Cerritos College SERVE Program
(Service Experiences for Re-Vitalizing Education)
A Cerritos College-CSULB Educational Partnership

SERVE

EDEL 100
Handbook for Teacher TRAC Students and Mentor Teachers

2019-2020

Cerritos College

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Service Learning

The Center for Community Engagement in the CSU Chancellor's Office defines service learning as "a teaching method that promotes student learning through active participation in meaningful and planned service experiences in the community that are substantially related to course content. Through reflective activities, students enhance their understanding of course content, general knowledge, sense of civic responsibility, self-awareness and commitment to the community."
2011 CSU Resource Guide for Managing Risk in Service Learning (p.4)

Mission Statement

The SERVE (Service Experiences for Re-Vitalizing Education) Program at Cerritos College and in the College of Education at CSULB creates an opportunity for students at the undergraduate level, in particular for those who are considering careers in K-8 education, to learn about the realities of today's classrooms and the needs of the diverse K-8 student population. SERVE students work with K-8 students to provide academic support and encourage personal growth. It is through this involvement that students assess their career goals and provide direct service to students and teachers in grades K-8 and their communities.

EDEL 100 SERVE Objectives

- Cerritos College SERVE students will *observe* K-8 students in local classroom settings in order to experience the realities of today's classrooms at an early stage in their college training and have opportunities to assess the teaching profession as a future career option.

- Cerritos College SERVE students will be connected with the valuable resource found in the expertise of K-8 educators with current knowledge of urban classrooms. The SERVE 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.

- Cerritos College SERVE students will gain important insight into the complex mix of social-emotional, cultural, and economic factors affecting the achievement of a diverse student population and of the value of individual attention to student needs.

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CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION

Standard 1. Engaging and supporting all students in learning

- Connecting students' prior knowledge, life experience and interests with learning goals
- Using a variety of instructional strategies and resources to respond to students' diverse needs
- Facilitating learning experiences that promote autonomy, interaction and choice
- Engaging students in problem solving, critical thinking and other activities that make subject matter meaningful
- Promoting self-directed, reflective learning for all students

Standard 2. Creating and maintaining effective environments for student learning

- Creating a physical environment that engages all students
- Establishing a climate that promotes fairness and respect
- Promoting social development and group responsibility
- Establishing and maintaining standards for student behavior
- Planning and implementing classroom procedures and routines that support student learning
- Using instructional time effectively

Standard 3. Understanding and organizing subject matter for student learning

- Demonstrating knowledge of subject matter content and student development
- Organizing curriculum to support student understanding of subject matter
- Interrelating ideas and information within and across subject matter areas
- Developing student understanding through instructional strategies that are appropriate to the subject matter
- Using materials, resources, and technologies to make subject matter accessible to students

Standard 4. Planning instruction and designing learning experiences for all students

- Drawing on and valuing students' backgrounds, interests and developmental learning needs
- Establishing and articulating goals for student learning
- Developing and sequencing instructional activities and materials for student learning
- Designing long-term and short-term plans to foster student learning
- Modifying instructional plans to adjust to student needs

Standard 5. Assessing student learning

- Establishing and communicating learning goals for all students
- Collecting and using multiple sources of information to assess student learning
- Involving and guiding all students in assessing their own learning
- Using the results of assessments to guide instruction
- Communication with students, families, and other audiences about student progress

Standard 6. Developing as a professional educator

- Reflecting on teaching practice and planning professional development
- Establishing professional goals and pursuing opportunities to grow professionally
- Working with families to improve professional practice
- Working with colleagues to improve professional practice
- Balancing professional responsibilities and maintaining motivation

MENTOR TEACHER QUALIFICATIONS AND RESPONSIBILITIES

QUALIFICATIONS

Mentor teachers are selected by the principal and have a minimum of three years of teaching experience. **The Teacher TRAC office will arrange placement of all students.**

MENTOR TEACHER RESPONSIBILITIES

- Meet the SERVE student and discuss the student's goals for their placement before observation begins. Debrief with student after observation hours are completed.

- Introduce the SERVE student to the class and describe his/her role. Orient the SERVE student to the classroom management system, procedures and routines.

- Provide an environment for the SERVE student to observe the use of the Standards in the daily routine and activities of the class including observation of small groups, one-on-one, and the whole class. Refer to pages 5 and 6 for a list of suggested activities.

- Communicate with the SERVE Coordinator as needed concerning the SERVE student in the field assignment.

- Complete required paperwork for the SERVE student (see page 8).
    - SERVE Student – Mentor Teacher Agreement.
    - Field Placement Confirmation Form.
    - Service Hours Verification Form.
    - Mentor Teacher Program Evaluation Form (online).

WHAT EDEL 100 - SERVE STUDENTS MAY DO

* please note – this assignment is observation only *

- Observe Mentor Teacher while they ask questions and lead discussions
- Observe small group activities
- Listen to K-8 students read aloud
- Observe K-8 student behavior
- Keep in communication with the classroom teacher about observations
- Observe instructional activities in the core subject areas
- Observe cooperative learning activities
- Observe whole class activities
- Observe students while reviewing for a quiz/test or an "assessment"
- Observe students with problem solving

WHAT SERVE STUDENTS MAY NOT DO

- Arrange their own placement
- Run non-instructionally related errands
- Be left alone with K-8 students
- Become a K-8 student's friend
- Contact K-8 students on social media
- Take pictures in the classroom or school grounds unless directed to do so by classroom teacher
- Be on cell phone (texts, calls, social media)
- Eat
- Chew gum

GUIDED OBSERVATION

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

(This should be the biggest focus for the first week in the classroom and should be kept in mind going forward)

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 and learning?
- How does the teacher handle inappropriate behavior?
- How is the teacher promoting critical thinking?
- How is the teacher using instructional strategies, resources, and technology to meet the students' diverse needs?
- How is the teacher promoting social development and responsibility?
- How is the teacher encouraging constructive and productive interactions among the students?
- Is the teacher using instructional time effectively?

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:

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

FAQs

Where do I report on the first day?
SERVE student should go to the main office of your placement school site, introduce yourself as a Cerritos College Teacher TRAC student, and sign in where designated. Then go directly to your assigned mentor teacher's classroom.

Can my schedule be changed after I have started observing?
It is very difficult to change schedules. Teachers are expecting you to observe at certain times on specific days. It is important to try to keep to the original agreement.

What if I am sick and cannot come to observe?
Please call the placement school's office and let the office staff know that you will not be able to be there. Please request that the office staff put a note in your teacher's mailbox. Also, send an email to your Mentor Teacher. If your Mentor Teacher has provided you with a cell phone number, text your Mentor Teacher. The more notice you give, the better.

What are my responsibilities while observing in the assigned classroom?
Maintain a professional demeanor and appearance and use academic language. Follow your mentor teacher's directions. Refer to pages 5-6 of this handbook for more information.

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 inside the school other than the Mentor Teacher and not at all outside of the school. Staff members and college interns are expected to follow the rules with regards to appropriate professional dress and conduct. See page 5 for "What SERVE Students May and May Not Do".

How and when should I record my observations and reactions?
Keep notes according to the guidelines set in your EDEL 100 class. Make note entries after every classroom visit. This is your own reflections on classroom management, classroom discipline, procedures, and the instruction across the curriculum you are observing. The Notes entries will be a basis for your course discussions and/or research efforts in your EDEL 100 class at Cerritos College.

EDEL 100 REQUIRED PAPERWORK

The following is a list of paperwork for the student and Mentor Teacher to sign (using blue or black ink only) and complete at various stages of the SERVE student's 10 SERVE hours. These forms can be found at the back of this handbook.

Additional copies are available online at: https://www.cerritos.edu/teachertrac/serve_homepage.htm

SERVE Student Information and Goals
This form will be filled out by the SERVE student and given to the Mentor Teacher on the first day in the classroom. The Mentor Teacher will keep this for their information.

Student – Mentor Teacher Agreement
The SERVE student and Mentor Teacher will review the form together, sign, and date. The SERVE student will return this form to the Teacher TRAC office by the end of their first week in the classroom.

Fieldwork Placement Confirmation Form
The SERVE student must fill out this form and have it signed off and dated by their Mentor Teacher and the Principal before beginning their 10 SERVE hours. The SERVE student will return this from to the Teacher TRAC office.

Observation Hours Verification Form
The SERVE student will bring this form each time they assist in the classroom. They will fill out the required information and ask the Mentor Teacher to verify the hours spent in class that day. The EDEL 100 instructor will ask throughout the semester that the SERVE student add an update to Canvas. At the end of their 10 hours, the student will ask the Mentor Teacher to review the form and sign it off at the bottom and date it. The SERVE student will turn in the ***original*** copy to the Teacher TRAC office, a ***photocopy*** to the EDEL 100 professor and post the ***final*** copy of this form on Canvas.

Mentor Teacher Program Survey
A Google survey will be *emailed* to the Mentor Teacher to complete after the SERVE student finishes the majority of their 10 hours observing in the classroom. We are always striving to improve on this already great program, and Mentor Teachers' thoughts and feedback are extremely valuable in achieving this goal.

SERVE Student Program Survey
This survey will be *emailed* to the SERVE student as a Google Doc survey. We are always striving to improve on this already great program, and our students' input on their experience is extremely important.

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SERVE STUDENT INFORMATION AND GOALS

SERVE Student - please give this form to your Mentor Teacher on your first day in the classroom.
Mentor Teacher - please keep this for your information.

Today's Date _____

_____ _____
Student's Name Telephone No.

_____ _____
Major Transfer Date

Emergency Contact: _____ _____
Name Telephone No

_____
Relationship

Student's Learning Goal
Through this service learning experience in the public school, I want to learn:

_____

_____

_____

_____

_____

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STUDENT – MENTOR TEACHER AGREEMENT

Student, please review items below. Complete the information regarding your service schedule, sign and date this form and turn in to the Teacher TRAC office by the end of your first week in the classroom.

- The teacher runs the classroom. You are there to observe the students in the classroom under the teacher's direction.
- Your assigned classroom teacher will keep the required time verification sheet(s) in the classroom. Keep a running account of the hours worked on your time verification sheet(s).
- Be sure you are with your assigned class during your assigned service hours.
- You should only be absent due to an emergency or extreme illness. In case of an emergency or illness, you must notify your Mentor Teacher immediately (24-hour notice is preferred). If it is in the morning before you are expected, call the school site and ask to have a note placed in your Mentor Teacher's mailbox. Also, send an email to your mentor teacher. If your Mentor Teacher has provided a cell phone number, call or text them as well.
- You must maintain consistent and prompt attendance per your agreement with your on-site Mentor Teacher.
- Cell phone use is limited to emergencies only.
- Any problems relating to the classroom students must be reported to the teacher.
- The law states that you may only place your hands on a child when, in your judgment, he or she is doing something that might hurt himself/herself or someone else.
- Remember, your presence and attitude toward the children is very important to their success. Keep a professional attitude and assist them to the best of your ability.
- If you have any issues related to your placement or to your classroom activities, please discuss them with your Mentor Teacher or the SERVE Coordinator.
- Children look to you as an example. Please dress and speak appropriately. Use proper grammar when speaking. Swearing and excessive slang are not appropriate at any time. Dress professionally paying attention to the dress code of the placement site.
- If a SERVE student cannot adhere to these guidelines, he/she can be dismissed from the program.
- You will need to plan time to meet with your on-site Mentor Teacher outside of your hours with the children. This time is important to both of you. For you, this should be a time to reflect on your experiences and what you are learning about the students, about yourself, and teaching as a possible career.

Period of service: _____/_____/_____ to _____/_____/_____
Mo. Day Yr. Mo. Day Yr.

_____ _____
EDEL 100 Student ID# **Service Learning Site**

_____ _____
EDEL 100 Student Name **EDEL 100 Student Signature** **Date**

_____ _____
Mentor Teacher Name **Mentor Teacher Signature** **Date**

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EDEL 100 FIELDWORK PLACEMENT CONFIRMATION FORM

****SERVE Student will submit this form to the Teacher TRAC Office within 2 weeks of placement****

Date _____

SERVE Student Information

Name _____ Student ID# _____

Email _____ Major/Program _____

Cell Number _____ EDEL 100 Instructor _____

Address _____ Course Number _____

Placement Information

School Site _____ Principal _____

Site Phone Number _____ Mentor Teacher _____

Grade Level _____ Mentor Teacher Email _____

Conditions for Field Placement

- SERVE student will *observe* K-8 students in a regular, self-contained elementary school classroom, preferably an inclusive classroom, in a core academic area (not departmentalized, computer lab, after-school program, etc.).
- School has a diverse student population in terms of language, culture, gender and socio-economic background (minimum 25% of children are English learners).
- Mentor Teacher has a professional teaching credential with a minimum 3 years of teaching experience. SERVE Student is not related to Mentor Teacher.

Signatures indicate that the student named above has been accepted for the designated school placement and that the Conditions for Fieldwork Placement have been met:

_____ _____
Principal's Name (please print) Mentor Teacher's Name (please print)

_____ _____
Principal's Signature Mentor Teacher's Signature

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EDEL 100

OBSERVATION HOURS VERIFICATION FORM

Name _____ Student # _____

School _____ Grade Level _____

SERVE Student, please date, record, and total hours served daily. At the end of your 10 hours, sign and date bottom of form. Post original copy to Canvas, then turn in to the Teacher TRAC office. Turn in a photocopy to your EDEL 100 Instructor.

Mentor Teacher, please initial daily to verify hours served. At the end of the 10 hours, please verify the hours and sign and date the bottom of the form.

PLEASE NOTE: No less than 2 hours or more than 5 hours of service learning hours can be reported each day.

Period covered on this sheet: _____ / _____ / _____ To _____ / _____ / _____

Date	Time In	Time Out	Total Hours	Teacher's Signature

Total Hours Completed (this sheet) _____ Student's Signature _____ Date _____

Mentor Teacher's Signature _____ Date _____

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SAMPLE – DO NOT USE

MENTOR TEACHER SERVE PROGRAM SURVEY

This survey will be ***emailed*** directly to the Mentor Teacher as a Google Doc survey to complete after the SERVE student finishes the majority of their 10 hours observing the classroom.
We are always striving to improve on this already great program, and your thoughts and feedback are extremely valuable in achieving this goal. Thank you for your time!

1. What were some of the most successful aspects of the program for yourself and your class?

2. Explain how you think this 10 hours "observation" may assist in giving our Teacher TRAC EDEL 100 students a deeper understanding of the six California Standards for the Teaching Profession and how they relate to the day-to-day experiences in a real-world elementary school classroom, as well as an understanding of the relationship between our Teacher TRaining Academy Program and the day-to-day life in an elementary school classroom.

3. How could this program be more beneficial to the classroom teacher, the elementary grade students as well as the college student program participant?

4. What are some program suggestions and/or concerns you would like to share with us about your Teacher TRAC EDEL 100 Mentor Teacher experience?

5. Are there any additional comments you would like to add? Please use the back of this sheet, if needed.

SAMPLE

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SAMPLE – DO NOT USE

SERVE STUDENT PROGRAM SURVEY

This survey will be ***emailed*** to you as a Google Doc survey for your response. We are always striving to improve on this already great program, and your thoughts and feedback are extremely valuable in achieving this goal. Thank you for your time!

Student Name: _____ Student ID#: _____

School: _____ District: _____

Class/Subject _____

A. Please share 3 positive comments about your learning experience this past semester.

B. Please list at least 2 suggestions and/or concerns you have for the Cerritos College SERVE program.

C. How could this program be more beneficial to you and/or other SERVE program participants?

SAMPLE