

1: History of Center for Service-Learning and Civic Engagement

Sustaining Service-Learning, 39 Sustainability is defined as the ability to maintain or increase program efforts by building constituencies, creating strong.

Peterson Introduction This innovative, new juvenile-justice approach applies principles of school-based service learning, balanced and restorative justice, and law-related education to update and improve traditional, court-ordered, mandatory community service. Societies have always maintained the right to punish people for breaking rules, but, dating back to the 19th century, justice reform advocates have successfully planned and implemented efforts to rehabilitate offenders and reduce recidivism by teaching them to be productive members of society. Mandated community service has raised both interest and controversy regarding its potential to rehabilitate offenders and reduce recidivism. Mandated community service is prominent in most criminal- and juvenile-justice systems. With mandated community service, the court orders adult or youthful offenders to complete community-service hours. They often refer respondents to community-service agencies to provide and oversee such service assignments. These agencies can include local non-profits and government agencies including park and rec departments, a street-maintenance department, or a social-service agency. Mandated community service addresses a broad array of sentencing needs. Ordering an offender to perform community service might result in reduced fines or probationary periods. Offenders may be given a choice of approved community agencies or ordered by the court to perform certain services or work for certain agencies. For example, a litterer might be assigned to a street-maintenance department to clean roadsides. Other justice practitioners believe that mandated community service is ineffectual for both the offender and the community. They claim that little or no teaching or learning goes on in the process and that any oversight that might provide learning opportunities at community-service agencies is often minimal and difficult to control. In fact, many justice practitioners view mandated community service simply as punishment and see little restorative value in it. Others believe that mandated community service can have value as a rehabilitative sanction. When properly administered, supporters believe that mandated community service is restorative and demonstrates to the community that the courts can be both humane and effective. Given that fact, how can mandated community service be made more effective in 1 providing balanced and restorative justice BARJ to offenders, their victims, and the community and 2 in reducing critical recidivism rates? In there were about 70 youth courts in the United States. Youth courts have registered promising drops in recidivism rates when they apply community service as a sentencing option. A national study [4] conducted by the Urban Institute found that youth courts using community service reduced recidivism rates more effectively than did standard sentencing options, e. According to the Urban Institute study, several factors may have contributed to reduced youth-court recidivism rates. Youth courts often promote volunteerism, thus more effectively connecting young people to their communities; young people often give more credibility to authority figures who are their peers, as is often the case in youth courts; youth court participants tend to develop problem-solving and decision-making skills, helping them interact positively with adults, their peers, their community, and society as a whole. While the Urban Institute study could not isolate specific factors contributing to reduced recidivism rates in youth courts, the popularity of community service as a youth court sentencing option, combined with significant rate reductions suggest that community service might play a positive role in lowering recidivism rates. Given its potential for rehabilitation and reducing recidivism rates in youth courts and other juvenile justice settings, how might mandated community service be made more effective in the juvenile justice system? Called community service learning CSL , this justice-oriented, community-service model applies goals, principles, and methodologies of 1 school-based service learning and 2 court-based restorative-justice principles and strategies to court-mandated community service. Educators have long known the value of community service as a learning tool. Service learning is a school-based teaching strategy that links the skills and knowledge students learn in the classroom to issues, needs, or problems they identify in their school or community. A working definition of service learning was written into law in the National and Community Service Trust Act of This act identified the following elements of service learning: Students learn and develop through active

participation in thoughtfully organized service that is conducted in and meets the needs of a community. Service is done in connection with another school, a community agency, or the community at large. Service helps foster civic responsibility. Service is integrated into and enhances the curriculum of the students. Time is set aside for students to reflect on the service. According to many educators, students working to address real community needs with a service-learning project will develop critical-thinking and problem-solving skills; gain a deeper understanding of how to make constructive change; form meaningful, working relationships with others, including community members; develop a deeper understanding of the causes and effects of community problems; gain a sense of their own effectiveness; and recognize the need for involvement. What is the difference between mandated community service and service learning? If students remove trash and debris from an urban streambed, they are providing a community service. But when students in a science class study the causes and effects of water pollution, remove trash from the streambed, create a plan to share the results of their research and practice with residents of the neighborhood, and develop strategies for reducing local pollution, they are engaging in an educational process as they provide a service, hence, the term service-learning. With service learning applied to the same project, students might learn about water quality and laboratory analysis, develop an understanding of pollution, learn to present science-based issues to the public, and practice communications skills by speaking to residents. It will be even more powerful if they reflect on their personal growth in the context of the project and develop career interests in science, the environment, public policy, or other related areas. In short, service learning combines service with learning in conscious, carefully thought-out ways. Finally, service learning stresses another component that is highly relevant to justice settings—reflection. Reducing Recidivism Recidivism looms as a critical factor for most justice systems. Recidivism fails in its efforts to make the community safer or to rehabilitate offenders, victims, or the community. It indicates failed attempts at rehabilitation and has costly implications for the courts because such failures require that repeat offenders be reprocessed through the justice system. In a study of recidivism [6] released by the U. Bureau of Justice Statistics BJS , 67 percent of inmates released from state prisons in committed at least one serious new crime within the following three years. A study [7] released by the Office of Juvenile Justice and Delinquency Prevention OJJDP found that 55 percent of convicted juvenile offenders were re-arrested within 12 months of release from incarceration or other court jurisdiction and that the more often a juvenile was re-referred, the higher the percent of youthful recidivists up to 77 percent. Both juvenile and youth courts have attracted attention in the justice community because—among many other benefits—the use of community service has shown potential to reduce recidivism rates. The Civic Mission of Schools A second, school-based model has potential to reduce recidivism by reintegrating offenders back into society. Called the Civic Mission of Schools , [9] this research-driven educational model recognizes that individuals do not automatically become responsible citizens; they must be educated for citizenship. Community service is featured as one of six basic recommendations made by the Civic Mission of Schools. It suggests that schools and, by proxy, juvenile-justice groups, can help develop competent and responsible citizens by providing opportunities for community service that allow participants to engage in meaningful work to address real community needs and reflect upon their activities. Through discussion, presentations, and reports, the YSA working group determined that mandated community service can be viewed as either educational or punitive. Punitive models, they posited, tend to focus on correcting a wrong someone has committed. Educational models tend to explore how the act affected victims, the community, and the offender, enabling young people to grasp the consequences of misbehavior. Conversely, they found that mandated community service, as it is described and implemented by many justice systems was more closely aligned with the punitive model than it was with the educational model. They argued that the punitive implications of mandated community service can alienate community volunteers and service providers, two vital elements of most court-based, community-service models. Participating representatives from the OJJDP agreed that applying school-based, service-learning to the needs of youth courts might reduce recidivism. They also knew that, regardless of varying opinions about its effectiveness, mandated community service plays a significant role in the American justice system and will continue to do so. Given that fact, they asked, how can mandated community service 1 stay within court-stipulated guidelines; 2 be made less costly and more acceptable to

volunteers and community service organizations; and 3 benefit offenders, their victims, and the community? CRF and CRFC both have extensive experience in the design, field-testing, training, and evaluation of service-learning methodologies that help develop civic capacities in young people. The manual was to accomplish this goal by applying school-based, service-learning principles and methods to court-mandated community service. Explore their community to define it in their own terms and identify its resources and problems. Identify community problems that they consider to be important and that have an impact on their own lives. Choose a problem they wish to address with a service-learning project. Research the problem and explore different community domains government, business, non-profits, or the media to determine if groups or individuals in their community are addressing the problem they have chosen. Consider options to address the problem they have chosen and look for support from school and community partners. Plan and implement a plan to address the problem they have chosen. Along the way, there are opportunities for participants to

Reflect on what they are doing while they are doing it, and to evaluate their progress. Obviously, justice organizations with broad agendas and limited resources cannot put the kind of attention into a service-learning project that schools can. However, the completed manual, called *Giving Back: A Community Service-Learning Manual for Youth Courts*, [11] was designed as a straightforward, practical guide to help youth court facilitators and participants: Develop a stake in communities. Giving Back methodologies give youth court practitioners and participants easy methods to help them

- 1 define community and identify community problems and their causes and effects;
- 2 provide a choice of three separate community-service options.

Option One covers volunteering at an existing agency. Option Three features 26 short community service projects

many supplied by youth courts

that can be done quickly and simply in a day. According to the Giving Back model, community service learning can:

Using CSL techniques listed in the Giving Back manual, youth courts paint out graffiti; patrol and maintain skateboard parks; help elderly residents with vital tasks that are difficult for seniors to complete; develop and conduct presentations about the causes and effects of youth-related crimes such as shoplifting and alcohol or drug abuse; spend time with children at a local homeless shelter; attend adult court sessions and report their findings back to youth court participants; adopt and maintain a local cemetery; volunteer at a local animal shelter; and more. The list and its benefits to both the community and youth court participants is both long and varied. Applying Restorative Justice to CSL

In addition to reducing recidivism rates, community service learning CSL demonstrates potential to support principles of restorative justice. To transform community service from its narrower, punishment-oriented nature, many justice professionals apply the goals and principles of restorative justice to court-mandated community service. Restorative justice focuses on repairing harm and restoring broken relationships caused by crime through active involvement of the offender, victim, and the community. It involves the larger community in processes in which individual victims, the community, and offenders are all active participants. These guidelines could be helpful in extending community service learning to a broader range of justice settings. For the CSL model to be effective in reducing recidivism, raising civic awareness, and improving the well-being of communities, it must be properly applied. The broad range of possible justice, tribal, community, and government settings listed above demands that a smart, flexible strategy be developed to implement community service learning. Theorists and practitioners at the Office of Juvenile Justice and Delinquency Prevention OJJDP have set up an implementation model for applying goals and principles to as many settings as possible. What performance outcomes should these programs and projects produce? Who will benefit from them victims, community members, juvenile offenders, juvenile justice professionals? How will staff and partners apportion time to CSL programs and projects? What referrals are appropriate to CSL programs and projects? Who decides what community-service sanctions should be like? What would positive, ongoing community involvement look like and require? Set specific goals based on the information they have gathered. Create an ongoing advisory process involving stakeholders. Measure the results of sanctions in terms of recidivism, growing civic awareness, and community improvement. Identify the most promising opportunities for change and modify plans based on results. For change to be meaningful, implementation of the approach should be guided by the needs of each jurisdiction and its community members.

2: Sustaining Service-Learning: Lessons From Two Decades of Change

Over time, our work on sustainable service-learning programs has come to reflect many of the "site-level best practices" identified in Community Works Institute's guide Connecting Service-Learning to the Curriculum. If creating conditions for teachers to do their best work is the general goal for any school improvement effort, these.

Past Sponsors Building and Sustaining Campus-Based Community Service Programs These workshops will focus on the sharing of best practices and models to create and sustain an infrastructure for community-based service programs, especially those that are student-led. Topics of particular interest include: The structure of this workshop will touch on establishing mission statements, learning objectives, market assessment and strategic implementation. Community Service Funding Boards: Sustainable Funding and More! Are external grants too difficult and not sustainable? Are campus funding sources biased against funding service? Ensure permanent, sustainable funding and support for your student-led community service programs, while enhancing quality, innovation, community voice, and evaluation "all through a community service funding board. What exactly is it? How does it work? Where do the funds come from? How do student organizations apply for funds? How can it help to engage faculty, staff, alumni and local business? Learn all of this and hear from real-life examples of how it works. LBC 44 Using the model of an Oxfam America student group Oxfam Club , participants will hear best practices, as learned from current student leaders, on how to run a student organization that is both informative and engaging, while making an impact on campus and in their community. Students will also receive innovative ideas for tracking membership, maximizing social media, creating campus-wide networks, and holding successful events. They also brought attention to injustices occurring at a mine Oxfam is currently campaigning to have closed due to its health and environmental risks to the community. LBC 44 Service-learning can break down barriers not only between students, students and faculty, and students and community partners, but between agencies with competing objectives as well. The purpose of this workshop will be to encourage participants to reach out to local community organizations and initiate lasting reciprocal partnerships with measurable results. LBC This workshop will provide a working understanding of the Social Change Model of leadership with a specific focus on its relevance to service based organizations. After a brief introduction to the Social Change Model and its key tenets, participants will learn how to apply elements of the Social Change Model to the day-to-day maintenance of their own organization. Through discussion, participants will learn more about the interactions among individual, group, and community values within an organization. This will allow participants to engage in discussion about the aspects of the Social Change Model that relate to the specific needs of their organization. Utilizing the Social Change Model will allow participants to develop better leadership skills by becoming more in tune with the aims of their respective organizations Whenever, Wherever: LBC Research shows the importance of quality volunteer training, both for volunteer satisfaction and continued service, as well as for program quality. Providing volunteer training can be a major challenge for student leaders who are still developing expertise. Many organizations, both corporate and nonprofit, are using technologies to increase sustainability, cost-effectiveness, and global reach. Student groups can take advantage of these same technologies and use online trainings to support their programming and improve their impact in their community. LBC The meaning behind C. Our program strives to promote mentorship through peer sources and community collaborators, as well as providing the display of positive models and influential experiences for youth. Throughout our work within C. Within this workshop, various causes will be discussed in relation to the ongoing struggle between low retention, disinterest in post-graduate education, cultural challenges, and their affects on peer mentoring programs and higher educational promotion. In addition, possible suggestions, strategies, activities, and examples will all be addressed in an open-discussion setting to offer theories and ideas to new or potential programs which target youth outreach. Lead, Follow, or Get Out of the Way! LBC This presentation will introduce a comprehensive series of student development programming that focuses on community outreach, leadership, and global learning as they relate to the unique needs of an urban institution. It will highlight the need for intentional service and experiential learning programs that facilitate connections

to the surrounding community. We will also present meaningful collaborations forged across campus to gain institutional support for these programs. During this session we will present our layered approach to community outreach programming that speaks to the unique needs of students at urban institutions. There is an expectation within the urban mission that students connect to their surrounding community and work to give back through outreach efforts in the neighborhood in which they reside. We will present a comprehensive offering of programs that strive to connect students to the surrounding area while developing them into social change agents. Our Urban Leadership and Service Learning Initiative allows students an opportunity to interact on multiple levels including short-term, local day long service initiatives, week-long national programs, and intense international opportunities; challenging students to become global citizens. While these programs are run through the campus center, we will also discuss how we forged a partnership with the School of Public Affairs and Administration to create a credit bearing course that examines college and community leadership in an urban environment. We will present a series of ways this partnership has enhanced programs housed in both departments. The Impact of Service Learning on Students: Stetson Room Why do service learning in my classroom? Most faculty ask this question. The results of self-reporting and reflection following a brief, hour service learning experience are explored in terms of impact on personal, academic, and cultural competence in students. Participants will engage in a discussion of the utilization of these results in faculty recruitment and retainment in service learning efforts on any type of campus. Being a Global Citizen: Working in more than countries, UNICEF provides children with health care, clean water, nutrition, education, emergency relief and more. There has been substantial progress: But still, 21, children die each day from preventable causes. Our mission is to do whatever it takes to make that number zero by giving children the essentials for a safe and healthy childhood. However, we cannot achieve this goal alone. Participants will obtain a better understanding of how participating campuses throughout the U. During the workshop, participants will discuss the importance of global citizenship and how, as global citizens, they can strengthen their role and impact. LBC The purpose of this presentation is to inform and demonstrate to college students how they can develop mentoring programs and events that target at-risk youth. Focus will be on how to develop student-led programs and events that allow mentors to enhance their leadership skills while addressing the issues youth in their own communities face, including education, life skills, health and wellness, leadership, teambuilding, and even parental involvement. There are numerous resources available to college students on their campuses and this workshop will provide some insight to students on how to identify and apply those resources to making a change in their communities through service. Though the workshop will focus on working with at-risk youth, the model for developing and implementing service programs can be applied to meet a variety of needs. Before you implement that community based program, have you thought of how to measure success and effectiveness? Have you taken the necessary considerations to ensure sustainability? This workshop will teach essential tools in evaluation and strategies for sustaining community-based programs. If you are looking to improve your program, receive funding for your program or hoping to affect change in the future, evaluation and sustainability practices are keys to developing a successful program. Components of the workshop will include how to build an appropriate evaluation strategy, development and application of a program logic model, and engaging necessary stakeholders for long-term support. LBC 45 Come to this session to work on strategies for building and strengthening the overall community service program on your campus. Discuss why it is critical to have a comprehensive program that can house or provide support for all the student-led service organizations and projects on campus. Learn how organizational structure impacts everything from recruitment to retention, diversity, quality and impact of service, leadership development, student voice, funding, and much more. The most effective and longest-lasting campus programs in the nation all unwittingly share common structural characteristics. How can they strengthen your overall program? Come find out how it might help your campus to have a stronger program that engages a substantial portion of the student body is sustained, high quality community service year after year. LBC This interactive workshop will introduce participants to the concepts behind the Peacework Development Fund Peacework and then ask them to build their own international service learning project. Peacework places students in developing countries underscoring the belief that

successful development depends on collaboration and networking across disciplines and cultures. Face-to-face partnerships in education, public service, commerce, technical fields, trade, agriculture, and other disciplines provide sustainable avenues of collaboration, promote successful future economic development, and address tangible human needs. Once the appropriate frame is provided, then small groups will be asked to design a project by first determining the strengths of their team members and then identifying the best choice of an international community to work hand-in-hand. Selection criteria will include: LBC Civic engagement is on the forefront of the national agenda, making it imperative that the higher education community focus on involving young people in valuable and transformative international service and learning experiences that have an impact both on students and on communities. The challenge we face is designing experiences that are genuine, culturally relevant, social inclusive and sustainable. This presentation provides a platform for developing programs with a focus on long-term active citizenship engagement, and is intended to inform both student-led and campus-sponsored initiatives. This presentation will introduce attendees to three unique key components that are crucial for effective international service-learning. Second, participants should engage in their program alongside local counterparts for an enriching culturally immersive experience. This empowers both students and community residents to collaborate as equal partners in positive social change efforts within all of their communities, from the micro-local to the global level. When fused with well-known best practices, these three components create international service-learning experiences that are remarkably transformational and lasting. Being an international adventure, it is a perfect time to introduce several education and reflection components to complement an intense week of volunteerism. This workshop will examine a very successful partnership between faculty and student affairs staff, and how it may be applied at other institutions. This session also aims to demonstrate how prior to spring break students can explore topics such as cross-cultural communication, sustainable international development, poverty, culture and history of the country to be visited, and a focus on the skills needed for the volunteer project. Assessment, logistics, and implementing a student leadership component will also be addressed. In addition to sharing during the workshop, the participants will be introduced to a pbworks wiki platform that has been designed to further facilitate the exchange of best practices, documents, contact information, etc. Over the last 8 years, Global Brigades has developed powerful best practices in mobilizing on-campus student groups, fundraising for international service projects and building an effective club structure for long-term sustainability. In a simple yet illuminating presentation, Christie George, the Advising Lead for Global Brigades, has made the trip from her headquarters in Honduras to explore the challenges and successes of student-led development projects and reveal the strategies used to grow Global Brigades to more than 8, annual student volunteers world-wide The Identidigm: LBC This presentation will highlight the theory, research, and practices useful to recruiting and retaining Multicultural Students in Service Learning initiatives and creating a civically engaged, community of students focused on social change. The presentation is grounded in social change theory, Identity development theory, and student development theory. During the presentation there will be dialogue, reflective interaction, and participants will be challenged based on their perceptions of their own identities. Multiple Universities, One Program: LBC Students from three Philadelphia colleges will provide participants with strategies and reflection tools to address the need for unified involvement in public schools across campuses. College students from five campuses in Philadelphia are currently impacting over twenty 8th and 9th grade classrooms in high-need public schools by as tutors in AVID classrooms. AVID is a national college access program that places college students as tutorial facilitators as part of a full-year, in-school curriculum. AVID tutors gain a deeper understanding from the experience of what it means to go to college and the challenges that their students may face in achieving this goal. Student coordinators at each university are vital to the AVID program.

3: Center for Service and Community Engagement : SLU

policy and practices that relate to sustaining service-learning. Principals reported that when service-learning is integrated in one area, such as across grade levels, it is more likely to be integrated into another area, such as across disciplines.

Martha has served as a faculty member of Community Works Institute CWI and has also been deeply involved in the national movement around professional learning communities. More information on these practices can be found at www.howdoesithappen.org. How does it happen? What should I do to move it along? Most important, how could positive changes be sustained? I knew what mattered to me, at least, and I believed it was important to the faculty and board of our school as well. If professionals could work together in active, positive ways, that collaboration would affect everything else. Change as a Journey Among all the models for organizing a school, collaboration is the one least likely to succeed by mandate. It cannot be coerced or imposed; it needs instead, as Barth suggested, to be built from within. The second lesson on his list was: In my early years as an administrator, I felt oddly comforted by this message about respecting complexity. It meant I would not be responsible for figuring it all out and telling everyone else what to do. Instead, I would need to support the best possible conditions for all of us to figure it out together. Collaboration and Service Our service-learning experience provides our most compelling evidence that building professional community can make a difference in a school. While creating a collaborative culture for adults was an aim from the start of this decade of change, the emphasis on service-learning was not originally a goal. Over time, though, the principles and practices of this approach have emerged as a defining element in our ongoing change process. While the school has pursued a wide variety of other improvements—in curriculum, climate, facilities, governance, and financing—our most consistent and powerful results have come from the sustained commitment to these two initiatives: At the same time, the climate of collegial support fosters innovation and outreach. Teachers are more willing to connect student learning with community needs and issues when they have their own context for shared work. If creating conditions for teachers to do their best work is the general goal for any school improvement effort, these practices define the specific conditions for service-learning to take root and flourish. They fall into three categories: Some examples from our experience in each area will help explain how the process evolved at our site. Our first service-learning project helped us discover several of the key practices. It began when two teachers, one at our high school teaching seniors and one at Thetford Elementary School teaching kindergarten, decided that their respective students might benefit from some interaction. They brought me an idea for getting the kids together, with the older ones serving as mentors in the kindergarten classroom. It happened that a request for service-learning grant proposals had just crossed my desk. I encouraged the teachers, Barb Sorenson and Joanna Waldman, to apply for grant support, and helped them write the initial application. Unless, of course, it comes from students or community members. A Schoolwide Approach Evolves Another set of practices emerged from the early experience Barb, Joanna and I had with grant proposal writing. Preparing an application for funding established a dialogue among us, and pushed us to think clearly about goals and activities. This planning also laid the groundwork for sustained evolution of the project, as we continued renewal applications over five years. The original Primary Partners project led us, through the regular reflection required by grant reports, to articulate a series of principles for service-learning. Coordination of resources—including organizational, budget, and other systemic supports—is another category of practices necessary to sustaining service-learning. At our site, this category most clearly demonstrates the complex, slowly evolving nature of schoolwide change. Long blocks have proved to be extremely helpful in community-based work of all kinds, whether for school-to-work, service-learning, or curriculum-of-place goals: It should also be noted that no schedule is perfect. The semester block pattern we use for the upper grades here means that courses last just half a year—which can undermine the personal relationships central to many service-learning experiences. Balancing Funding Funding, of course, is an ongoing challenge for most schools. While our budget now reliably supports basic service-learning resources—funds for transportation, materials, and professional development—funding for

personnel costs has been more variable. Those costs arise from the need for coordination; sooner or later, well integrated service-learning is likely to require coordinating personnel, at least on a part-time basis. Some schools create a position for this, perhaps combining it with other outreach or curriculum development functions. Testimony to the instructional value of teaming came recently in a message from a student: On a serious note I want to thank you guys for being such a good team. It was truly my pleasure and privilege to be a part of your class. When school board members proposed cutting service-learning programs to help bring the tax rate down, citizens defended the programs, sometimes passionately. It was encouraging to hear taxpayers advocate investment in this unconventional educational approach, even when funds seemed critically short. Professional Development Site-level best practices for professional development are perhaps the most obvious elements in building sustainable service-learning program. One was teacher-led training. After a couple of years, Barb and Joanna were so enthusiastic about their experiment that they wanted to share their ideas; they believed that at least some of their colleagues could adapt the principles of the Primary Partners project to other subjects, grade levels, and needs. While we had valuable help from outside presenters—Cynthia Parsons of SerVermont, Faith Dunne of Dartmouth College, activist writer Grace Paley—the leaders were our own local experts, teachers who were encouraging their own colleagues to try something new. After three years of training, there were more than twenty new projects under way at the Academy and Elementary School. Despite the eventual proliferation of service-learning projects and programs, we have never made participation a formal requirement for teachers or for students. This approach has yielded some interesting and unexpected results. One of the most compelling examples is our Physics Project in Assistive Technology, started by a teacher who had no training and no expressed interest in service-based models. His idea—to assign them an engineering problem-solving project that would address the needs of students with intensive special needs and be evaluated by a community panel—has evolved over five years to become an award-winning program, recognized as a clear exemplar of the way quality service-learning can be integrated with advanced science instruction. More details at www.cwi.org. One day, as Marc was describing his plans for the second year, I pointed out that the project seemed to have all the elements of good service-learning practice: For me as an administrator, the best part of this story is the evidence that midway through our decade of change, the conditions were in place to support innovative and powerful curriculum development in service-learning—and that no mandate was needed. Marc described the school to an interviewer this way: There is a belief that true learning occurs when more than just your brain is active, when all of you is active and engaged. I think Martha really supports that in a lot of different ways. A lot of it has to do with For example, all students who experienced the Assistive Tech project this spring advocated strongly for the school to organize more inclusion for students with intensive special needs—and some of them will be working on that initiative this fall. Amid all the complexity and unpredictability of the school change process, however, there are a few simple things you can do: Give them room to experiment. Coach, support, and celebrate their work. It may also help to keep a final Fullan lesson in mind, the one that concludes his list: After traveling for nearly two decades on that road to change, I feel more confident than I used to about our direction. That, more than anything else, makes the going good. CWI is a non-profit educational organization dedicated to engaging students and teachers with their local communities through integrated learning projects. All materials contained in this web site remain the sole and exclusive property of CWI, or the author if designated by arrangement.

4: Promising Practices List - Service-Learning

Creating, Running and Sustaining Campus-Community Service-Learning Partnerships: Lessons from Practitioners Preface and Acknowledgments Campus-community partnerships are an essential element in community service-learning.

5: 12_1 Introducing Community Service Learning Article - Constitutional Rights Foundation

SUSTAINING SERVICE LEARNING EFFORTS pdf

for efforts to institutionalize service-learning. Effective engagement of campus faculty in service-learning requires that the campus-based champions: 1) understand what motivates scholars in particular to engage in service-learning, and 2) seek to embed an.

6: Building and Sustaining Campus-Based Community Service Programs – IMPACT National Conference

2 – AACC/Sustaining Service Learning: The Role of Chief Academic Officers learn the core competencies of their subject matter. While faculty are responsible for the.

Bicycle racings first stars Women of Faith Study Bible Women Lavendar Alligator GM Cuban Studies 30 (Pitt Latin American Series) The Four Seasons Spring Television news reporting. 2. The Yao Village of Khun Haeng: Some Impressions, Tan Chee Beng, 33 Owners manual 2017 sea doo spark Sidney D. Gambles China Beauty of America Popular Woodworkings Arts Crafts Furniture Projects The Hospitallers, the Mediterranean and Europe Historical dictionary of ethics The aficionados Southwestern cooking. Rasskazy Nazara Illcha, Gospodina Simebriukhova Ethics and Religion in a Pluralistic Age Evaluation of field-generated accumulation factors for predicting the bioaccumulation potential of sedime Contemporary moral problems Quantifying the impact of technical barriers to trade Iso 9001 small businesses Breast cancer prevention study Professor messers sy0-501 or security course notes Intersections between two analytical perspectives on sonata form : the Schenkerian approach Allen Cadwall Its a matter of philosophy : remedies x 10 Alfred Hitchcocks a choice of evils What is relational data model Toshiba tecra r950 manual The remarkable lives of 100 women healers and scientists Patterns of public school segregation, 1900-1940 David Ment Taiwans referendum act and the stability of the status quo What can you do to help yourself? Nipigon Lake and River to Thunder Bay. The place of historical reasoning Part three : Conquering roadblocks to relationship. Dcn forouzan 4th edition How to Live in Hawaii on 1000 Per Month Looking at Edinburgh Economic regulation and competition Tunnels of Terror Stockholm on the Rio Grande Modelling of interface carrier transport for device simulation