

Table of Contents

Teacher Education Program (TEP)	3
What is Service Learning?	3
Mission	3
Essential components of Service Learning	3
Benefits of Service Learning	3
Service Learning Video	3
Policy of Required Service Learning Hours	4
Florida Statute 1012.32 (2)(d)	4
SL Hours REQUIRED	4
Amount of SL hours	4
SL at Community Partner Schools	4
Valencia Student Responsibilities	4
Community Partners Responsibilities	4
Service Learning Standards	5
How do students get started?	6
Step 1: Choose Your School	6
Step 2: OCPS Background Check	6
Step 3: Attend Welcome Orientation at School (optional)	6
Step 4: Contact School	6
Step 5: Complete Service Learning Hours	6
Principles for How We Treat Each Other	7
Contact Info	8
TEP Website:	8
Service Learning Liaison	8
Dean of Social Sciences & PE	8
TEP Faculty	8
References	9
Forms	10
Service Learning Verification Form <i>(Sample)</i>	11
TEP Service Learning Statement of Understanding	13

Teacher Education Program (TEP)

At Valencia College East Campus, our Teacher Education Program (TEP) offers a full range of opportunities to prepare students with the knowledge, skills, and attitudes necessary to enter a Teacher Education Bachelor of Science program. At East Campus only, we offer a unique program:

- AA degree in Early Childhood Education (AA in Elementary Education coming soon) with a dedicated Teacher Education Advisor to assist students with TEP choices.
- Valencia Future Educators Club (awarded most Outstanding Organization by Student Development)
- Service Learning opportunities that replace field observations allowing students to earn a Service Learning medallion for graduation and designation on your diploma.
- 9 different Teacher Education introductory courses

What is Service Learning?

Service Learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. Service Learning allows students and faculty to blend educational goals with their passions.

Mission

Service Learning creates opportunities for Valencia students, faculty, and staff to learn in partnership with the community and to develop competencies that relate to course content and promote the advancement of a socially responsible citizenry.

Essential components of Service Learning

Academics | Students will improve their higher order thinking skills through analysis and understanding of complex problems. Students will connect the learning in the classroom to the service experience.

Pre-professional | Students will connect service to career exploration. Students will analyze their skill set growth related to potential careers.

Civic Engagement | Students will gain an understanding of the community organization and those it serves. Students will gain an understanding of their role as an active member of the society.

Personal | Students will experience personal growth through challenges and will develop new skills.

Reciprocity | Each Service Learning experience should benefit students and the community. Students are encouraged to identify a community agency.

Benefits of Service Learning

- ❖ **LEARN** through hands-on work in a non-profit community environment (school).
- ❖ **EXPLORE** career options, gain work experience and make job contacts.
- ❖ **DEVELOP** connections with people of diverse cultures and lifestyles.
- ❖ **IMPROVE** self-confidence by becoming an active citizen in your community.
- ❖ **EARN** recognition for service hours on transcripts and at graduation.
- ❖ **MEDALLION** completing 40+ Service Learning hours receives bronze, silver or gold medallion to wear at graduation.

Service Learning Video

Please watch this informative video to get an idea about Service Learning.

Lauri Lott Service Learning Project https://www.youtube.com/watch?v=fV_Up2IU-UA&feature=youtu.be

Policy of Required Service Learning Hours

Florida Statute 1012.32 (2)(d)

Student teachers, persons participating in a field experience pursuant to s. 1004.04(6) or s. 1004.85, and persons participating in a short-term experience as a teacher assistant pursuant to s.1004.04(10) in any district school system, lab school, or charter school shall, upon engagement to provide services, undergo background screening as required under s. 1012.56.

SL Hours REQUIRED

Students must complete all the hours required for the course or will not pass the class. They will submit a signed verification form that may be randomly verified

Amount of SL hours

EDF2005, EDF2085 and EME2040 are generally required as a prerequisite for all Florida state university teacher education programs. On East Campus, EDF2005 and EDF2085 each REQUIRE a 20-hour directed Service Learning project and some EME2040 sections require a 10-hour Service Learning project in one of the approved community partner schools. **Prior teaching experience or volunteer service will not count as part of your SL; hours completed beyond the required amount for the course as designated in the course catalog will be counted as volunteer hours and NOT go towards Service Learning recognition or medallion.** Specific requirements and due dates will be given to you by your professor; SL hours are not tutoring or babysitting.

EDF2005 = 20-hours	EDF2085 = 20-hours	
Some EME2040 sections = 10 hours	EEC2001 =10 hours	EDF2130 = 5-10 hours

SL at Community Partner Schools

We recommend that you complete your Service Learning hours at our Community Partner Schools; we have agreements with these schools and they understand the scope of SL and its requirements. Your professor will direct you as to where you are able to go as appropriate for your particular class and class objectives. SL hours done at schools outside our Partner Schools is done at your own risk and with your professor’s approval.

Valencia Student Responsibilities

The student understands and commits to:

Included as part of coursework (per Professor choice):

- ✓ Attend an **Education Orientation** outlining the Teacher Education Program.
- ✓ Complete an OCPS background check.
- ✓ Complete a **Pre-Service paper** (interview or research).
- ✓ **Reflect** on SL experience.
- ✓ Present a **digital presentation** of the SL experience.
- ✓ Submit a signed **SL Verification** form documenting the SL hours completed.
- ✓ Complete a brief end-of-term **evaluation** of the TEP SL program.

Included as part of service to CPS:

- ✓ Comply with CPS policies, standards and regulations
- ✓ Serve in a **professional manner** with respect for others, especially with regard to confidentiality.
- ✓ **Arrive on time** or notify the CPS if I cannot attend due to illness or emergency.
- ✓ Take **full responsibility** for any risk of property damage or personal injury that may be sustained as a result of these activities.
- ✓ Attend a **Welcome Orientation** at the CPS (optional).
- ✓ **Contact** the Volunteer Coordinator at CPS identifying requirement and in what grade level/subject preferred.
- ✓ Complete SL hours in an area of need as suggested by CPS.

Community Partners Responsibilities

The Community Partner School understands and commits to:

- ✓ **Complete** a Service Learning Community Partner Statement of Understanding.
- ✓ Receive an official Valencia College Community Partner **Certificate**.
- ✓ Host face-to-face or virtual **Welcome Orientation** for VC students to tour the school and understand the policies of volunteering.
- ✓ Inform TEP of your school’s **needs**.
- ✓ **Place students** with a teacher, department or program to address the need while student gains valuable experience and understanding of the intricacies of teaching.
- ✓ **Discuss** in advance with the student any need for change of placement or hours of service.
- ✓ While serving as a SL CPS, the student will not be asked to transport any person, be alone with any minors, be in any private home without a CPS representative, or violate the agreements set forth by the CPS or Valencia.
- ✓ Complete a brief end-of-term **evaluation** of the TEP SL program.

Service Learning Standards



K–12 Service-Learning Standards for Quality Practice

Meaningful Service. Service-learning actively engages participants in meaningful and personally relevant service activities.

Students identify, authenticate, and learn about a recognized community need. Student actions are reciprocal, valued by the community, and have real consequences while offering opportunities to apply newly acquired academic skills and knowledge.

Link to Curriculum. Service-learning is intentionally used as an instructional strategy to meet learning goals and/or content standards.

The process includes deliberate cross-curricular connections whereby students learn skills and content through varied modalities that meet academic standards, and enables the transference of skills and content to new applications. The content informs the service and the service informs the content.

Reflection. Service-learning incorporates multiple challenging reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one's relationship to society.

Students participate in systemic varied processes that integrate empathetic response with cognitive thinking related to social issues and their lives. This affective and cognitive blend deepens the service learning as students apply and transfer new understandings of themselves, others, and the world around them.

Diversity. Service-learning promotes understanding of diversity and mutual respect among all participants.

Student experience affords opportunities to form multidimensional understanding and varied points of view. This process allows students to gain perspective and develop mutual respect and appreciation for others, while replacing stereotypes with accurate information.

Youth Voice. Service-learning provides youth with a strong voice in planning, implementing, and evaluating service-learning experiences with guidance from adults.

Students experience significant age-appropriate challenges involving tasks that require thinking, initiative, and problem solving as they demonstrate responsibility and decision-making in an environment safe enough to allow them to make mistakes and to succeed.

Partnerships. Service-learning partnerships are collaborative, mutually beneficial, and address community needs.

Students participate in the development of reciprocal partnerships and share responsibility with community members, parents, organizations, and other students. These relationships afford opportunities to interact with people of diverse backgrounds and experience, resulting in mutual respect, understanding, and appreciation.

Progress Monitoring. Service-learning engages participants in an ongoing process to assess the quality of implementation and progress toward meeting specified goals, and uses results for improvement and sustainability.

Once students identify and authenticate the need, they use varied methods to observe and track change and improvement as they carry out the service learning process. Advancement toward intended or developing outcomes is examined, along with effectiveness of applied procedures and recognized mutual benefits. Findings are shared with stakeholders.

Duration and Intensity. Service-learning has sufficient duration and intensity to address community needs and meet specified outcomes.

The length of the experience allows for a complete and thorough process as articulated in the Five Stages of Service Learning, with age-appropriate content, skill development, and depth of material covered.

Standards are reprinted with permission of the National Youth Leadership Council. Copyright © 2008 National Youth Leadership Council, St. Paul, MN. www.nylc.org. All rights reserved. Comments in text boxes are written by Cathryn Berger Kaye.

From *The Complete Guide to Service Learning: Proven, Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum, & Social Action* (Revised & Updated Second Edition) by Cathryn Berger Kaye, M.A., copyright © 2010. Free Spirit Publishing Inc., Minneapolis, MN; 800-735-7323; www.freespirit.com. This page may be reproduced for use within an individual school or district. For all other uses, contact www.freespirit.com/company/permissions.cfm.

How do students get started?

1. Choose Your School from approved list of Community Partner Schools
2. Complete OCPS Background Check - MUST complete BEFORE beginning SL hours!
3. Attend a Welcome Orientation at the school (optional)
4. Contact School Volunteer Coordinator to set up hours
5. Complete Your required amount of SL hours as designated by the course catalog

Step 1: Choose Your School

The following schools are the APPROVED Community Partners where you MUST complete your SL hours. You may not randomly choose a school in Orange County or another county, as these schools have been selected specifically due to their understanding and ability to help you with your Service Learning Hours. Please note: other Valencia campuses may allow you to choose any school for field observations; these are different than Service Learning hours. Please verify with your professor which school you should choose, as some professors may have specific schools they wish to work with for SL.

School Name & Info	Contact Info
Horizons Childcare & Learning Center 089 N. Goldenrod Rd. Orlando, FL 32807	Dina Khalil, Asst. Director 407-622-9307 or horizonslearningcenter@gmail.com
Lawton Chiles Elementary School 11001 Bloomfield Dr. Orlando, FL 32825 407-737-1470	Sharon Skoloski sharon.skoloski@ocps.net Do NOT call to set up hours. Only EMAIL!
Union Park Middle School	Elease Mills, Volunteer Coordinator elease.mills@ocps.net
Colonial High School	Taylor Vickery, Volunteer Coordinator taylor.vickery@ocps.net 407-482-6300 ext. 6022888
United Cerebral Palsy of Central FL	Pamela Batlemento, Volunteer Coordinator pbatlemento@ucpcf.org

Step 2: OCPS Background Check

All students will be required to have background checks through Orange County Public Schools conducted during the term in which they are completing their Service Learning hours, preferably within the first 1-2 weeks of classes. This process involves only a background check and does NOT require fingerprinting. You may NOT set foot inside a school to complete your Service Learning hours WITHOUT FIRST being approved by Orange County Public Schools.

Step 3: Attend Welcome Orientation at School (optional)

Each Community Partner School hosts a Welcome Orientation; the event is usually 1 – 1 ½ hours and will give you relevant information about the school’s needs and its policies. It is highly recommended that you attend but it is not mandatory. The dates of the Welcome Orientations are posted on the TEP website www.valenciaTEP.wordpress.com

PLEASE NOTE: United Cerebral Palsy of Central Florida (UCP) does not host a face-to-face Welcome Orientation but rather requires students to complete an online orientation. The forms and online presentation can be found on our TEP website in the TEP Important Dates tab (www.valenciaTEP.wordpress.com/tep-important-dates)

Step 4: Contact School

As soon as the background check is approved, the student should contact one of the partner schools volunteer coordinators. Some courses will be doing individual projects and some will do group projects.

Step 5: Complete Service Learning Hours

Professor will inform students of the specific hours that are required for each course as it is designated in the course catalog. Other Valencia Campuses may require Field Observation hours that are different in number. East Campus has a special Service Learning program that differs from other Valencia Campuses.

Principles for How We Treat Each Other

Valencia College has adopted these principles as created by the Valencia College Peace and Justice Institute. TEP has implemented them into all their courses and students are given these to use and share.

How We Treat Each Other

Our Practice of Respect and Nonviolence

1. **Create a hospitable and accountable community.** We all arrive in isolation and need the generosity of friendly welcomes. Bring all of yourself to the work in this community. Welcome others to this place and this work, and presume that you are welcomed as well. Hospitality is the essence of restoring community.
2. **Listen deeply.** Listen intently to what is said; listen to the feelings beneath the words. Strive to achieve a balance between listening and reflecting, speaking and acting.
3. **Create an advice free zone.** Replace advice with curiosity as we work together for peace and justice. Each of us is here to discover our own truths. We are not here to set someone else straight, to “fix” what we perceive as broken in another member of the group.
4. **Practice asking honest and open questions.** A great question is ambiguous, personal and provokes anxiety.
5. **Give space for unpopular answers.** Answer questions honestly even if the answer seems unpopular. Be present to listen not debate, correct or interpret.
6. **Respect silence.** Silence is a rare gift in our busy world. After someone has spoken, take time to reflect without immediately filling the space with words. This applies to the speaker, as well – be comfortable leaving your words to resound in the silence, without refining or elaborating on what you have said.
7. **Suspend judgment.** Set aside your judgments. By creating a space between judgments and reactions, we can listen to the other, and to ourselves, more fully.
8. **Identify assumptions.** Our assumptions are usually invisible to us, yet they undergird our worldview. By identifying our assumptions, we can then set them aside and open our viewpoints to greater possibilities.
9. **Speak your truth.** You are invited to say what is in your heart, trusting that your voice will be heard and your contribution respected. Own your truth by remembering to speak only for yourself. Using the first person “I” rather than “you” or “everyone” clearly communicates the personal nature of your expression.
10. **When things get difficult, turn to wonder.** If you find yourself disagreeing with another, becoming judgmental, or shutting down in defense, try turning to wonder: “I wonder what brought her to this place?” “I wonder what my reaction teaches me?” “I wonder what he’s feeling right now?”
11. **Practice slowing down.** Simply the speed of modern life can cause violent damage to the soul. By intentionally practicing slowing down we strengthen our ability to extend non-violence to others—and to ourselves.
12. **All voices have value.** Hold these moments when a person speaks as precious because these are the moments when a person is willing to stand for something, trust the group and offer something he or she sees as valuable.
13. **Maintain confidentiality.** Create a safe space by respecting the confidential nature and content of discussions held in the group. Allow what is said in the group to remain there.

Prepared by the Peace and Justice Institute with considerable help from the works of Peter Block, Parker Palmer, the Dialogue Group and the Center for Renewal and Wholeness in Higher Education

Contact Info

TEP Website:

<https://valenciatep.wordpress.com/>

Service Learning Liaison

Professor Lauri Lott

LLott1@valenciacollege.edu

407-491-5483

Dean of Social Sciences & PE

Dr. Lee Thomas

Ethomas46@valenciacollege.edu

407-582-2587

TEP Faculty

Rey Almeida – ralmeida6@valenciacollege.edu

Lauri Lott – LLott1@valenciacollege.edu

Jane Maguire – jmaguire1@valenciacollege.edu

Dr. Patricia McNeese – pmcneese@valenciacollege.edu

Dr. Kamran Qadri – sqadri3@valenciacollege.edu

Dr. Yasmeen Qadri – yqadri@valenciacollege.edu

Anna Saintil – asaintil@valenciacollege.edu

Sharon Skoloski – sskoloski@valenciacollege.edu

References

Nitschke-Shaw, D. & Ziesler, Y. (n.d.). *Faculty Guide to Service-Learning*. Retrieved from http://www.compactnh.org/downloads/Faculty_Guide.pdf

Orange County Public Schools. (2015). Retrieved from <https://www.ocps.net/es/cr/resources/Pages/ADDITIONS.aspx>

Valencia College Service Learning. (2015). Retrieved from <http://valenciacollege.edu/servicelearning/>

Forms

TEP SL Handbook for Community Partners

Service Learning Verification Form (Sample)

- ✓ Use this blank form to fill out EACH time you go to the school for your hours.
- ✓ Complete the information BEFORE asking teacher to sign. Your supervising teacher should only have to sign the form.
- ✓ The teacher must sign for each hour you have completed; ONE SIGNATURE FOR ALL HOURS IS NOT ACCEPTABLE!
- ✓ If the Service Learning hours are **not properly documented** and verified, then a **grade of F** will be given irrespective of the grade you have had. Students are required to use the enclosed forms and **no other documents** will be accepted in its place. Use one (1) Service Learning Verification Form per course; using the same verification form for multiple courses or semesters is fraud and can result in suspension.

Student Name: Selma Smith

Course Name: EDF2005

Course Date: 1/10/13 - 5/5/13

	SL Date	SL Time 1 hr blocks	School	Grade or subject	Teacher's Name	Teacher's Email	Teacher's Phone with extension	Teacher's Signature
1.	4-15-13	8:30-9:30	Oak High School	10 th History	Ms. Smith	s.smith@ocps.net	407-351-4217 Ext. 951	<i>S. Smith</i>
2.	4-15-13	9:30-10:30	Oak High School	10 th History	Ms. Smith	s.smith @ocps.net	407-351-4217 Ext. 951	<i>S. Smith</i>
3.	4-15-13	10:30-11:30	Oak High School	10 th History	Ms. Smith	s.smith @ocps.net	407-351-4217 Ext. 951	<i>S. Smith</i>
4.	4-15-13	11:30-12:30	Oak High School	10 th History	Ms. Smith	s.smith @ocps.net	407-351-4217 Ext. 951	<i>S. Smith</i>
5.	4-15-13	12:30-1:30	Oak High School	11 th History	Mr. Thomas	k.thomas@ocps.net	407-351-4217 Ext. 922	<i>[Signature]</i>
6.	4-26-13	8:30-9:30	Harvey Elem.	2	Ms. Simek	m.simek@ocps.net	407-888-1212 ext. 123	<i>[Signature]</i>
7.	4-26-13	9:30-10:30	Harvey Elem.	2	Ms. Simek	m.simek@ocps.net	407-888-1212 ext. 123	<i>[Signature]</i>
8.	4-26-13	10:30-11:30	Harvey Elem.	2	Mr. Imperial	j.imperial@ocps.net	407-888-1212 ext.222	<i>[Signature]</i>
9.	4-26-13	11:30-12:30	Harvey Elem.	2	Mr. Imperial	j.imperial@ocps.net	407-888-1212 ext. 222	<i>[Signature]</i>
10.	4-26-13	12:30-1:30	Harvey Elem.	2	Mr. Imperial	j.imperial@ocps.net	407-888-1212 ext. 222	<i>[Signature]</i>
11.	4-27-13	8:30-9:30	Arbor Elem.	Music	Mrs. Brown	bbrown@ocps.net	407-833-4567 ext. 789	<i>[Signature]</i>
12.	4-27-13	9:30-10:30	Arbor Elem.	Music	Mrs. Brown	bbrown@ocps.net	407-833-4567 ext. 789	<i>[Signature]</i>
13.	4-27-13	10:30-11:30	Arbor Elem.	Music	Mrs. Brown	bbrown@ocps.net	407-833-4567 ext. 789	<i>[Signature]</i>
14.	4-27-13	11:30-12:30	Arbor Elem.	Music	Mrs. Brown	bbrown@ocps.net	407-833-4567 ext. 789	<i>[Signature]</i>
15.	4-27-13	12:30-1:30	Arbor Elem.	Music	Mrs. Brown	bbrown@ocps.net	407-833-4567 ext. 789	<i>[Signature]</i>
16.	4-27-13	8:30-9:30	Arbor Elem.	Music	Mrs. Brown	bbrown@ocps.net	407-833-4567 ext. 789	<i>[Signature]</i>
17.	4-27-13	9:30-10:30	Arbor Elem.	Music	Mrs. Brown	bbrown@ocps.net	407-833-4567 ext. 789	<i>[Signature]</i>
18.	4-27-13	10:30-11:30	Arbor Elem.	Music	Mrs. Brown	bbrown@ocps.net	407-833-4567 ext. 789	<i>[Signature]</i>
19.	4-27-13	11:30-12:30	Arbor Elem.	Music	Mrs. Brown	bbrown@ocps.net	407-833-4567 ext. 789	<i>[Signature]</i>
20.		12:30-1:30	Arbor Elem.	Music	Mrs. Brown	bbrown@ocps.net	407-833-4567 ext. 789	<i>[Signature]</i>

TEP SL Handbook for Community Partners

**TEP Service Learning Statement of Understanding
COMMUNITY PARTNER**

Teacher Education Program = TEP Service Learning = SL Community Partner Schools = CPS

Course #	Course Description	SL Hours
EDF2005	Intro to the Teaching Profession: General overview of teaching developed through study of processes of teaching and learning, organization and structure of American education and current issues and problems related to education. This course also incorporates a required field experience. Generally required as a prerequisite for state university teacher education programs in Florida. Check with prospective transfer program on current requirements.	20 Required
EDF2085	Intro to Diversity for Educators: An overview of the issues related to teaching diverse student populations. Topics include: foundations of prejudice, essentials of culture, diversity and commonalities, exceptionalities, barriers to cultural understanding and valuing diversity.	20 Required
EME2040	Intro to Technology for Educators: Application of instructional design principles for the use of technology to enhance the quality of teaching and learning in the classroom. The course includes hands-on experience with educational media, emerging technologies, and hardware, software, and peripherals for the personal computer as well as data-driven decision-making processes. Identification of appropriate software for classroom applications, classroom procedures for integrating technologies with emphasis on legal and ethical use, and effective instructional strategies for teachers and students in regard to research, analysis, and demonstration of technology.	10
EEC2001	Intro to Early Childhood Education: An overview of early childhood development and related programs and services. Presentations will focus on historical roots, societal changes, program differentiation, and future trends.	10
EDF2130	Child & Adolescent Development: Critical examination of developmental stages and characteristics of individuals from infancy through adolescence with application to learners in educational settings.	5-10

Student Responsibilities

The student understands and commits to:

- Attend an **Education Orientation** outlining the Teacher Education Program.
- Complete an OCPS background check.
- Complete a **Pre-Service paper** (interview or research).
- **Reflect** on SL experience.
- Present a **digital presentation** of the SL experience.
- Submit a signed SL **Verification** form documenting the SL hours completed.
- Complete a brief end-of-term **evaluation** of the TEP SL program.

- Comply with CPS policies, standards and regulations
- Serve in a **professional manner** with respect for others, especially with regard to confidentiality.
- **Arrive on time** or notify the CPS if I cannot attend due to illness or emergency.
- Take **full responsibility** for any risk of property damage or personal injury that may be sustained as a result of these activities.
- Attend a **Welcome Orientation** at the CPS (optional).
- **Contact** the Volunteer Coordinator at CPS identifying requirement and in what grade level/subject preferred.
- Complete SL hours at one of our CP Schools in an area of need as suggested by CPS.

Included as part of coursework (per Professor choice):

Included as part of service to CPS:

Community Partner Responsibilities

The CPS understands and commits to:

- ✓ Host face-to-face or virtual **Welcome Orientation** for VC students to tour the school and understand the policies of volunteering.
- ✓ Inform TEP of your school's **needs**.
- ✓ **Place students** with a teacher, department or program to address the need while student gains valuable experience and understanding of the intricacies of teaching.
- ✓ **Discuss** in advance with the student any need for change of placement or hours of service.
- ✓ While serving as a SL CPS, the student will not be asked to transport any person, be alone with any minors, be in any private home without a CPS representative, or violate the agreements set forth by the CPS or Valencia.
- ✓ Complete a brief end-of-term **evaluation** of the TEP SL program.

Community Partner Information

Community Partner Name: _____

Address: _____ **City** _____ **State** _____ **Zip** _____

Contact: _____

Email: _____ **Phone:** _____

CPS Representative Signature: _____ **Date:** _____