**Teach2Matter: Observe and take PRIDE in Service Learning**

EDUC 212 Foundations of Education is a course designed to offer you an opportunity to explore the Teaching field from a different perspective-that of a teacher rather than a student. The best way to explore the field of Education as a career is to actively engage in the process of teaching and learning from the facilitator’s point of view rather than that of the participant. To that end, I have crafted a model known as Teach2Matter along with the expertise and creativity of four of my former students. You can learn more about us at teach2matterrvcc.weebly.com. Teach2Matter is our answer to the all-important question that I’d been striving to answer for six years: How can I give my students the opportunity to make a difference now rather than waiting until they are certified professionals?

We built our model around that of the national Choose2Matter initiative founded by Ms. Angela Maiers. You can learn more about that at Choose2Matter.org. In her passion-based learning model, she poses three questions to students:

 What are you passionate about?

 What about that needs your attention?

 What are you going to do about it?

In its purest form, this type of passion-based learning puts the learner in the driver’s seat. In our model, we’ve taken it a step further to include the instructional approaches of passion-based, problem-based, and project-based learning as a super trifecta of self-directed learning. Students identify an area that they are eager to learn more about (passion); then, they identify a particular deficit or area of improvement related to that passion and begin to ask questions and conduct research about it (problem); finally, they design and implement an action plan that culminates with a presentation (project).

*During this course, you are the students; you are engaging in the model!* You have been assigned to a service learning placement in a local middle school, high school, or college setting; in most cases, you have been assigned along with a group of peers. You and/or your classmates will follow the same protocol to complete the Service Learning requirement of the course despite being assigned to different environments. **The steps to follow are outlined with dates on the reverse side of this paper.**

Additionally, you will all work toward achieving the same learning outcomes for the course through the successful completion of this experience:

 1-Examine personal commitment to the teaching profession through reflection.

2- Collaborate with professionals in the field to analyze and apply theory in a practical setting.

3- Evaluate critical issues facing teachers and students in contemporary classrooms, i.e. bullying, LGBTQ issues, technology infusion, family dynamics and impact on students, etc.

Finally, each of you will be graded based on the Darts Rubric. Three fourths of the experience are individual components: SL Registration Form, SL Time Sheet, and Teagle Reflection essay. The other fourth, the presentation, is a group component (if you are working collaboratively).

**Teach2Matter Protocol: Observe and take PRIDE in Service Learning**

1. Learn about Service Learning and the Teagle Project from Lori Moog, Director of Service Learning and Community Outreach
	1. Receive a copy of the SL Registration Forms and Time Sheets
	2. Receive a copy of the Teagle reflection essay specific for EDUC 212
2. Receive or plan to secure your service learning placement.
3. Meet with your placement peers, if applicable.
	1. Exchange contact information to use for the Service Learning experience only.
	2. Brainstorm areas of interest (passion) related to Education that you hope to learn more about during your time in the field.
4. Discuss and participate in the Teach2Matter model\*\* or do the role that you have chosen/been assigned.
	1. **Observe** your cooperating teacher for approximately 15 hours.\*\*
		1. Create a schedule with him/her that is conducive to both of your needs. You do not have to go at the same time as your peer (s); although this might be preferred by your cooperating teacher. In this case, make every effort to accommodate his/her request as you are a guest in his/her classroom.
		2. Ask that he/she sign off on your **registration form** (Section 2) and return it to class no later than **Thursday, October 6.**
		3. Ask that he/she initial your **time sheet** at the end of each visit and sign off on the completed form at the end of the 20 hours of service. Return this to class no later than **Thursday, December 8**.
		4. Take note of what you are learning while you are there in regard to course content and your pre-professional knowledge, skills and dispositions. Pay particular attention to the following course topics: Social Emotional Learning, Technology Infusion, Differentiated Instruction, Classroom Management and/or Assessment.
	2. In/out of class, discuss with your peers if/how your particular area of interest is present in your placement. *You will have time to do project planning in class on December 6 and 8*.
	3. Identify a common **passion**, or area of interest and need, to address as a group in your school or individual classrooms.
	4. **Research** this passion. Explore its scope on a local, state, national, and/or international level. Consider whether or not the topic is related to health, diversity, equity, and/or sustainability as this will support your response on the Teagle reflection essay.
	5. **Inquire** of yourself and others. Ask what you already know about this topic, what you want to know more about, how you will go about learning it, what you learned, and how you will use it in the next two phases.
	6. **Design** an action plan to address your passion in your placement. Share this plan with your cooperating teacher or teachers. (1-5 hours) You may need to meet outside of class time to design your plan.
	7. **Engage** in the classroom and/or school community at large to implement your action plan with your peers. (1-5 hours)
	8. Prepare your presentation based on the following parameters in/out of class with peers. *You will have time to do project planning in class on December 6 and 8. Additionally, you will complete the post-survey during this time.*
		1. Decide on the medium for your presentation. Will you do a slideshow, a movie, a Flicker presentation, a Prezi, a tri-fold board, etc.? No matter the medium, you want to be able to have a PRODUCT that you can use in your future portfolio as an artifact of your work as a pre-service teacher.
		2. Be sure that your project and presentation reflects these key points:
			1. An overview of the activity
			2. An explanation of your role throughout the activity
			3. A reflection on what you learned about being a teacher throughout the activity
			4. A reflection on what you learned about the process of teaching and learning throughout the activity, paying particular attention to the course content noted above
			5. An account of your most memorable moments-whether positive or negative
			6. Recommendations about/for the Service Learning experience (for me to improve the course) going forth based on what you experienced herein
			7. Any additional components that you choose to “tell the story” of your experiences
		3. If you are planning to include photos/footage from the visits at the school (s), you must get written consent from the cooperating teachers and/or the students, depending on your teacher’s (teachers’) and/or the school’s (schools’) permissions.
		4. Your presentation **cannot exceed 20 minutes**. We have exactly two hours during the Final Exam Week period, and I would like to leave “wiggle room” in case there are any technical difficulties or attendance issues, etc.
	9. Complete and submit your Teagle **reflection essay by Tuesday, November 22**. Be sure to follow the guidelines for submission that are outlined on the reverse side of the essay.
	10. **Present** your overall experience to your entire class, your instructor, and possibly invited guests during the Final Exam Period, **Tuesday, 12/20 9:30-11:30 am**.

**To sum this up…**

You are developing and implementing an **action plan** in your classroom and/or school to meet an area of need, **OR** you are **completing a role** in your selected placement.

You are reflecting on the experience as a whole in relation to the prompt set forth in the Teagle **reflection essay** outline.

You are **presenting** on the entire experience to your peers, your instructor, and possibly invited guests.