

CSU Long Beach SERVE Program
Service Experiences for ReVitalizing Education
A Long Beach Education Partnership Program

SERVE

Student Handbook



Partners for Education

K-12 Student Achievement
and
College Service Learning Program
in the
Long Beach Unified School District

Approved: Carolyn Jensen
Director, Special Projects

Authorized: Chris Steinhauser
Superintendent

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SERVICE LEARNING DEFINITION

Service Learning is a method under which students or participants learn and develop through active participation in thoughtfully organized service that is conducted in and meets the needs of the community, and is coordinated with the community, an elementary school, secondary school, institution of higher education, or community service program; helps foster civic responsibility; is integrated into and enhances the academic curriculum of the students or the educational components of the community service program in which the participants are enrolled; and includes structured time for the students and participants to reflect on the service experience. *National and Community Service Trust Act of 1993.*

MISSION STATEMENT

The mission of the CSULB/LBUSD SERVE Program is to create an opportunity for undergraduate students, particularly those who are considering a career in K-12 education, to learn about the realities of urban classrooms and the needs of diverse K-12 school student populations. Through direct involvement with children, individually and in small instructional groups providing achievement support activities, role-modeling, and achievement coaching relationships, CSULB students will be able to assess their own values, knowledge, and readiness related to their career goals and they will be able to provide direct service to students, K-12 school classroom and their communities.

OBJECTIVES

1. University students will work directly with K-12 school students in urban classroom settings in order to experience, at an early stage in their college training and/or community service, exposure to the realities of urban classrooms. As a result of this experience, college students will increase their knowledge of the cultural and social backgrounds of a diverse population of K-12 age children.
2. University students will have opportunities for individual interaction with K-12 children by assisting in teacher-student communication and serving as role models for K-12 students. They will provide literacy support to K-12 students with an emphasis on grades K-3.
3. University student will serve as instructional achievement coaches to K-12 children. SERVE students will gain important insights into the complexity mix of socio-emotional-cultural-economic factors affecting the achievement of a diverse student population and the value of individual attention to student needs.
4. University students will have opportunities to assess the teaching profession as a future career option.
5. University students will be able to articulate the values related to citizenship, community service, opportunity, equality and inclusion, thus enhancing their sense of civic involvement responsibility.

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K-12 Student Achievement and College Service Learning Program

BACKGROUND

Many children in our community are at risk of school failure, which culminates in dropping out of school. Long Beach Unified School District can identify early those students most at-risk by analyzing socioeconomic factors as well as school performance, attendance, and test results. Children at need are frequently associated with ethnic backgrounds where English is the second language, where poverty is evident, and where racial prejudice, directly or indirectly has blighted progress. There is a great need for competent and caring adults to serve as strong role models and nurturers for these children and their parents. For many of these children at need, a CSULB College student will be that adult. At the same time, that university student will be learning about cultural diversity in our community, about the problems besetting students in the public schools, and about successful intervention strategies for students needing special attention. K-12 Student Achievement College student opportunities will allow selected college students to gain experience in K-12 classroom settings while assisting younger students one-on-one and in small groups.

NEEDS ADDRESSED BY THE PROGRAM

1. Future K-12 teachers need early exposure to the realities of today's classrooms and opportunities for individual interaction with culturally diverse children.
2. There is a significant need to encourage a sense of civic responsibility toward the next generation among university students who can also model a service ethic for younger students.
3. In an era of scarce funding, there is a need for program models to achieve these objectives which significantly leverage limited resources.
4. Complexities of language, culture and socioeconomic status in the classroom creates the need for more individual student attention, improved teacher-student communication, increased effort to promote family involvement and increased out-of-class support for students.
5. K-12 children from linguistically and culturally isolated and/or low-income communities need positive role models for academic success, which can be provided by university students.
6. With current federal and state funding decreases, there is a need for innovative programs that further assist our public schools. A valuable resource exists in the form of college students who can provide quality educational services while engaged in active service learning.
7. University teacher preparation needs to be connected with the valuable resource found in the expertise of working school educators with current knowledge of urban classrooms.

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GUIDED OBSERVATION

(First week in the classroom or first 4 hours in the classroom)

When observing the classroom, what should I be looking for?

Be aware of teacher actions:

- What is the teacher doing?
- What is the teacher saying?
- How is the teacher interacting with the students?
- How is the teacher monitoring that all students are on task?
- How does the teacher handle inappropriate behavior?

Be aware of student actions:

- Are all students actively engaged in the learning?
- Are the students working independently or cooperatively?
- What materials are being used by the students?

Be aware of the students themselves:

- How diverse is the group of students in this class?
- How does the class break down in terms of gender?
- Who are the most self-assured students?
- Who are the quiet students?
- Who are the leaders?
- Who are the curious students?
- Who are the energetic students?
- Do some of the students exhibit disruptive behavior? Why?
- How was the problem solved?

Be aware of the classroom environment:

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| Classroom daily/weekly schedule | Noise level |
| Attractiveness of the room | Space (availability and effective use) |
| Student seating/activity arrangements | Temperature & ventilation |
| Psychological comfort | Physical comfort |
| Accessibility of supplies, materials, books for student learning | |
| Organization of the classroom | |
| Maintenance level of the classroom | |

How shall I record my observations and reactions?

Keep a journal. Make journal entries after every classroom visit. The journal should contain your own reflections on classroom management, classroom discipline procedures, and the instruction across the curriculum you are observing. The journal entries will be a basis for your course discussions and/or research efforts at CSULB.

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SERVE STUDENT RESPONSIBILITIES

1. To whom do I report?

To to the main office and sign in where designated. Then go directly to your teacher's classroom.

2. What if I am sick and cannot come to volunteer?

Please call the office and let the office staff know that you will not be able to be there. Please request that the staff put a note in your teacher's box.

3. Can my schedule be changed if I have started volunteering?

It is very difficult to change schedules. Teachers are counting on you being there for certain hours on scheduled days of the week.

4. What responsibility do I have in volunteering in the assigned classroom?

Treat the children the same way you would want to be treated yourself. Follow your teacher's directions or instructional modeling. Be a good communicator.

5. Is there anything I must not do?

Please remember that all personal information about the children, their families, academic and social progress, etc. is confidential. It may not be discussed with anyone outside of the school. Staff members and college interns are expected to follow the rules in regards to appropriate professional dress and conduct.

6. Sometimes I finish a task and do not know what to do next. Any suggestions?

This is very important. Often a teacher cannot stop what he or she is doing to explain something to you. Use your own initiative. Does a child need help? Take a good look around the classroom to see how you can be helpful to the students and/or the teacher.

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AN EFFECTIVE APPROACH FOR MANAGING STUDENTS

WORKING WITH STUDENTS = HIGHEST PRIORITY

All students must be treated with respect and made to feel valuable. Students must value being respectful to adults and their peers. Ultimately, discipline is the teacher's responsibility, but college students can help with control by using body proximity and a positive approach. Other tips for effective management of students are:

- Learning your assigned classroom discipline plan and supporting it.
- Helping the teacher maintain a nurturing learning environment that is both supportive and consistent for all students.
- Maintaining control in a positive manner through body proximity, positive reinforcement, and actively engaging students.
- Please avoid having "favorites" or "victims."
- Using positive reinforcements for good and/or desirable behavior.
- Building relationships and rapport with your students. Students are more willing to cooperate with people they respect. Get to know them as individuals and use praise when appropriate.
- Creating an exciting learning atmosphere. Get the students involved in the learning activities and discussions instead of passively listening and responding.
- Modeling the desired behavior. Make sure students know and understand the rules.
- Referring to the teacher for behavior suggestions on handling given situations when infractions continue.
- Utilizing the learning situations as much as possible to guarantee that students experience success, develop a positive self-image and work cooperatively with their peers.

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IDEAS FOR WORKING WITH STUDENTS

Some suggestions for working with students:

- Listen to them
- Be interested in what they say
- Use kind words
- Encourage their efforts
- Show them you like them
- Be patient
- Call students by their first names
- Compliment students
- Speak in a calm voice
- Start where a student is successful and proceed into what he/she needs to learn

S-M-I-L-E!!!

GREAT WAYS TO SAY "GOOD FOR YOU!"

A little praise goes a long way in any situation. But "a little praise" really needs to be something more than the same few phrases repeated over and over again. We want our students to receive more than the traditional "good," "very good," and "fine" for encouragement. Here are some possibilities:

- Wow!
- Good Job!
- Keep it up.
- That's great!
- Much better!
- That's clever!
- Very creative!
- Good for you!
- Excellent work!
- How impressive!
- That's wonderful!
- That's a good point.
- I appreciate your help.
- Thank you very much.
- You make it look easy.
- I'm very proud of you.
- You are doing a great job!
- Now you have figured it out.
- You are on the right track now.
- I like the way you are working.
- I like the way you have settled down.
- I'm proud of the way you are working.
- That's certainly one way of looking at it.
- That's an interesting way to look at it.
- You sound like an expert on the subject.
- You have a special way of doing that job.
- It looks like you put a lot of work into this.
- **Thank you for sitting down and being quiet.**

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LONG BEACH UNIFIED SCHOOL DISTRICT

DISTRICT MISSION

The mission of Long Beach Unified School District is to insure the educational success of all students by having high expectations, a commitment to excellence, and a comprehensive program, confirming the belief that all students can learn and become responsible, productive members of a competitive society.

DISTRICT PRISM GOALS

- Goal 1: Increase student achievement to facilitate personal fulfillment and societal expectations
- Goal 2: Create an organizational climate at each school that will enhance and support the instructional program
- Goal 3: Enhance racial harmony and diversity management
- Goal 4: Elevate educator professionalism
- Goal 5: Promote community and business involvement
- Goal 6: Encourage and increase parental engagement and satisfaction