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.
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
Michael Cawdery  Faculty  cawdery@hawaii.edu
Kale’a Silva  Faculty  jaydene@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
   Dole Cannery
   680 Iwilei Road
   Suite 490
   Honolulu, HI 96817
   (*neighbor island students, please see the address of your local office.)

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!!!”
## Fingerprinting Locations (*schedule subject to change*)

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

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

<table>
<thead>
<tr>
<th>School Name</th>
<th>School Name</th>
<th>School Name</th>
<th>School Name</th>
<th>School Name</th>
</tr>
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<tbody>
<tr>
<td>Aiea Intermediate School</td>
<td>Aiea High School</td>
<td>August Ahrens Elementary School</td>
<td>Ewa Elementary</td>
<td>Ewa Beach Elementary School</td>
</tr>
<tr>
<td>Helemano Elementary School</td>
<td>Highlands Intermediate</td>
<td>Holomua Elementary School</td>
<td>Honowai Elementary</td>
<td>Iroquois Point Elementary School</td>
</tr>
<tr>
<td>Ka Waihona o Ka Naʻauao NCPS</td>
<td>Kaimiloa Elementary School</td>
<td>Kalieopūʻu Elementary School</td>
<td>Kamaile Elementary PCCS</td>
<td>Kanoelani Elementary School</td>
</tr>
<tr>
<td>Kapolei Elementary School</td>
<td>Kapolei Middle School</td>
<td>Kapolei High School</td>
<td>Kipapa Elementary School</td>
<td>Lehua Elementary School</td>
</tr>
<tr>
<td>Leilehua High School</td>
<td>Makaha Elementary School</td>
<td>Makakilo Elementary School</td>
<td>Manana Elementary School</td>
<td>Mauka Lani Elementary School</td>
</tr>
<tr>
<td>Mililani High School</td>
<td>Mililani Waena Elementary School</td>
<td>Momilani Elementary School</td>
<td>Nanakuli Elementary School</td>
<td>Nanakuli High and Intermediate</td>
</tr>
<tr>
<td>Palisades Elementary School</td>
<td>Pearl City High School</td>
<td>Pearlridge Elementary School</td>
<td>Pohakea Elementary School</td>
<td>Red Hill Elementary School</td>
</tr>
<tr>
<td>Solomon Elementary School</td>
<td>Sunset Beach Elementary School</td>
<td>Wahiawa Elementary School</td>
<td>Wahiawa Middle School</td>
<td>Waialua Elementary School</td>
</tr>
<tr>
<td>Waialua High and Intermediate</td>
<td>Waianae High School</td>
<td>Waiau Elementary School</td>
<td>Waikele Elementary School</td>
<td>Waipahu Elementary School</td>
</tr>
<tr>
<td>Waipahu Intermediate</td>
<td>Waipahu High School</td>
<td>Wheeler Middle School</td>
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</table>

*Neighbor Island Partner Kapaʻa Elementary (Kauaʻi)*

### Non-DOE schools

<table>
<thead>
<tr>
<th>School Name</th>
<th>School Name</th>
<th>School Name</th>
<th>School Name</th>
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</thead>
<tbody>
<tr>
<td>Hanalani School</td>
<td>Hoʻoala School</td>
<td>Kamehameha Preschool</td>
<td>Kamehameha Preschool-Waianae</td>
<td>Kamehameha High School</td>
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<tr>
<td>Our Savior Lutheran School</td>
<td>Trinity Lutheran School</td>
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</tbody>
</table>

*Dyslexia tutoring center of Hawaiʻi*
**Step 4: Choose your service learning school** (link to online form)

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

* Required

<table>
<thead>
<tr>
<th>Field</th>
<th>Selection</th>
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<tbody>
<tr>
<td>First Name</td>
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<tr>
<td>Last Name</td>
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</tr>
<tr>
<td>Semester</td>
<td>□</td>
</tr>
<tr>
<td>Year</td>
<td>□</td>
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<tr>
<td>Class</td>
<td>□</td>
</tr>
<tr>
<td>ED 285 Classroom Management (10 hours required)</td>
<td>□</td>
</tr>
<tr>
<td>ED 291 Language &amp; Literacy (10 hours required)</td>
<td>□</td>
</tr>
<tr>
<td>ED 295 Service Learning (20 hours required)</td>
<td>□</td>
</tr>
<tr>
<td>ED 290 Foundations of Education (not required)</td>
<td>□</td>
</tr>
<tr>
<td>ED 294 Multicultural (not required)</td>
<td>□</td>
</tr>
<tr>
<td>Instructor</td>
<td>□</td>
</tr>
<tr>
<td>Michael Cawdery</td>
<td>□</td>
</tr>
<tr>
<td>Bobbie Martel</td>
<td>□</td>
</tr>
<tr>
<td>Jaydene Silva</td>
<td>□</td>
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<tr>
<td>Jeff Judd</td>
<td>□</td>
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<tr>
<td>First Choice Service Learning School</td>
<td>□</td>
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<tr>
<td>Second Choice Service Learning School</td>
<td>□</td>
</tr>
<tr>
<td>Third Choice Service Learning School</td>
<td>□</td>
</tr>
<tr>
<td>Any comments, questions, or special circumstances regarding the service learning assignment?</td>
<td>□</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Teacher/subject/grade</th>
<th>School</th>
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<table>
<thead>
<tr>
<th>Schedule</th>
<th>Comments</th>
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</thead>
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</table>

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: __________________________________________

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

Service Learning Log

<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>
</tr>
</thead>
<tbody>
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</table>

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)
Step 9: Service Learning Questionnaire (link to online form)

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).

Bobbie Martel Coordinator 455-0632 rmartel@hawaii.edu
Charlene Mimuro Secretary 455-0467 mimuro@hawaii.edu
Erin Loo Counselor 455-0392 eloo@hawaii.edu
Jeff Judd Faculty 455-0434 jjudd@hawaii.edu
Michael Cawdery Faculty 455-0361 cawdery@hawaii.edu
Kaleʻa Silva Faculty 455-0397 jaydene@hawaii.edu

Mahalo nui loa and a hui hou,

Leeward Community College student and future teacher
Mahalo for your support!

Leeward Community College

EDUCATION
Associate of Arts in Teaching

Roberta “Bobbie” Martel, M. S.
Coordinator/Instructor

Jeffrey Judd, Ph.D.
Instructor

Kale`a Silva, M.Ed.
Instructor

Michael Cawdery, M.Ed.
Instructor

Brent Hirata, M.Ed.
ED Media Tech/Instructor

Erin Thompson Loo, M.Ed.
AAT Counselor

For more information, contact us at:

Leeward CC
Associate of Arts in Teaching
96-045 Ala Ike
Pearl City, HI 96782

Bobbie Martel
(808) 455-0467
rmartel@hawaii.edu

http://www.lee.hawaii.edu/teach