2019 School of Education Associate Instructor Orientation

Dr. Kathryn Engebretson
School of Education
Michael Valliant, Director
Service-Learning Program, CITL

Agenda

1. Outcomes
2. Guiding question
3. Features of Community-Engaged Learning
4. Case Study: Indianapolis Public Schools

   • Activity: CEL features in case study

   • Activity: CEL single-point rubric
5. Reflection and preparation for service

Announcement:

CITL AI Orientation

Date: August 21, 2019, 9:00-3:30

Information and registration:

https://citl.indiana.edu/programs/ai-support/orientation/

Lunch provided with registration

Outcomes for today

- Recognize features of Community-Engaged Learning (CEL)

- Match features to a case study to understand community setting and student experience

- Choose features to use in your class

- Participate in service and apply DEAL model of reflection

Guiding Question

For teacher candidates (IU Students):

How does an **understanding of your students** impact your planning, instruction, and assessment?

Key Features of CEL

- **Community-based** engagement
- **Reciprocal relationship** benefits all stakeholders
- Experience **integrated** throughout the course
- Regular, ongoing, critical **reflection**
- **Civic** skills and competencies
- **Assessment**

Case Study: MCCSC English Language Learning

Activity:

~ Clarifying questions?

~ In pairs or trios analyze the case study for elements of CEL

~ Discuss in your group and underline, circle, or highlight aspects of the case study that illustrate the 6 key features

Large group discussion

Activity: CEL in my class

Scan the the single-point rubric handout to answer these questions:

- What CEL features can I use in my course to help my students understand their students?
- How can I integrate those features into my course?

Reflection: making sense of service

Generalized definition of reflection:

A process that allows the learner to "integrate the understanding gained into one's experience in order to enable better choices or actions in the future as well as enhance one's overall effectiveness" (Rogers, 2001)
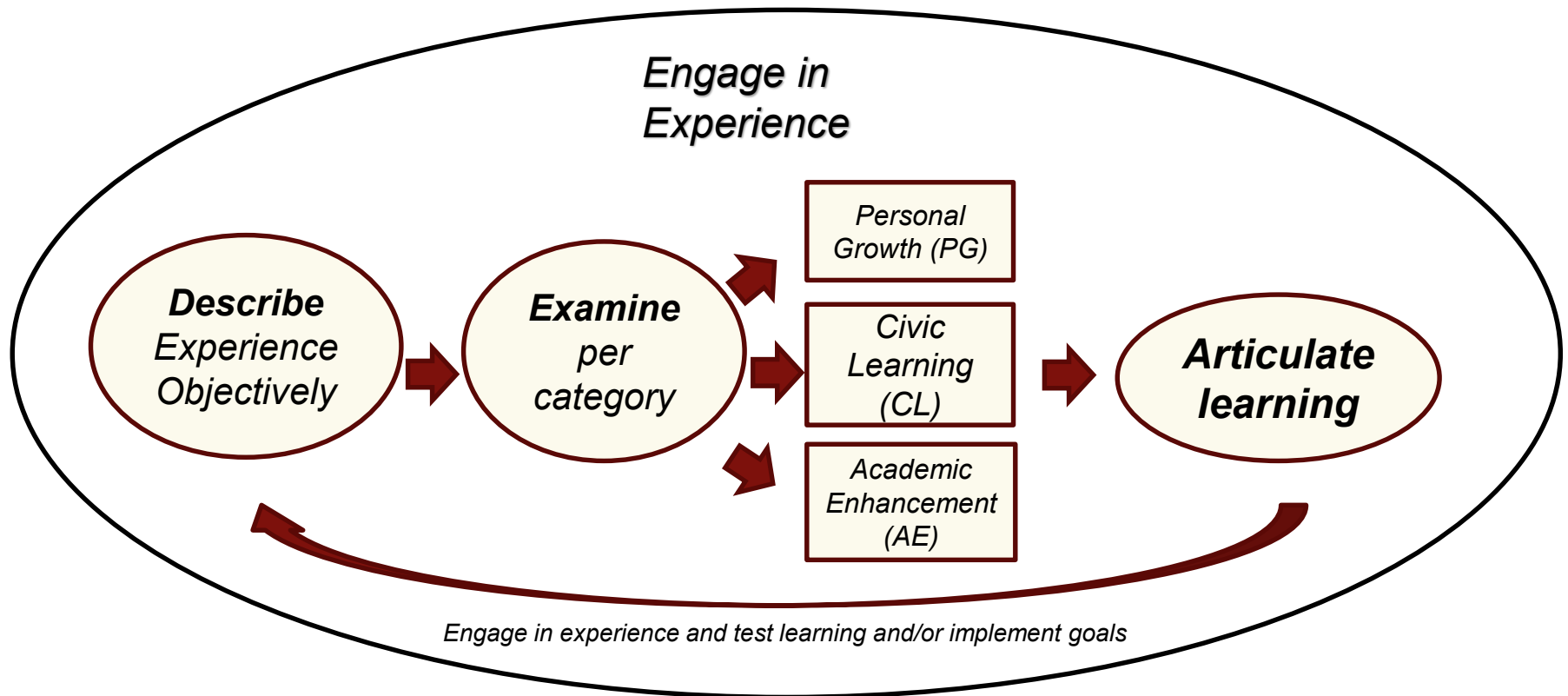
Specific definition for service-learning:

"It is critical reflection *. . .* that provides the transformative link between the action of *serving* and the ideas and understanding of *learning*" (Eyler, Giles and Schmiede, P.14, 1996)

How to get students to reflect: The DEAL model

- Describe
- Examine
    - Personal growth
    - Academic enhancement
    - Civic development
- Articulate Learning

Deal model: a framework for reflection

Describe objectively	(Who? Where? When? What? Who did what? How? Etc.)
Examine: personal growth	• What assumptions did I make about the perspectives of the IWM, museum director and curator and how did they influence my thinking about the exhibit redesign? • What decisions did I make about how to phrase questions to museum staff?
Examine: civic learning	• How does the IWM representation of the war speak to nationalism and patriotism in the United States? How would an international perspective change that view? • How do multiple perspectives support democracy?
Examine: academic enhancement	• What initial specific ideas do you have to change the exhibit to represent an international perspective?
Articulate learning	• In two-pages, individually describe your most important learnings from each of the questions in step 2 and list five project ideas for changing the IWM exhibit. Append your responses from step 2 to the reflection.

Larrivee's model of reflection

Levels of reflection

- Pre-reflection
- Surface reflection
- Pedagogical reflection
- Critical reflection

Using DEAL and Larivee in your course

Activity: Choose a specific assignment or activity in your course and modify it to use the DEAL model and Larivee's levels of reflection.

Guiding questions:

- Where is your class in the sequence?
- Identify the goal or objective in the syllabus that supports reflection

Reflection summary

Note on the whiteboard where your class uses Larivee's levels.

Per class group, share one concrete change you made or identified to change in your class about reflection.

Classroom Assessment Technique (CAT)

- What 3 things that you learned about CEL will use in your class this semester or in the future?

- What is one thing you need to learn more about to work with CEL?

Service assignment

- Sign up for a service opportunity
- Complete your service
- Reflect at home
- Bring your thoughts to class tomorrow

Service reflection prompts

- What did you do during your service hours?

- How did this work plug into and support the agency where you were serving?

- What did you know about your agency prior to service, and what did you learn through your service?

- What questions arose during your time there, and how would you help students navigate those questions if they brought them to class?

CEL Case Study

The course, *Teaching in a Pluralistic Society*, is designed to prepare students to teach diverse learners and to develop the skills and dispositions required to advocate effectively on behalf of their students. This course also aims to help students explore the issues of social and economic justice that influence the families and lives of students from marginalized groups.

The students who enroll in this course are typically in their second year at the university. These teacher candidates work with one English Learner (EL) for a 10 to 12-week period, tutoring their student in English, practicing informal conversation, and helping the student with schoolwork. The students are all K-8th graders and typically come from Korea, China, Mexico, or the Middle East. Many teacher candidates are seeking secondary licensure, which meant that not all service learners were able to work with middle school students and some inevitably are paired with an elementary aged student. Each of the ten to twelve tutoring sessions lasts two hours. The students receive two hours of agency-led training prior to the program. During the tutoring sessions, which take place in local school libraries, the students are supervised by an EL teacher from the partner school. This partnership has been in place since 2014 and has grown to accommodate needs and recommendations from the community partner and the course.

At the onset of the program, the motivation for including service learning was largely to expose teacher candidates to students different from themselves in order to: increase students' empathy, foster students' understanding and appreciation of diversity, and to develop students' capacity to build relationships across difference. All candidates write weekly reflections connecting the tutoring to the content in class for that week. Those written reflections are turned in and the instructor reads and comments formatively. These are in addition to the whole class formal and informal oral reflections that candidates share throughout the semester.

A) What clarifying questions can I answer?
B) Where do you see evidence of the 6 key features? Underline, highlight, or circle what you can identify.

CEL Features

Engagement

My course addresses a community-identified need and gives students opportunities to address and examine social and civic issues arising from the engagement.

Reciprocity

Guides partnerships and undergirds course design to achieve benefits for students, faculty, and community.

Integration

Community engaged experience throughout the course to enhance student learning.

Reflection

My course has regular, ongoing, and critical reflection to help students link learning experiences to their understanding of course content, community, and themselves.
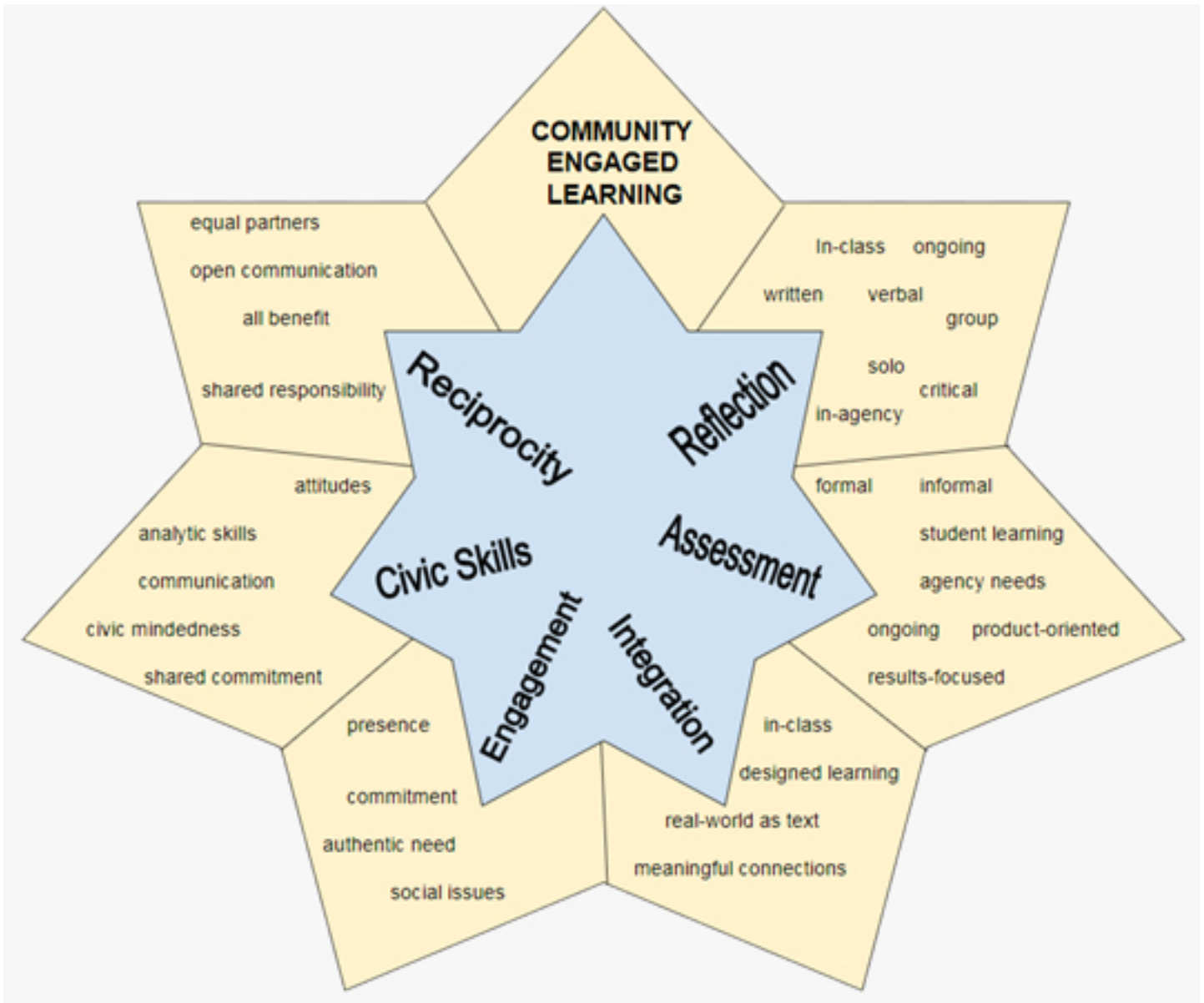
Civic Skills

My course provides students opportunities to examine and develop civic skills and civic engagement.

Assessment

I use assessment to improve the course and document effect of student learning experiences on community.

Draft visual model of Community-Engaged Learning

COMMUNITY ENGAGED LEARNING

Reciprocity
equal partners
open communication
all benefit
shared responsibility

Civic Skills
attitudes
analytic skills
communication
civic mindedness
shared commitment

Engagement
presence
commitment
authentic need
social issues

Integration
in-class
designed learning
real-world as text
meaningful connections

Assessment
formal
informal
student learning
agency needs
ongoing
product-oriented
results-focused

Reflection
In-class   ongoing
written   verbal
group
solo
critical
in-agency

Single-Point rubrics for Community Engaged Learning

Use the single-point rubric to quickly assess how to integrate CEL features into your class

No obvious application to my class What would you need to know or do to use this key feature in your class?	Key Features of CEL	Obvious application to my class What changes can you make to your class to integrate the feature?
	Engagement My course addresses a community-identified need and gives students opportunities to address and examine social and civic issues arising from the engagement.	
	Reciprocity Guides partnerships and undergirds course design to achieve benefits for students, faculty, and community.	
	Integration Community engaged experience throughout the course to enhance student learning.	
	Reflection My course has regular, ongoing, and critical reflection to help students link learning experiences to their understanding of course content, community, and themselves.	
	Civic Skills My course provides students opportunities to examine and develop civic skills and civic engagement.	
	Assessment I use assessment to improve the course and document effect of student learning experiences on community.	

https://www.cultofpedagogy.com/single-point-rubric/

Larrivee's Levels of Reflection

Level 1. Pre-reflection

At this level the teacher interprets classroom situations without thoughtful connection to other events or circumstances. The teacher's orientation is reactive, believing that situational contingencies are beyond the teacher's control. Beliefs and positions about teaching practices are generalized and not supported with evidence from experience, theory, or research. The teacher's perspective is undifferentiated and general regarding the needs of learners.

Level 2. Surface reflection

At this level the teacher's examination of teaching methods is confined to tactical issues concerning how best to achieve predefined objectives and standards. Beliefs and positions about teaching practices are supported with evidence from experience, not theory or research. The teacher's view of learners is somewhat differentiated, acknowledging the need to accommodate learner differences.

Level 3. Pedagogical reflection

At this level the teacher is constantly thinking about how teaching practices are affecting students' learning and how to enhance learning experiences. The teacher's goal is continuously improving practice and reaching all students. Reflection is guided by a pedagogical conceptual framework. Beliefs and positions about teaching are specific and supported by evidence from experience, as well as being grounded in theory or research. The teacher's view of teaching and learning is multidimensional, connecting events within a broader framework.

Level 4. Critical reflection

At this level the teacher is engaged in ongoing reflection and critical inquiry concerning teaching actions as well as thinking processes. The teacher holds up both philosophical ideologies and teaching practices for continuous examination and verification. The teacher consciously considers how personal beliefs and values, assumptions, family imprinting, and cultural conditioning may impact on students. The critically reflective teacher is concerned with promoting democratic ideals and weighs the ethical and social implications of classroom practices.

Barbara Larrivee (2008) Development of a tool to assess teachers' level of reflective practice, Reflective Practice, 9:3, 341-360,
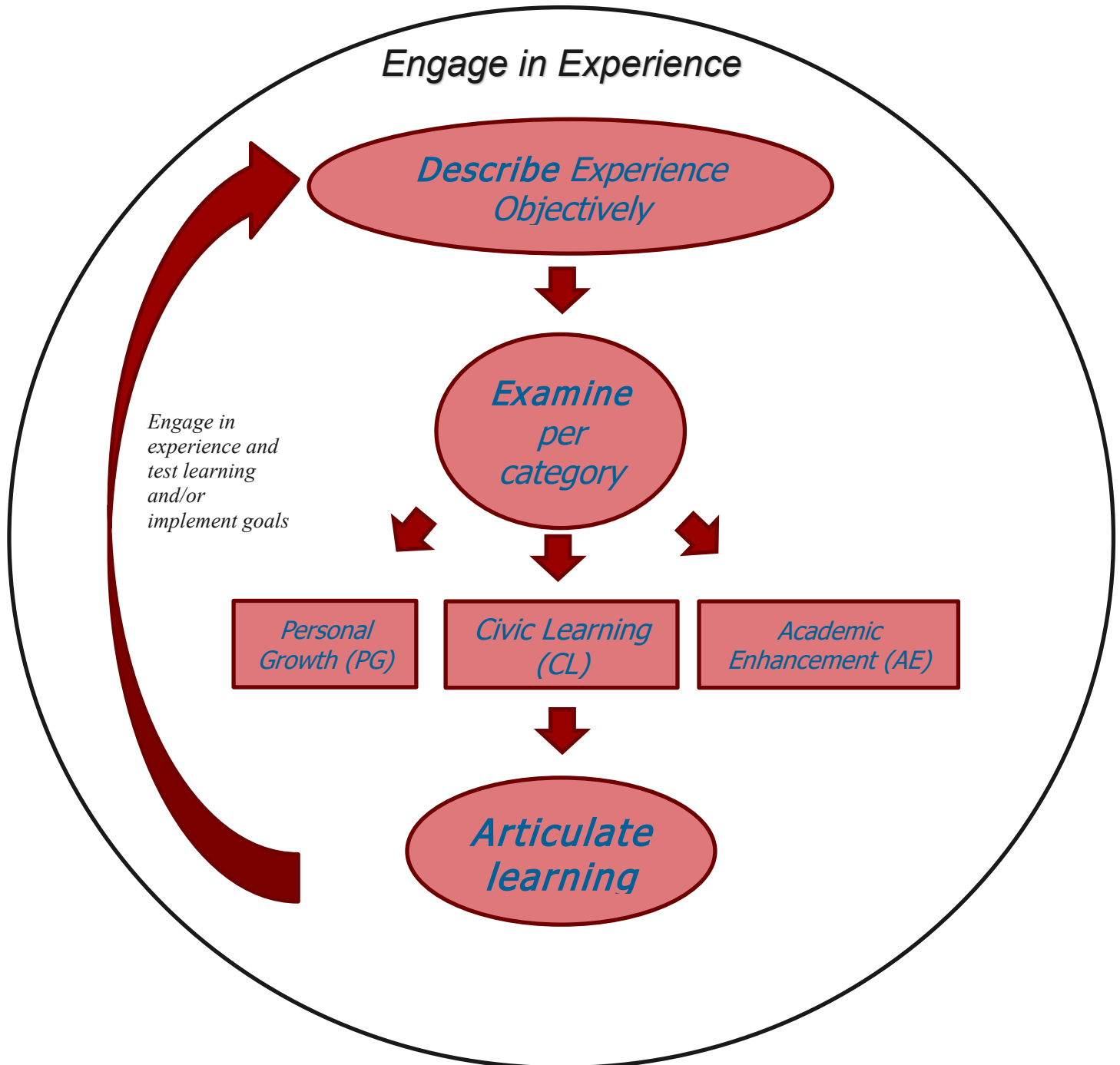
SoE AI Orientation Service Reflection Prompts

After your service shift Thursday afternoon use these prompts to write reflections on your service.

- What did you do during your service hours?
- How did this work plug into and support the agency where you were serving?
- What did you know about your agency prior to service, and what did you learn through your service?
- What questions arose during your time there, and how would you help students navigate those questions if they brought them to class?

DEAL Model of Critical Reflection

Engage in Experience

Describe Experience Objectively

Examine per category

Engage in experience and test learning and/or implement goals

Personal Growth (PG)

Civic Learning (CL)

Academic Enhancement (AE)

Articulate learning

Critical Reflection Assignment (structured with DEAL) for Academic Learning

Describe a SL-related experience (objectively and in some detail)

- When did this experience take place?
- Where did it take place?
- Who else was there? Who wasn't there?
- What did I do? What did others do? What actions did I/we take?
- What did I/we say or otherwise communicate?
- Who didn't speak or act?
- Etc.

Examine that experience (academic learning)

- What specific academic material is relevant to this experience? Explain the concept, theory, etc. clearly and concisely so that someone unfamiliar with it could understand it.
- How did the material emerge in the experience (When did I see it or note its absence? How did or should I or someone else use it?)?
- What academic (e.g., disciplinary, intellectual, professional) skills did I use/should I have used? In what ways did I/others think from the perspective of a particular discipline and with what results?
- In what specific ways are my understanding of the material or skill and the experience the same and in what specific ways are they different? What are the possible reasons for the difference(s) (e.g., bias, assumptions, lack of information on my part or on the part of the author/instructor/community?)

Articulate Learning

"I learned that…"
- Express an important learning, not just a statement of fact
- Provide a clear and correct explanation of the concept(s) in question so that someone not in the experience could understand it.
- Explain your enhanced understanding of the concept(s), as a result of reflection on the experience
- Be expressed in general terms, not just in the context of the experience (so that the learning can be applied more broadly to other experiences)

"I learned this when…."
- Connect the learning to specific activities that gave rise to it, making clear what happened in the context of that experience so that someone who wasn't there could understand it.

"This learning matters because…
- Consider how the learning has value, both in terms of this situation and in broader terms, such as other organizations, communities, activities, issues, professional goals, courses, etc.

"In light of this learning…"
- Set specific and assessable goals; consider the benefits and challenges involved in fulfilling them
- Tie back clearly to the original learning statement.