Student Service Learning Guide

10 simple steps

The best way to find yourself, is to lose yourself in the service of others.”
-Mohandas Ghandhi
10 Steps to Service Learning

Before entering cooperating school:

1. Read Letter of Acknowledgement and send confirmation email to instructor.
2. Complete fingerprinting forms. Send forms to DOE. Call to set up appointment.
3. View AAT service learning partner schools web site.
5. Email initial contact letter to school and instructor (cc).

Upon being invited to cooperating school:

6. Review service learning assignment. Instructor will provide further support.
7. Setup initial meeting with teacher & complete initial meeting report.
8. Complete service learning assignment & fill out service learning verification form.
9. Submit questionnaire form online.
10. Send thank you letter to cooperating school and teacher.
Step 1: Letter of Service Learning Acknowledgement

Dear student,

We here at the Associate of Arts in Teaching (AAT) program at Leeward Community College want to thank you for your enrollment and participation in our classes and our program. We look forward to guiding you through the process of becoming a highly qualified professional in our local schools and beyond. An important part of this process is the service learning component of our courses. The AAT degree requires 40 hours of service learning. Currently, all 40 hours of service learning are infused into three of our core courses:

ED 285 Introduction to Classroom Management (10 hrs)
ED 291 Developing Language and Literacy I (10 hrs)
ED 295 Service Learning in Education: portfolio course (20 hrs)

You will find a general outline to these assignments in this document. Please review these assignments.

Please send an email to your instructor acknowledging the service learning component of this degree.

Bobbie Martel       Coordinator       rmartel@hawaii.edu
Jeff Judd           Faculty          jjudd@hawaii.edu
Cathy Riseley       Faculty          criseley@hawaii.edu
Michael Cawdery     Faculty          cawdery@hawaii.edu
Step 2: Department of Education fingerprinting procedures

Aloha AAT students,

As a requirement for our AAT program, you will be completing service learning hours in order to blend the theory that you are learning in your courses with the practical applications in the field. Students who wish to complete their service learning at a DOE school site must be fingerprinted and cleared prior to going into a public school.

Please complete the following steps:

1. Complete Form 90 sections A, B and C.
2. Please mail the complete document to the following contact person:

   Glen Nakama               (*neighbor island students, please see the
   Dole Cannery             address of your local office.)
   680 Iwilei Road
   Suite 490
   Honolulu, HI 96817

The completed form must arrive to the DOE office to be fingerprinted.

3. Call Glen Nakama at 586-3466 to schedule your appointment. Office hours, M-Th, 8-11am, 2-4pm. (*neighbor island students use local phone number.)
4. If you have any questions please contact your instructor.

“Together we will change the world; one student at a time!!!”
Personnel Form 90

EMPLOYMENT SUITABILITY CHECK FOR DEPARTMENT OF EDUCATION EMPLOYEES, AND INSTITUTE OF HIGHER EDUCATION TRAINEES (CONFIDENTIAL)

A. PERSONAL DATA FOR EMPLOYMENT/PLACEMENT SUITABILITY REVIEW

<table>
<thead>
<tr>
<th>Name:</th>
<th>Address:</th>
<th>Last</th>
<th>First</th>
<th>Middle</th>
<th>Street</th>
<th>City, State, ZIP</th>
</tr>
</thead>
</table>

Any alias(es)/former names – including maiden name: ____________________________

Social Security Number: ________ Date of Birth: ________ Place of Birth: ________

Month/Day/Year Birth: ________ City, State, Country

Position Title: ________ School or Office: ________ Sex: ________

Other previous (identify most recent) or current DOE employment: ______________________

B. STATEMENT OF PERSONAL BACKGROUND, EMPLOYMENT AND CRIMINAL HISTORY

1. Have you ever been convicted of any of the following:
   - Sex-Related Offense? ________ Yes ________ No
   - Child Abuse/Neglect Offense? ________ Yes ________ No
   - Substance/Drug Abuse Offense? ________ Yes ________ No
   - Any Violation of the Law (Felony & Misdemeanor) other than minor traffic offense involving a fine of $50 or less? ________ Yes ________ No

2. Have you had a teaching certificate or other professional license suspended, denied, revoked or not renewed? ________ Yes ________ No

3. Within the past 10 years, were you suspended, fired or asked to resign from any employment or separated from military service under conditions other than honorable? ________ Yes ________ No

4. Have you ever been diagnosed as having a mental or emotional condition which may affect your ability to responsibly manage, supervise, control and interact with children? ________ Yes ________ No

Use the space below to explain any “yes” responses (write legibly and attach additional sheets if needed). For suspensions or disqualifications from employment, please provide the name(s) and address(es) of your former employers. “Yes” answers do not automatically disqualify you from employment. Employment/placement decisions will depend on the circumstances of each situation.

C. SWORN CERTIFICATE AND AUTHORIZATION TO OBTAIN FINGERPRINTS AND VERIFYING INFORMATION

I swear that the above statements and information are true, complete and correct to the best of my knowledge and belief. I give my permission and will fully cooperate to be fingerprinted for FBI Criminal History Record Check. I authorize the Hawaii State Department of Education to obtain information from my current and past employers and references, and/or from any other source that may lead to the verification of the above-listed information; and waive the right to hold liable those persons providing information or opinions which they believe to be accurate reflections of my personal background, employment history and/or criminal history. I agree that failure to declare, concealing, or falsifying criminal history, employment history, or background information to the department will constitute sufficient reason for immediate dismissal. I understand that my employment/employment with the Department of Education is conditional upon the completion of appropriate suitability checks and cannot begin (or continue) unless this statement is satisfactorily completed.

Date: ________________________

Legal Signature of Applicant/Trainee

D. REVIEW BY PRINCIPAL, SUPERVISOR OR HIRING/PLACING AUTHORITY (See instruction on back page)

Based on my screening of the information provided above, and subject to the validation of criminal history record check, I am satisfied that this person will not pose a risk to the health, safety and/or well-being of children. (Attach additional information and/or explanatory report when applicable.)

By: ________________________

Signature of Principal, Supervising or Hiring/Placing Authority

Date: ________________________

AN AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY EMPLOYER

RS 07-1478 (Rev. of RS 92-1668)
Personnel Form 90

EMPLOYMENT SUITABILITY CHECK FOR DEPARTMENT OF EDUCATION EMPLOYEES,
AND INSTITUTE OF HIGHER EDUCATION TRAINEES

BACKGROUND: Chapter 7 of Title 8, Hawaii Administrative Rules, entitled "Public School Personnel: Criminal History Record, Employment History, and Background Checks," requires employees, applicants, and institute of higher education (IHE) trainees who work in close proximity to children to be of reputable and responsible character. According to this rule, the Department of Education (DOE) may conduct screening checks and may refuse to employ/place, and/or may terminate the employment of any employee, applicant, or IHE trainee who has a history, or background involving violence, alcohol or drug abuse, sex offense, offense involving children and/or any other circumstance with indications that the applicant or employee may pose a risk to the health, safety, and/or well-being of children. This confidential form is used by authorized officials to identify possible areas of concern about an employee’s, potential employee’s, or IHE trainee’s criminal, employment and/or behavioral history. The DOE may terminate, or refuse to hire or place an applicant, employee, or IHE trainee who fails to complete this form, falsifies information and/or fails to cooperate fully with this screening process.

SCREENING RESPONSIBILITIES: PRINCIPAL, SUPERVISOR OR HIRING/PLACING AUTHORITY: Personnel Form 90 is completed by the employee, potential employee, or IHE trainee usually at the time of hiring/placing. Persons with hiring/placing and supervisory responsibility (principals, program coordinators, etc.) must ensure the proper completion and submit of this form. They are also required to screen the completed form for each new employee prior to the effective date of employment or, at the time of form submission if following-up on the backlog of previously hired employees. Additional clarifying information may be sought from the person if needed. When appropriate, former employers and/or other background references should be contacted to clarify or secure additional screening information. Appropriate action should be taken to delay, suspend, cancel or terminate the employment/placement of this person if information provided on this form or follow-up information indicates this person poses or may pose a possible risk to children. A short explanatory report of such action taken must be attached and submitted with the form. All reported information will be recorded on computer files for future reference. Supervisors and other persons with hiring/placing authority may call and consult with the district personnel regional office or the Office of Human Resources regarding related legal, contractual and/or procedural issues.

FORM PROCESSING: This form must be submitted to the appropriate district personnel regional or EBC Office. Personnel Form 90 will then be processed by the district personnel regional or EBC Office through the Hawaii Criminal Justice Data Center (HCJDC), where a search will be conducted for prior criminal history information. The HCJDC will provide a report to the DOE. The Office of Human Resources will notify the appropriate DOE supervisors if any further follow-up is required. Each employee is hired conditionally pending the results of this and other suitability checks including fingerprint screening against the FBI files. Each IHE trainee must be cleared for criminal history background before beginning training in a school.

RESPONSIBILITIES
Employee, Potential Employee, or IHE Trainee - Completes Personnel Form 90 completely and accurately. Responds appropriately when requested to provide or clarify information.
Supervisor or Hiring/Placing Authority - Instructs the employee, potential employee, or IHE trainee to complete the form. Assures submission of the form. Assures correct Social Security Number and pictured identification. Reviews the completed form for areas of potential concern prior to the effective date of employment/placement (or if following up on the backlog of employment suitability checks) at the time of form submission. Follows up with prior employers and references as necessary. Takes appropriate action to prevent the employment/placement of persons who may pose a risk to children. Submits Personnel Form 90 along with other employment forms and reports as applicable to the district office/state office.
Assistant/Complex Area Superintendent or Designee - Reviews Personnel Form 90, creates and maintains records on the computer file. Assures confidentiality of information.
Office of Human Resources - Creates and maintains records on the computer file. Records responses from the Hawaii Criminal Justice Data Center. Follows up on any reports generated by the suitability check. Assures confidentiality of information. Updates computer files regarding any action taken on employees, applicants, or IHE trainees based on the results of the HCJDC report. Hawaii Criminal Justice Data Center - Conducts a name search of its files for criminal history if any, completes report below and forwards this form to the Office of Human Resources, Employee Background Check Section.

FILE SEARCH DATA REPORT: By: ___________________________ Date: ___________________________

HCJDC Director, for the Attorney General

SUMMARY REPORT OF ACTION TAKEN (if HCJDC search results indicate concern):

By: ___________________________ Date: ___________________________

Office of Human Resources

AN AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY EMPLOYER
CONFIDENTIAL
<table>
<thead>
<tr>
<th>Location</th>
<th>Address</th>
<th>Operating Hours</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>EBC State Office</td>
<td>Dole Cannery Building</td>
<td>Monday through Thursday: 8 AM – 11 pm; 2-4 PM</td>
<td>Call ahead and appointments required.</td>
</tr>
<tr>
<td></td>
<td>680 Iwilei Road, Suite 490</td>
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</tr>
<tr>
<td></td>
<td>Honolulu, HI 96817</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Phone: 586-3607</td>
<td></td>
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</tr>
<tr>
<td>Maui District Office</td>
<td>54 High Street 4th Floor</td>
<td>Monday through Friday: 8:30 AM – 11:00 AM</td>
<td>Walk-ins accepted.</td>
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<tr>
<td></td>
<td>Wailuku, HI 96793</td>
<td>12:30 PM – 4:00 PM</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Phone: 984-8000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kauai District Office</td>
<td>3060 Eiwa Street</td>
<td>Monday through Friday: 8:30 AM – 11:30 AM</td>
<td>Call for an appointment</td>
</tr>
<tr>
<td></td>
<td>Lihue, HI 96766</td>
<td>12:30 PM – 4:30 PM</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Phone: 274-3507</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hawaii District Office</td>
<td>75 Aupuni Street, Rm 203</td>
<td>Monday through Friday: 8:30 AM – 10:30 AM</td>
<td>Walk-ins accepted.</td>
</tr>
<tr>
<td></td>
<td>Hilo, HI 96720-4235</td>
<td>1:30 PM – 3:30 PM</td>
<td></td>
</tr>
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<td></td>
<td>Phone: 933-3310</td>
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Step 3: AAT Service Learning Partner schools

To get more information please visit the following link:
http://sites.google.com/site/servicelearningpartners/

<table>
<thead>
<tr>
<th>August Ahrens Elementary School</th>
<th>Ewa Beach Elementary School</th>
<th>Holomua Elementary School</th>
<th>Iroquois Point Elementary School</th>
<th>Ka Waihona oka Na`auo NCPCS</th>
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<tr>
<td>Kaimiloa Elementary School</td>
<td>Kaleiopuu Elementary School</td>
<td>Kamaile Elementary School PCCS</td>
<td>Kanoelani Elementary School</td>
<td>Makakilo Elementary School</td>
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<td>Manana Elementary School</td>
<td>Mililani High School</td>
<td>Momi怜i Elementary School</td>
<td>Pearl Ridge Elementary</td>
<td>Pohakea Elementary School</td>
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<tr>
<td>Solomon Elementary School</td>
<td>Waikele Elementary School</td>
<td>Waipahu Elementary School</td>
<td>Waiau Elementary School</td>
<td>Wahiawa Elementary School</td>
</tr>
<tr>
<td>Mililani Ike Elementary School</td>
<td>Kapolei Elementary School</td>
<td>Aiea Intermediate School</td>
<td>Sunset Beach Elementary School</td>
<td>Kapolei Middle School</td>
</tr>
<tr>
<td>Kapalama Elementary School</td>
<td>Nanakuli High School</td>
<td>Mililani Mauka Elementary School</td>
<td>Pearlridge Elementary School</td>
<td>Waialua High School</td>
</tr>
<tr>
<td>Barbers Point Elementary</td>
<td>Princess Kaiulani Elementary</td>
<td>Leihoku Elementary</td>
<td>Nanikapono Elementary</td>
<td>Maili Elementary School</td>
</tr>
<tr>
<td>Honowai Elementary School</td>
<td>Nanakuli Elementary School</td>
<td>Red Hill Elementary School</td>
<td>Wahiawa Middle School</td>
<td>Waianae High School</td>
</tr>
</tbody>
</table>

*Neighbor Island Partner Kapa`a Elementary (Kaua`i)

**Non-DOE schools**

<table>
<thead>
<tr>
<th>Kamehameha Pre-school</th>
<th>Our Savior Lutheran School</th>
<th>Kamehameha Elementary School</th>
<th>Trinity Lutheran School</th>
<th>Hanalani School</th>
</tr>
</thead>
</table>

*Dyslexia tutoring center of Hawai`i
Step 4: Choose your service learning school

Fill out this form to select your top three service learning schools. This only applies to education courses that require service learning.

* Required

First Name *

Last Name *

Semester * Fall

Year * 2010

Class * Please check each class you are taking that requires service learning
- ED 285 Classroom Management (10 hours required)
- ED 291 Language & Literacy (10 hours required)
- ED 295 Service Learning (20 hours required)
- ED 290 Foundations of Education (not required)
- ED 294 Multicultural (not required)

Instructor * Please check each instructor that you are taking that requires service learning
- Michael Cawdery
- Bobbi Martel
- Jaydeen Silva
- Jeff Judd
- Cathy Riseley

First Choice Service Learning School * Make sure to write out the entire name of the school

Second Choice Service Learning School * Make sure to write out the entire name of the school

Third Choice Service Learning School * Make sure to write out the entire name of the school

Any comments, questions, or special circumstances regarding the service learning assignment?
Aloha cooperating school,

My name is ________________ and I am currently a student in the Associate of Arts in Teaching (AAT) program at Leeward Community College. As a requirement for my degree program I must complete service learning hours. These hours will allow me the opportunity to observe and apply strategies and skills that I am presently learning in ED__, ____________________. I would greatly appreciate an opportunity to work with one of your classroom teachers as an observer and volunteer. I hope to be able to provide assistance to students in any capacity the classroom teachers deem appropriate. I will look forward to hearing from you at your earliest convenience.

I am excited about this opportunity.

Mahalo nui loa,
STEP 6: Review service learning assignments

*ED 285 Introduction to Classroom Management: Service Learning Assignment (10 hrs)*

**Course overview:**

Without good classroom management, learning cannot take place! Through this introductory course, students will examine a variety of classroom management strategies. In addition students will learn about the importance of values in the classroom, origins of authority, ethical issues of classroom management, learning styles, lesson planning and delivery, instructional assessment, behavior and discipline plans, special education issues, and the importance of community and parental partnerships.

**Student Learning Outcomes:**

- Organize and manage the physical environment of the classroom.
- Employ strategies that create an environment of respect thereby establishing a culture for learning.
- Describe different learning styles that affect student learning.
- Select instructional goals and demonstrate knowledge of resources by designing a coherent lesson.
- Describe ways to organize, differentiate and present instruction.
- Know and compare formal and informal assessment procedures and reporting.
- Explain how to prevent and deal with disruptive student behavior.
- Identify the legal and ethical issues regarding classroom management.
- Explain how to establish and maintain good communication with students, caregivers, Administrators and others.

**Assignment:**

1. Observe and record classroom management strategies employed by the classroom teacher. Close attention will be paid to physical and social class environment, procedures and routines.
2. Interview a teacher focusing on two relevant strands:
   a. Collect relative perspective and information on becoming a successful, reflective practitioner in classroom management strategies.
   b. Collect tips, advice, wisdom, rewards and challenges that all new teacher should become aware of.

Find a way to support the classroom teacher’s work. This could be individual student support, leading a group through an instructional exercise or routine, or presenting a lesson plan. You could help with the organization and general layout of educational environment. This service should pay particular attention to classroom management topics related to positivity and learning.

*Please ensure that students exhibit the following characteristics of teacher professionalism:*

- Confidentiality
- Appearance
- Behavior
- Communication
- Positivity
**ED 291 Language and Literacy I: Service Learning Assignment (10 hrs)**

**Course Overview:**

Through a balanced literacy approach, instruction will focus on processes involved in emergent literacy development. Strategies based on current theories of language and literacy will be modeled to promote skills in multi-level literacy instruction and assessment techniques.

**Student Learning Outcomes:**

- Identify the stages of reading and writing development; emergent, early and fluent.
- Demonstrate the components of balanced literacy; Read-Aloud, Shared reading/writing, Guided reading/writing, Interactive reading/writing, Independent reading/writing.
- Use information found in a Running Record to modify and direct instruction by: identifying student’s instructional reading levels, determining the cueing systems being used and creating guided lessons to support independence.
- Demonstrate knowledge of various methodologies and strategies that promote comprehension including prediction, summary and questioning.
- Demonstrate characteristics of teacher professionalism: confidentiality, appearance, behavior, communication.

**Assignment:**

1. Students are asked to actively engage with your students for at least 10 hours.
2. Students are prepared to work with small groups or one on one focusing on literacy development. The type and level of engagement may vary due to your needs.
3. Students will prepare a case study integrating assessment data (running records) as well as observed reading behaviors to create a plan of guided reading instruction for one student (the child’s name will not appear and information will be held in confidence).
4. Students will complete a Service learning verification in order to document service learning.

*Please ensure that students exhibit the following characteristics of teacher professionalism:*

- Confidentiality
- Appearance
- Behavior
- Communication
- Positivity

“A teacher affects eternity; he can never tell where his influence stops”

-Henry Adams
ED 295 Field Experience in Education: Service Learning Assignment (20 hrs)

Course Overview:

During this capstone students will engage in structured and supervised interactions with students in one-on-one or group setting. This course is a culmination of the knowledge, skills, and dispositions learned throughout the AAT program. The purpose of the Field Experience in Education course is to provide pre-education majors enrolled in the AAT program the opportunity to gain additional experience working with children. They will engage seminar discussions with their peers about their experiences in the field and share in reflective practice. They will also develop a portfolio of artifacts and personal reflections that are aligned to the Hawaii Teacher Standards Board.

Student Learning Outcomes:

• Provide service to a local school through supervised activities such as one-on-one and group tutoring of students while enhancing skills in working with children.
• Gain greater insight into the perspectives, activities, and responsibilities of classroom teachers.
• Analyze and reflect on experiences working with children in school-based settings.
• Connect experiences to developing philosophy of teaching and learning.
• Develop a teaching portfolio with artifacts that address and support the Hawaii State Teacher Standards.

Assignment:

1. Students will complete 20+ hours of service learning. As much as the environment allows, students should be working directly with children under the guidance of the regular education teacher
2. Students should complete the Service Learning Verification form.
3. In coordination with the cooperating teacher develop, teach and evaluate a lesson in an area of interest or need of the classroom.
4. Provide service to the cooperating teacher by creating standards based bulletin board, conducting reading running records or tutoring to small groups.

Students will also be required to exhibit the following characteristics of teacher professionalism:

• Confidentiality
• Appearance
• Behavior
• Communication
• Positivity

“Well done is better than well said”  -Benjamin Franklin
**Additional Service Learning Assignments (optional)**

**ED 290 Foundations of Education**

The Foundations of Education course (ED 290) introduces students to the teaching profession and examines the historical and current trends and issues that make up the American Educational System.

**Student Learning Outcomes:**

- Recognize and apply their educational philosophy beliefs in a K-12 classroom.
- Demonstrate the characteristics and disposition of a professional teacher.

**Service Learning Assignment:**

1. Engage with your students for at least 5 hours. Ideally in groups or as a facilitator during lessons.
2. Observe the classroom in order to record examples of his/her educational philosophy beliefs and their application.
3. Write a paper describing the beliefs they observed and how well they were applied in your classroom.
4. Reflect upon their own dispositions as a teacher and the level of professionalism they demonstrated in your classroom.

**ED 294 Introduction to Multicultural Education**

Introduction to Multicultural Education will equip students with the knowledge, skills and methods to build inclusion within the classroom that supports and celebrates diversity.

**Student Learning Outcomes:**

- Discuss how culture influences learning styles.
- Describe conditions in low income schools and the implications for teaching and learning along with examining causes and cures for achievement gaps.
- Provide examples of differentiated instruction.

**Service Learning Assignment:**

1. Observe and record classroom and school culture and climate for at least one hour.
2. Students will record and analyze school demographics as they relate to the classroom and the community.
3. Write a lesson that leads into a discussion and activity that teaches one of the following:
   - Acceptance and appreciation of cultural diversity
   - Respect for human dignity and universal human rights
   - Responsibility to a world community
   - Respect for the earth

**Students will also be required to exhibit the following characteristics of teacher professionalism:**

- Confidentiality
- Appearance
- Behavior
- Communication
**Step 7: Initial Service Learning Meeting Report**

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<thead>
<tr>
<th>Teacher/subject/grade</th>
<th>School</th>
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<th>Schedule</th>
<th>Comments</th>
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Please note any goals, guidelines, or expectations for the service learning placement as discussed in this initial meeting.

I will accomplish………..

I will be expected to………..
Step 8: Classroom Service Learning Verification Form

Student’s Name: ___________________________________________________

Cooperating Teacher: ________________________________________________

Grade Level/Content Area: ____________________________________________

School: ___________________________________________________________

School Contact Telephone #: _________________________________________

Education Course/Instructor: _________________________________________

**************************************************************************

<table>
<thead>
<tr>
<th>Date</th>
<th>Start Time</th>
<th>Stop Time</th>
<th>Type of Teaching Activity</th>
<th>Total Hours</th>
<th>Cooperating Teacher’s Signature or Initials</th>
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Please sign upon the completion of ten hours of classroom service learning.

______________________________________________________________
Cooperating Teacher signature

Date (dd/mm/yr)

Additional notes and comments:

(*students, please keep a copy of this form for your records)
Service Learning Questionnaire

Student name: ____________________  Overall feelings: 1 2 3 4 5
AAT Course: ________________  (1 very challenging-5 very supportive)
Instructor: ____________________
School: ____________________
Cooperating Teacher: __________

How did you contact the school? What was the follow-up process?

General observations:

Most positive:

Most negative:
In what way did you provide service?

What parts of your assignment/service did you find most beneficial?

Your favorite “A-ha!” moment?

What did you learn through this experience that you did not know before?

Was the service learning process clear?
Aloha cooperating teacher and partner school,

Thank you so much for giving me the opportunity to come learn and serve at your school. This opportunity has given me a greater perspective into the process of becoming a highly-qualified professional in the field of education. I hope to be able to continue to give service to your school and your community. I look forward to working with you in the future. If you have any questions or concerns please contact any of the faculty and staff of the Associate of Arts in Teaching program (AAT).

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bobbie Martel</td>
<td>Coordinator</td>
<td>455-0632</td>
<td><a href="mailto:rmartel@hawaii.edu">rmartel@hawaii.edu</a></td>
</tr>
<tr>
<td>Charlene Mimuro</td>
<td>Secretary</td>
<td>455-0467</td>
<td><a href="mailto:mimuro@hawaii.edu">mimuro@hawaii.edu</a></td>
</tr>
<tr>
<td>Erin Loo</td>
<td>Counselor</td>
<td>455-0392</td>
<td><a href="mailto:eloo@hawaii.edu">eloo@hawaii.edu</a></td>
</tr>
<tr>
<td>Jeff Judd</td>
<td>Faculty</td>
<td>455-0434</td>
<td><a href="mailto:jjudd@hawaii.edu">jjudd@hawaii.edu</a></td>
</tr>
<tr>
<td>Cathy Riseley</td>
<td>Faculty</td>
<td>455-0397</td>
<td><a href="mailto:criseley@hawaii.edu">criseley@hawaii.edu</a></td>
</tr>
<tr>
<td>Michael Cawdery</td>
<td>Faculty</td>
<td>455-0361</td>
<td><a href="mailto:cawdery@hawaii.edu">cawdery@hawaii.edu</a></td>
</tr>
</tbody>
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Mahalo nui loa and a hui hou,

Leeward Community College student and future teacher