

Service Learning Project Planning Guide

Each group member is responsible for completing this document individually. You will submit this assignment for grading via Google Assignments on **November 8th**.

Phase 1: **Research and Investigation**

My group's topic: Creating a Classroom that Welcomes all Students

For Phase 1 you and your group members will conduct an investigation of your topic. Each group member is responsible for reading three resources. Resource one has been provided for you. You will be responsible for finding two additional resources. You may use empirical journal articles, blog posts, videos, or other articles. Use the [Fall 2020 SLP Resource](#) document to access the resources.

Title of Article	APA Citation	Define the problem. What is the issue?	How have others addressed this issue?	Questions for my group
Creating Environments of Success and Resilience	Bondy, E., Ross, D. D., Gallingane, C., & Hambacher, E. (2007). Creating Environments of Success and Resilience. <i>Urban Education</i> , 42(4), 326–348.	How to create a safe and productive classroom with a diverse student population.	-Some people do not treat a culturally diverse classroom any differently which negatively affects the relationship between the students and the teacher. -CRCM (Culturally Responsive Classroom Management) (end of 327) -Nurturing Student Resilience (pg 330) -Developing Relationships (pg 334) -Establishing Expectations (pg	-Do these same techniques work in a nondiverse classroom? -How do you explain the importance of diversity in a nondiverse classroom?

	<p>https://doi.org/10.1177/0042085907303406</p>		<p>337) -Insistence (pg 341) -Communicating in Culturally responsive ways (pg 342) -Implications (pg 343)</p>	
<p>Mathematical Mindsets Chapter 6- Mathematics</p>	<p>Boaler, J., & Dweck, C. S. (2016). Mathematics and the Path to Equality. In <i>Mathematical mindsets: Unleashing students' potential through creative math, inspiring messages and innovative teaching</i> (pp. 93-110). San Francisco, California: Jossey-Bass, a Wiley brand.</p>	<p>How math classrooms are not equitable.</p>	<p>Equitable Strategies -Offer all students high-level content (102) -Work to change ideas about who can achieve in mathematics (102) -Encourage students to think deeply about mathematics (103) -Teach students to work together (104) -Give girls and students of color additional encouragement to learn math and science (105) -Eliminate (or at least change the nature of) homework (107)</p>	<ul style="list-style-type: none"> - How do we implement this into a non-math classroom? - What are examples of these steps?
<p>The Impact of Adolescents' Classroom and Neighborhood Ethnic Diversity on Same- and Cross-Ethnic Friendships Within</p>	<p>Munniksma, A., Scheepers, P., Stark, T. H., & Tolsma, J. (2016). The Impact of Adolescents' Classroom and Neighborhood Ethnic Diversity on Same- and Cross-Ethnic Friendships</p>	<p>What kind of impact does culturally diverse classrooms have on students?</p>	<p>-"According to the mere-exposure effect (Bornstein & Craver-Lemley, 2004; Zajonc, 1968, 2001), repeated exposure to stimuli (e.g., a person, a group, or</p>	<ul style="list-style-type: none"> - How do you teach students in non-diverse schools about different cultures and get them to connect with it or find

Classrooms	Within Classrooms. <i>Journal of Research on Adolescence</i> , 27(1), 20-33. doi:10.1111/jora.12248		<p>an object) increases familiarity and hence the liking of it.”</p> <ul style="list-style-type: none"> -students are typically likely to make friends who “look” like them. -Students in more ethnically diverse classrooms might have more cross-ethnicity friendships in absolute numbers -students from non diverse areas tend to “cling” to the students who are similar to them in a culturally diverse setting 	importance?
Middle School Ethnic Diversity Benefits All Students	Jacobs, T. (2017, July 03). Middle School Ethnic Diversity Benefits All Students. Retrieved September 22, 2020, from https://psmag.com/education/middle-school-ethnic-diversity-benefits-all-students	How can middle school ethnic diversity benefit all students?	<ul style="list-style-type: none"> -6th graders completed a questionnaire about how safe they felt at school, if they were picked on and if teachers treated them fairly. -Comfort level was based off of how likely they would eat lunch with someone, sit together, and dance together. -Students in ethnically diverse schools felt safer, less lonely and less likely to be victimized. -Diverse classrooms are less likely to ostracise kids of other 	

			<p>races</p> <ul style="list-style-type: none"> -Not all students can benefit from this because schools are not as diverse these days. -”Schools serving ethnic minority youth are more segregated today than in the 1960’s’ -2007, the Supreme Court overturned one schools district’s policies to increase diversity “the court did not see K-12 diversity as a compelling interest” 	
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Using the information you learned through your investigation, fill out the following graphic organizer when you meet with your group the week of **September 21st**. Take turns sharing the information that you found, list all of the information gathered (it’s ok if there are repeats...that is good!) Be sure to note where you got the information from.

Define the topic. What is the issue?	Why is this an issue? Is this issue present in WCPSS? At CCMMS?	How have others addressed this issue?	Questions we still needed answered (gaps)
-Creating a classroom that welcomes all students		<ul style="list-style-type: none"> -faculty members went to students to ask them as faculty members could be inclusive -Students gave recommendations on how to better be inclusive --get to know your students --share your experiences --be allies and advocates 	What issues are prevalent in middle school classrooms?

		<ul style="list-style-type: none"> -Making students feel welcome is the main part of being a teacher --do a warm up activity each day --have one on one time --students center of classroom -Learn and use students names -Uses diverse examples -Don't ask someone to speak for the whole group -Stress study hall and collaboration -Belonging framework, "I am safe, I am valued, ect." -Express fears and concerns as a teacher, and talk to specialists. - Treat students in special education programs like all students "don't approach with caution, just approach" -Conduct a survey to talk to students. --characteristics of a safe space -Call students by their name and correctly pronounce their names -Give students validation and don't shut their feelings down - 	
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Phase 2: **Planning and Preparation**

As a group synthesize the information from your research and plan your professional development presentation.

The columns of the graphic organizer below represent the sections that need to be covered in your final Voice Thread presentation. When you have completed your plan, your group will post a summary on [Padlet](#) to receive feedback from the CCMMS and ED 204 team (one post per PLT). Your Padlet post is due by Midnight on **October 11th**.

Define the topic What is the issue?	Why is this an issue? Who does this issue impact (WCPSS? CCMMS? Students nation/world wide?)	How does your group plan to address this issue? Your plan should have an specific example(s) of how teachers/schools could address the issue. Provide actions steps that a teacher could follow.
<p>Creating a Classroom Environment that Welcomes All Students -For a classroom to be run effectively students need to feel like they are welcomed in the classroom</p>	<p>This issue impacts all students and schools because all classrooms should be welcoming to all students. Even if the teacher has worked in culturally diverse classrooms it's important to still create a welcoming place and sometimes that requires more effort.</p> <p>Specifically right now with everything being online this can be an additional struggle for teachers. How do you make the classroom welcomed?</p>	<ol style="list-style-type: none"> 1. Develop relationships and establish expectations with your students. Building relationships with your students makes them feel much more welcome. Establishing expectations makes everything clear about how you expect your students to act towards both you and their peers in the classroom. 2. Another way to make the classroom more inclusive is to pull students aside or take surveys every once in a while to get student feedback on how to create a more welcoming environment for them. Doing this will allow students to share their own voices. 3. Establish a sense of belonging framework with these 5 characteristics: <ul style="list-style-type: none"> ● I am safe. ● I am valued. ● I have some power. ● I know I am learning. ● I can make mistakes and not lose my dignity. 4. Learn about your students before teaching the material with team building activities. Team building activities are a great know to get to know your students during the first few days of school and even throughout the year once they might feel more comfortable. An easy way to do this is assigning the students an "About Me"

		<p>project where the students can share facts about themselves to share with the class.</p> <p>5. Setting up communication in the classroom is also very important. Shyer students might feel pressured to bring up anything in class that might be bothering them. Using note cards to allow students to bring up issues they want to talk about is a great way to let students do this. As long as the teacher is motivated to act on these issues, this would be good for students and teachers to work together to solve certain issues.</p>
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What to post on the Padlet:

- a) Topic -Creating a classroom environment that welcomes all
- b) Definition or statement of issue- For a classroom to be run effectively students need to feel like they are welcomed in the classroom
- c) Why do we need to know about this issue?
- d) Your group's plan for addressing the issue
- e) Group member names

Phase 3: Action and Demonstration

Did you receive feedback on your plan from the CCMMS/ED204 team? If yes, you may begin working on your Voice Thread. If no, STOP and wait for the feedback.

Use the following organizer to divide the work for the presentation. The final product is due on **November 2nd**.

Group Member	Responsibilities for presentation
You	Why is this an issue (2 slides)
Jenna Vernell	Title slide and definition of issue (3 slides)

Kailey Rea	Plan for addressing the issue (2 slides)
Megan Schwartz	Plan for addressing the issue (2 slides)

Plan out your presentation using the following storyboard. You may edit the storyboard as needed (add in/take away boxes) Your storyboard should include a rough draft of the text and images you plan to use. With Voice Thread, you will record voiceover narration. This means your slides should not be text heavy.

Storyboard				
Slide 1 [Title slide] Jenna	Slide 2 [Definition of issue] Jenna	Slide 3 [Definition of issue] Jenna	Slide 4 [Title Page for Why this is an issue] [Why is this an issue] Overview me	Slide 5 [Why is this an issue] Specific
Slide 6 [Plan for addressing the issue] Kailey	Slide 7 [Plan for addressing the issue] Kailey	Slide 8 [Plan for addressing the issue] Megan	Slide 9 [Plan for addressing the issue] Megan	Slide 10 [References]

Voice Thread Check-list: Prior to turning in your group presentation, make sure that you have completed the following:

- Our presentation is completed on Voice Thread
- All members of the group contributed equally to the presentation
- The presentation includes the three required sections (Definition of issue, explanation of why this is an issue, plan to address the issue)
- Justification and support from education scholars are used throughout the presentation and cited in appropriate APA format

- ❑ A list of references is included at the end of the presentation
- ❑ The presentation is professional (appropriate academic language is used and is free of spelling and grammatical errors)

<https://voicethread.com/share/15961408/>

Phase 4: Reflection

Complete the Top 5 Lessons Learned and the Reflection Questions by **November 8th**. This phase, along with a link to your group's Voice Thread will be included on your Final Portfolio Website.

Top Five Lessons Learned	
For each lesson, use specific examples to thoroughly describe how the lesson was learned.	
1	Group work is done best when all parties do their work in a timely manner. When working with so many people it can be difficult to get together to complete all work. We would meet every couple weeks to stay on track and create deadlines for when we need to get our part done. This helped us work together as well as work around each other's schedules.
2	Creating a welcoming classroom environment requires you to put in work. I always thought this was a basis in the classroom but you do need to find ways to ensure all students feel welcomed.
3	Creating a welcoming classroom environment needs to be done in an online classroom as well. We don't know where we will be when we start teaching so it is important to learn on how to create that classroom environment through an online platform.
4	In your classroom create a sense of belonging framework. These are simple statements to bring students mindful to what is going on and that they matter. These can be posted around the classroom and used to remind students to feel better.
5	Team building activities are important in classrooms not just for teams and groups. Getting to know your peers better, helps the classroom flow better, and students better support each other.

Reflection Questions

Answer the following questions in complete sentences. Be sure to justify your answers with specific examples.

1. How can you transfer this experience into your future classroom?

This project has helped me adapt skills to use in my classroom like belonging framework, creating about me frameworks and team building activities.

2. How did your service learning project change your assumptions of the causes and solutions needed to address larger societal needs?

I always (which is bad) just assumed students saw school as a safe place so this helped me learn that it is important to consciously address this and help your students feel safe. Learning these skills will help make students feel safer.

3. How did your service learning project develop your problem solving and critical thinking skills?

During our group meetings when discussing a plan of action for our students we were able to take situations we had growing up and how we could have addressed it differently. This helped us remember that sometimes you do have to think before you act so situations are handled in the best way.

4. What did you discover about yourself throughout this project?

I discovered that this topic is something I hold close to my heart. We were learning about trauma and social emotional learning during this project which helped me see that our simple plan could have a big impact. Growing up as a student with trauma, seeing school as a safe place may seem small to some people but has a huge impact on students.