Enhancing Your Course with Academic Service Learning: Tips for Effectively Designing and Implementing ASL

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Workshop Objectives

1. Identify your goals for ASL.

2. Identify potential partner(s).

3. Identify your needs, your partner's potential needs, and how this will impact your syllabus and assignments.

4. Identify ways to build relationships with your potential partner.

5. Create a plan for reflection to improve your ASL practice.

6. Identify the value added based on your ASL plan.

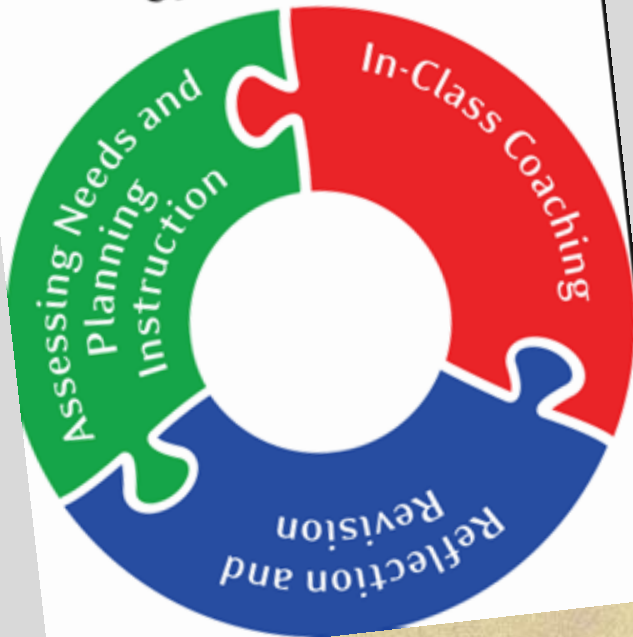7. Identify some logistical problems and solutions.

Goals

What do you want out of this?

Partners

Who can you work with to achieve these goals, who will also benefit from this too?

Needs Assessment

What are your needs for yourself and your students to meet your goals?

What could you incorporate that would benefit your partner?

How will you change your assignments to meet your and your partner's needs?

Practicum Experiences

Field Assignment: Provide literacy instruction based on your literacy assessment data. Submit your lesson plan and reflection.

Implementation Objective: Teachers will demonstrate that they can effectively provide assessment-based literacy instruction that includes modeling and guided practice for both word study and comprehension instruction, and also integrates digital literacies and culturally relevant text integration across lessons, by submitting video clips from their instruction.

Parent Connections

PARENT/TEACHER COLLABORATION: You will write a response to two videos that you view about parent involvement and parent-teacher conferences.

PARENT CONNECTION PROJECT: Your parent connection project is meant to provide practice engaging with parents. You will identify a literacy-related activity that parents could do with their child at home to increase their child's literacy skills. You will create a video that demonstrates how to do this activity, which we will show to parents on parent night. You will provide all materials needed for this task to parents on parent night as well.

Reflections

Self Reflection: After your Reading Assessment and Instruction field assignment, write a reflection on the experience.

Self Reflections: As you view your video of each session, think about what went well, didn't go so well, and what you would do differently next time. Enter this information into your Reflection Log (weekly).

Collaborative Peer Video Analysis (CPVA)
This is a way to share and get feedback from your colleagues about your teaching practices. It has three parts. *Part 1-Sharing & Discussion (via Moodle Forums)*You will choose a portion of your video that you want to share with colleagues for feedback. Also, view and discuss <u>at least three</u> of your colleagues' video clips, *<u>Part 2-Reporting on Learning</u>* After completing Part 1, you will report on your learning by entering what you have learned into your Reflection Log (after each scheduled CPVA session).
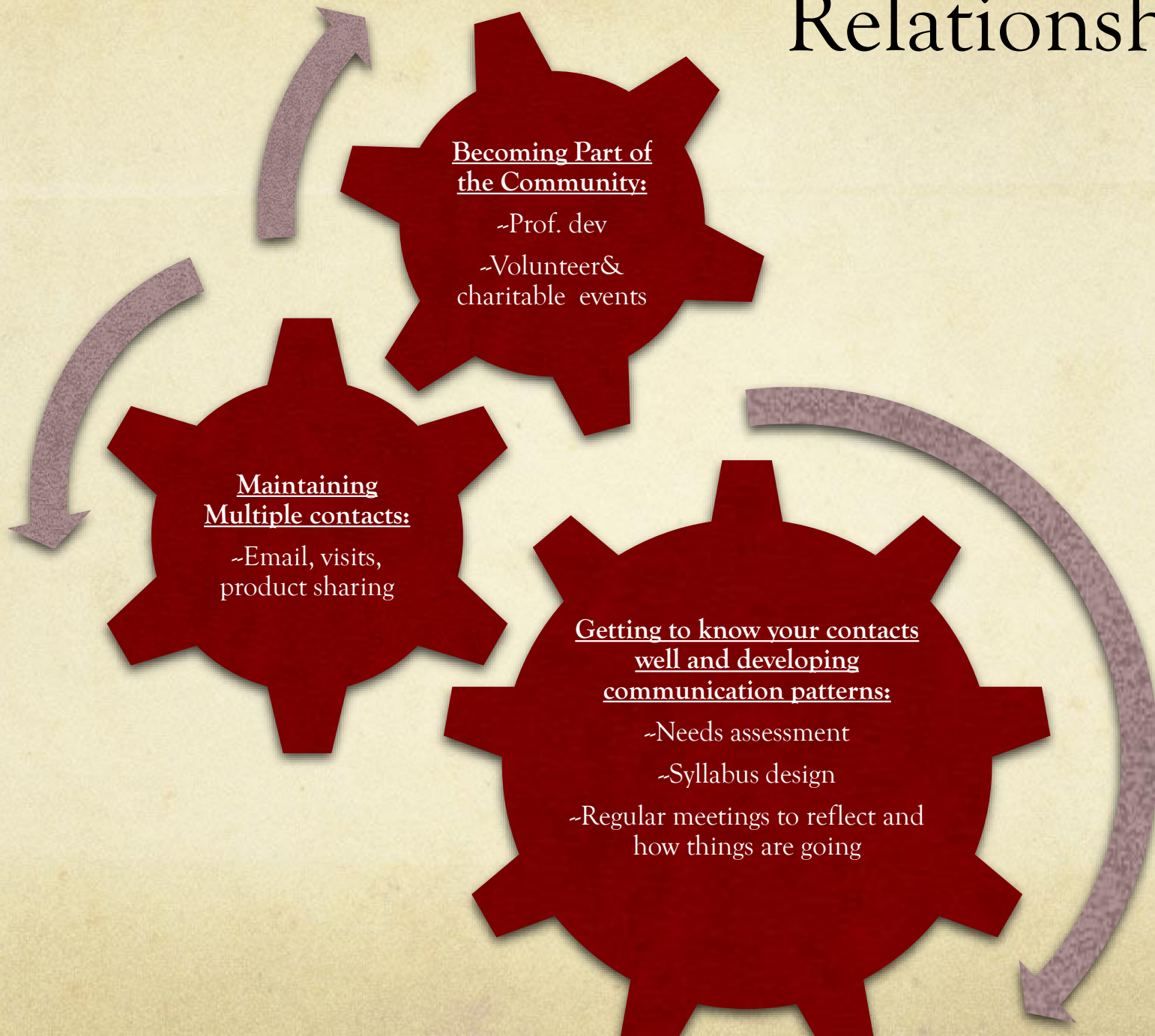
Other Course Products

FINAL EXAM (100 points)

- Write a plan for comprehensive literacy assessment and assessment-based instruction for a particular grade-level. This piece can be used in your teaching portfolio.

- Demonstrate meaning vocabulary knowledge related to literacy assessment & instruction though a 50-question objective matching assessment.

SERVICE PROJECT: Your service project is your way of thanking our partnership organization—a way to give back for inviting us to work with their students. This semester, our partner has requested Read-Aloud storybooks that have post-its to guide Baldwin's volunteer tutors when they're reading with the kids. These read-alouds will all focus on character building. A specific list of the character traits that Baldwin is focused on helping children build will be distributed in class. The book you prepare must address one of the focal character traits. Please use post-it notes to mark places where the tutor should clarify, ask questions, or provide a vocabulary definition, etc. as they read aloud.

Relationships

Becoming Part of the Community:

~Prof. dev

~Volunteer& charitable events

Maintaining Multiple contacts:

~Email, visits, product sharing

Getting to know your contacts well and developing communication patterns:

~Needs assessment

~Syllabus design

~Regular meetings to reflect and how things are going

Reflection

Discuss with students

1. What went well?

2. What didn't go so well?

3. What will you change?

Self-Reflection

Discuss with Partner

What Didn't Go So Well...

-- Students needed more opportunities to learn and reflect to hone their practices.

Instructional Cycle & Mastery Learning
(Christ & Arya, 2015; Arya & Christ, 2015)

Read & Engage in Video Case Study

Plan & Get Feedback

Implement the Practice (Teaching) & Get Feedback

Video Self-Reflection

Video Reflection with Peers

What Didn't Go So Well...

---Written tests did not accurately reflect teachers' capabilities in the classroom.

Video-Based Competency Assessment

Product-Based Assessments

What Didn't Go So Well…

---Integration of Digital Literacies and Culturally Relevant Texts

Value Added: Example

STUDENTS	FACULTY	UNIVERSITY	COMMUNITY
~Hands-on experience	~Increased student engagement & motivation	~Reputation	~Needed services and resources are provided
~Coaching from professor	~Improved assessment		~Connections with experts
~Multiple opportunities to hone learning over time	~Improved student outcomes		
~Ability to show skills through performance	~Opportunities to conduct research		

Addressing the Challenges of ASL Logistics

- University approval → Finding an advocate

- Onsite resources → Borrowing from the university

- Differing schedules → Moving toward hybrid delivery