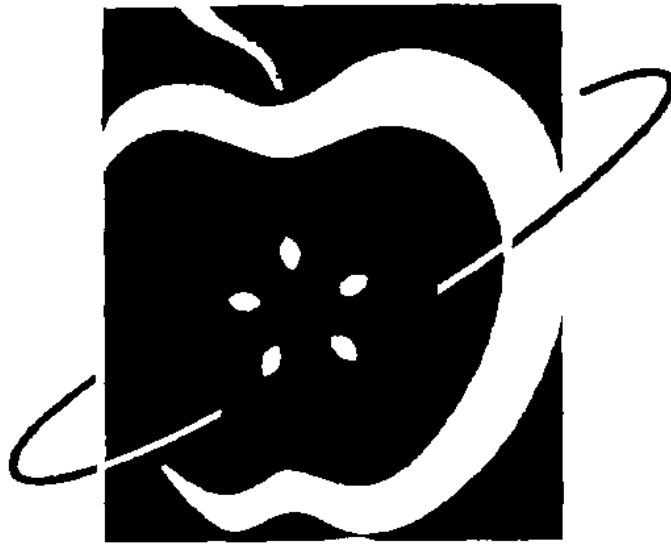


SERVE

Handbook for Teachers



Partners for Education

K-12 Student Achievement
and
University Service Learning Program

**California State University, Long Beach
SERVE Program
Service Experiences for RE-Vitalizing Education**

Handbook for Teachers

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Dear Participating Classroom Teacher,

Thank you for your willingness to participate in the SERVE Program. SERVE interns are Liberal Studies majors who are required to complete a total of 120 hours of volunteer service in urban classrooms prior to graduation.

This semester, the SERVE intern assigned to your classroom will be required to complete 40 hours of service in your class. Generally, the interns must participate by working with students one-on-one or in small groups in core academic instruction, with a focus on literacy and math. Please discuss with your intern his or her goals and specific needs. Each intern has completed a minimum of three hours of training in the areas of literacy, math, SDAIE strategies, and classroom management. Many of the interns have previous experience working with children, while others may be experiencing the classroom environment for the first time.

SERVE interns are directed to contact your site coordinator upon notice of their placement. The site coordinator will advise you of when to expect your intern for the first visitation. You and your intern will then establish a mutually convenient schedule, and interns should sign in and out in the office and keep track of them on their own hours form. SERVE interns should notify you in advance if they are unable to attend on a scheduled day.

It is advisable to allow the intern a short observation period before you assign them to work with students. On the intern's first day, please take a moment to introduce them to your class and allow them a few moments to talk with your students about their university studies. SERVE interns can be utilized as tutors to individual students or in small groups to reinforce and provide extended practice in curricular areas where you have given initial instruction. The interns have been proven to be valuable as extra hands in the classroom and are wonderful models and mentors for young students.

The following teacher's handbook is designed to give you information about the program goals and expectations for you as a classroom teacher. If you have any additional questions or concerns, please contact your site coordinator. This is a unique opportunity for you to utilize a willing volunteer to help make a difference in the lives of your students.

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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.

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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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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.

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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 create the need for more individual student attention, improved teacher-student communication, and 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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Teacher Responsibilities

- Meet the SERVE student and discuss student's goals.
- Introduce the SERVE student to the class and describe his or her role.
- Be a resource to your college student. This may be the college student's first experience working with students in a classroom.
- Give diverse learning activities to your SERVE student which will reinforce a balanced literacy program, modeled reading and writing, phonemic awareness, phonics and strategies such as:
 - Small group
 - One-on-one tutoring
 - Cooperative groups
 - Paired sharing
- Model best practices in education which foster peer interactions...
- Periodically ask SERVE student what they have learned recently from their college class that they can share with you in regards to the instruction of children and teaching as a profession.
- Allow your college student to be a resource to you. Listen to their new educational learning's and/or discoveries.

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SERVE Intern Categories

There are several categories of SERVE Interns:

- **EDEL 200/380 (45 hours):** Student will observe and participate in a regular, self-contained K-8 classroom, preferably an inclusive classroom, in a core academic area (not departmentalized, special education, computer labs, after-school programs, etc.).
- **ENG 309 (40 hours):** Student will observe and participate during the teaching of language arts, specifically the teaching of writing 50% of the time; 50% may be in literacy-related instruction in other disciplines, i.e. social science.
- **EDEL 300 (40 hours):** Student will actively participate with the curriculum appropriate to the course.
- **Independent Service Learning (40 hours):** Student may participate in any academic experience with children at risk, including students in special education.
- **America Reads/ America Counts Work Study Interns**
 - America Reads interns are trained to tutor individual students or small groups in all areas of literacy.
 - America Counts interns receive specific math strategies and tutoring techniques.

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Required Documents

- **SERVE interns** received all required documents from the SERVE office.
- **SERVE interns** are responsible for distributing all required documents.

The following is a list of documents that requires your signature at the end of the semester.

1. Service Hours Verification Form
2. CSULB Final Evaluation Form
3. Teacher Program Evaluation (Online)

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Classroom Teacher and College Student Collaboration

SERVE students need to be able to communicate with the teacher in all aspects of the classroom from teaching content to student discipline. Both the teacher and the college student need a clear understanding of what is expected in this innovative partnership program. Communication is essential for a well-balanced learning environment. The following is a list of appropriate activities for the college students to be involved in. Please note that SERVE participants are to have direct contact with students, not clerical duties.

Working With Students = Highest Priority

- Working with individual children to help improve academic skills.
- Working with small groups on instructional activities in language arts, social studies, science, and math.
- Reinforcing taught lessons in core subject areas.
- Assisting with cooperative learning activities in reading and writing.
- Assisting with whole class activities involving the writing process.
- Conducting small group tutoring groups using the writing process.
- Reading aloud to groups of students.
- Assisting students in reviewing learning for a quiz.
- Listening to students read.
- Assisting students with problem solving.
- Interactively working with students on their journal writings.
- Helping with classroom housekeeping duties when appropriate.