write out the entire name of the school

Any comments, questions, or special circumstances regarding the service learning assignment?

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**Step 5: Initial Contact Letter**

Aloha cooperating school,

My name is \_\_\_\_\_ and I am currently a student in the Associate of Arts in Teaching (AAT) program at Leeward Community College. As a requirement for my degree program I must complete service learning hours. These hours will allow me the opportunity to observe and apply strategies and skills that I am presently learning in ED\_\_\_\_, \_\_\_\_\_. I would greatly appreciate an opportunity to work with one of your classroom teachers as an observer and volunteer. I hope to be able to provide assistance to students in any capacity the classroom teachers deem appropriate. I will look forward to hearing from you at your earliest convenience.

I am excited about this opportunity.

Mahalo nui loa,





## **STEP 6: Review service learning assignments**

### **ED 285 Introduction to Classroom Management: Service Learning Assignment (10 hrs)**

#### **Course overview:**

Without good classroom management, learning cannot take place! Through this introductory course, students will examine a variety of classroom management strategies. In addition students will learn about the importance of values in the classroom, origins of authority, ethical issues of classroom management, learning styles, lesson planning and delivery, instructional assessment, behavior and discipline plans, special education issues, and the importance of community and parental partnerships.

#### **Student Learning Outcomes:**

- Organize and manage the physical environment of the classroom.
- Employ strategies that create an environment of respect thereby establishing a culture for learning.
- Describe different learning styles that affect student learning.
- Select instructional goals and demonstrate knowledge of resources by designing a coherent lesson.
- Describe ways to organize, differentiate and present instruction.
- Know and compare formal and informal assessment procedures and reporting.
- Explain how to prevent and deal with disruptive student behavior.
- Identify the legal and ethical issues regarding classroom management.
- Explain how to establish and maintain good communication with students, caregivers, Administrators and others.

#### **Assignment:**

1. Observe and record classroom management strategies employed by the classroom teacher. Close attention will be paid to physical and social class environment, procedures and routines.
2. Interview a teacher focusing on two relevant strands:
  - a. Collect relative perspective and information on becoming a successful, reflective practitioner in classroom management strategies.
  - b. Collect tips, advice, wisdom, rewards and challenges that all new teacher should become aware of.

Find a way to support the classroom teacher's work. This could be individual student support, leading a group through an instructional exercise or routine, or presenting a lesson plan. You could help with the organization and general layout of educational environment. This service should pay particular attention to classroom management topics related to positivity and learning.

*Please ensure that students exhibit the following characteristics of teacher professionalism:*

- Confidentiality
- Appearance
- Behavior
- Communication
- Positivity

## **ED 291 Language and Literacy I: Service Learning Assignment (10 hrs)**

### **Course Overview:**

Through a balanced literacy approach, instruction will focus on processes involved in emergent literacy development. Strategies based on current theories of language and literacy will be modeled to promote skills in multi-level literacy instruction and assessment techniques.

### **Student Learning Outcomes:**

- Identify the stages of reading and writing development; emergent, early and fluent.
- Demonstrate the components of balanced literacy; Read-Aloud, Shared reading/writing, Guided reading/writing, Interactive reading/writing, Independent reading/writing.
- Use information found in a Running Record to modify and direct instruction by: identifying student's instructional reading levels, determining the cueing systems being used and creating guided lessons to support independence.
- Demonstrate knowledge of various methodologies and strategies that promote comprehension including prediction, summary and questioning.
- Demonstrate characteristics of teacher professionalism: confidentiality, appearance, behavior, communication.

### **Assignment:**

1. Students are asked to actively engage with your students for at least 10 hours.
2. Students are prepared to work with small groups or one on one focusing on literacy development. The type and level of engagement may vary due to your needs.
3. Students will prepare a case study integrating assessment data (running records) as well as observed reading behaviors to create a plan of guided reading instruction for one student (the child's name will not appear and information will be held in confidence).
4. Students will complete a Service learning verification in order to document service learning.

*Please ensure that students exhibit the following characteristics of teacher professionalism:*

- Confidentiality
- Appearance
- Behavior
- Communication
- Positivity

“A teacher affects eternity; he can never tell where his influence stops”

-Henry Adams

## **ED 295 Field Experience in Education: Service Learning Assignment (20 hrs)**

### **Course Overview:**

During this capstone students will engage in structured and supervised interactions with students in one-on-one or group setting. This course is a culmination of the knowledge, skills, and dispositions learned throughout the AAT program. The purpose of the Field Experience in Education course is to provide pre-education majors enrolled in the AAT program the opportunity to gain additional experience working with children. They will engage seminar discussions with their peers about their experiences in the field and share in reflective practice. They will also develop a portfolio of artifacts and personal reflections that are aligned to the Hawaii Teacher Standards Board.

### **Student Learning Outcomes:**

- Provide service to a local school through supervised activities such as one-on-one and group tutoring of students while enhancing skills in working with children.
- Gain greater insight into the perspectives, activities, and responsibilities of classroom teachers.
- Analyze and reflect on experiences working with children in school-based settings.
- Connect experiences to developing philosophy of teaching and learning.
- Develop a teaching portfolio with artifacts that address and support the Hawaii State Teacher Standards.

### **Assignment:**

1. Students will complete 20+ hours of service learning. As much as the environment allows, students should be working directly with children under the guidance of the regular education teacher
2. Students should complete the Service Learning Verification form.
3. In coordination with the cooperating teacher develop, teach and evaluate a lesson in an area of interest or need of the classroom.
4. Provide service to the cooperating teacher by creating standards based bulletin board, conducting reading running records or tutoring to small groups.

*Students will also be required to exhibit the following characteristics of teacher professionalism:*

- Confidentiality
- Appearance
- Behavior
- Communication
- Positivity

*“Well done is better than well said” -Benjamin Franklin*

### ***Additional Service Learning Assignments (optional)***

#### **ED 290 Foundations of Education**

The Foundations of Education course (ED 290) introduces students to the teaching profession and examines the historical and current trends and issues that make up the American Educational System.

#### **Student Learning Outcomes:**

- Recognize and apply their educational philosophy beliefs in a K-12 classroom.
- Demonstrate the characteristics and disposition of a professional teacher.

#### **Service Learning Assignment:**

1. Engage with your students for at least 5 hours. Ideally in groups or as a facilitator during lessons.
2. Observe the classroom in order to record examples of his/her educational philosophy beliefs and their application.
3. Write a paper describing the beliefs they observed and how well they were applied in your classroom.
4. Reflect upon their own dispositions as a teacher and the level of professionalism they demonstrated in your classroom.

#### **ED 294 Introduction to Multicultural Education**

Introduction to Multicultural Education will equip students with the knowledge, skills and methods to build inclusion within the classroom that supports and celebrates diversity.

#### **Student Learning Outcomes:**

- Discuss how culture influences learning styles.
- Describe conditions in low income schools and the implications for teaching and learning along with examining causes and cures for achievement gaps.
- Provide examples of differentiated instruction.

#### **Service Learning Assignment:**

1. Observe and record classroom and school culture and climate for at least one hour.
2. Students will record and analyze school demographics as they relate to the classroom and the community.
3. Write a lesson that leads into a discussion and activity that teaches one of the following:
  - Acceptance and appreciation of cultural diversity
  - Respect for human dignity and universal human rights
  - Responsibility to a world community
  - Respect for the earth

#### **Students will also be required to exhibit the following characteristics of teacher professionalism:**

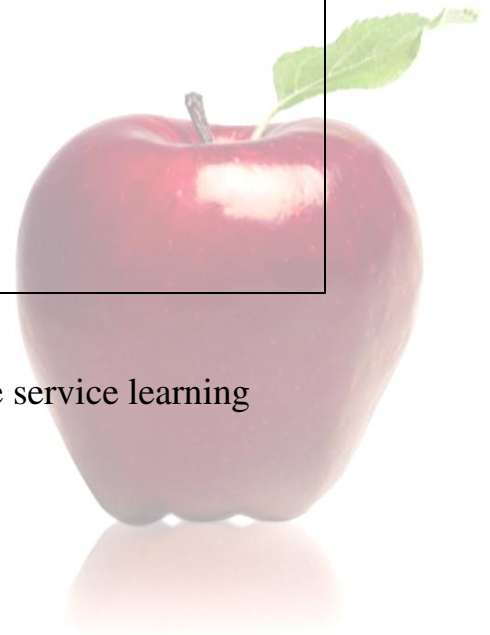
- Confidentiality
- Appearance
- Behavior
- Communication

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## Step 7: Initial Service Learning Meeting Report

Teacher/subject/grade	School
Schedule	Comments



Please note any goals, guidelines, or expectations for the service learning placement as discussed in this initial meeting.

I will accomplish.....

I will be expected to.....

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## Step 8: Classroom Service Learning Verification Form

Student's Name: \_\_\_\_\_

Cooperating Teacher: \_\_\_\_\_

Grade Level/Content Area: \_\_\_\_\_

School: \_\_\_\_\_

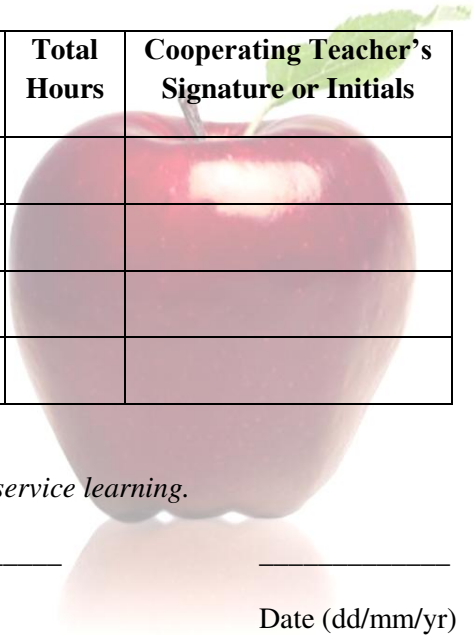
School Contact Telephone #: \_\_\_\_\_

Education Course/Instructor: \_\_\_\_\_

\*\*\*\*\*

### Service Learning Log

Date	Start Time	Stop Time	Type of Teaching Activity	Total Hours	Cooperating Teacher's Signature or Initials



*Please sign upon the completion of ten hours of classroom service learning.*

\_\_\_\_\_

Cooperating Teacher signature

\_\_\_\_\_

Date (dd/mm/yr)

Additional notes and comments:

(\*students, please keep a copy of this form for your records)



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**Step 9: Service Learning Questionnaire** (link to online form)

Student name: \_\_\_\_\_

Overall feelings: 1 2 3 4 5

AAT Course: \_\_\_\_\_

(1 very challenging-5 very supportive)

Instructor: \_\_\_\_\_

School: \_\_\_\_\_

Cooperating Teacher: \_\_\_\_\_

How did you contact the school? What was the follow-up process?

General observations:

Most positive:

Most negative:



In what way did you provide service?

What parts of your assignment/service did you find most beneficial?

Your favorite “A-ha!” moment?

What did you learn through this experience that you did not know before?

Was the service learning process clear?

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## Step 10: Thank you letter

Aloha cooperating teacher and partner school,

Thank you so much for giving me the opportunity to come learn and serve at your school. This opportunity has given me a greater perspective into the process of becoming a highly-qualified professional in the field of education. I hope to be able to continue to give service to your school and your community. I look forward to working with you in the future. If you have any questions or concerns please contact any of the faculty and staff of the Associate of Arts in Teaching program (AAT).

Bobbie Martel	Coordinator	455-0632	<a href="mailto:rmartel@hawaii.edu">rmartel@hawaii.edu</a>
Charlene Mimuro	Secretary	455-0467	<a href="mailto:mimuro@hawaii.edu">mimuro@hawaii.edu</a>
Erin Loo	Counselor	455-0392	<a href="mailto:eloo@hawaii.edu">eloo@hawaii.edu</a>
Jeff Judd	Faculty	455-0434	<a href="mailto:jjudd@hawaii.edu">jjudd@hawaii.edu</a>
Michael Cawdery	Faculty	455-0361	<a href="mailto:cawdery@hawaii.edu">cawdery@hawaii.edu</a>
Kalea Silva	Faculty	455-0397	<a href="mailto:jaydene@hawaii.edu">jaydene@hawaii.edu</a>

Mahalo nui loa and a hui hou,

Leeward Community College student and future teacher





**For more information, contact us at:**

**Leeward CC**

**Associate of Arts in Teaching**

**96-045 Ala Ike**

**Pearl City, HI 96782**

**Bobbie Martel**

**(808) 455-0467**

**rmartel@hawaii.edu**

## **Mahalo for your support!**

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**Roberta "Bobbie" Martel, M. S.**

**Coordinator/Instructor**

**Jeffrey Judd, Ph.D.**

**Instructor**

**Kale`a Silva, M.Ed.**

**Instructor**

**Michael Cawdery, M.Ed.**

**Instructor**

**Brent Hirata, M.Ed.**

**ED Media Tech/Instructor**

**Erin Thompson Loo, M.Ed.**

**AAT Counselor**



**<http://www.lcc.hawaii.edu/teach>**