



Career-related Programme service learning programme outline

Name of the school

Amundsen High School

School code

1145

Name of the service learning coordinator completing this outline

Colleen Murray CP Coordinator in consultation with the AHS Service Learning Coordinator

Date outline completed

Revised 3.19.18

1. Coordination

- a. What percentage of the service learning coordinator's weekly schedule will be devoted to IB coordinator responsibilities?

20 Percent for service learning coordination, 60% overall

If the coordinator will devote less than 100% of his or her time to the CP, please indicate his or her duties and the percentage of time spent on each in the chart below (add additional rows as necessary).

Duty	% of time
Career-related Programme coordination (Including Service Learning)	60
Teaching (This is subject to change and may actually be eliminated next year)	40

Advisors

In larger schools, a team approach to service learning coordination and oversight is recommended.

- i. Will your school be using a team approach?

Yes

No

If so, please answer the following questions. If not, please move to question 2.

In our school, we have a service learning coordinator who facilitates service learning for the entire building. She makes teachers aware of opportunities, helps them to develop projects, and helps to monitor completion. In our district, all students must complete a service learning project as freshmen and then again in their junior year as part of the required civics course. Freshman and sophomore course teams develop service-learning projects related to their content areas. This is also done by teachers in the civics course which all CP students must take during their junior year. Finally, the CP coordinator, who has extensive service learning experience, will work with the PPS teacher, the Civics teacher, and the CRS teacher to develop service learning opportunities that are tailored to the needs of our CP students and which will help students to develop the knowledge and attitudes that are at the heart of service learning.

Where appropriate and feasible, we will seek to utilize other members of the school community (DP or MYP teachers, for example) as service learning advisors, particularly if they are working on a service project of their own in which the student is interested. At this time, however, our program is small and we do not expect to need a large number of advisors for another year or two.

- ii. How regularly will advisors meet with the service learning coordinator? What will be the purpose of those meetings?

Service learning advisors will meet with the service learning coordinator on at least a monthly basis. The purpose of these meetings will be to discuss upcoming service learning opportunities as well as to monitor student progress.

- iii. How many students will each service learning advisor be responsible for?

1-10 students

Time allocation

Indicate the weekly time allocation for service learning activities. Identify the time allocated for meetings of students with advisors/service learning coordinator(s) and time allocated for activities.

	Weekly time allocated for students to meet with service learning advisor(s)/coordinator(s)	Weekly time allocated for service learning activities
Within the school's timetable	3-5 hours per week or by appointment	1-2 hours per week
Outside the school's timetable	By appointment	Hours will vary

Length of service learning programme

The service learning course must extend over at least 18 months and cannot begin prior to the beginning of year 1 of the CP.

Start (*month of year 1 of the CP*):

End (*month of year 2 of the CP*):

Experiences

- a. How will the school ensure that all stakeholders, including students, parents, and advisors, understand the principles of service learning?

Staff: Our staff has undergone significant professional development regarding service learning and we are experienced in offering CAS to our DP students. In order to prepare relevant staff for CP service learning, we will offer a workshop to introduce them to the IBCP model of service learning and what that means for our students. In addition, the CP coordinator is available to consult with teachers and advisors as needed to help them develop their understanding of the program.

Students and Parents: During the 3rd quarter of sophomore year, students will attend an informational session about the CP and will be invited to apply to the program. During that presentation, students will be introduced to the requirements of CP including service learning. **This presentation will emphasize the 50-hour requirement of the service learning program in addition to those of the rest of the CP core.** 10th grade parents will attend an open house event to learn about the CP where they will also be informed about the **50-hour service learning requirement**. Once their child has been accepted into the program, they will attend a CP Fair where parents and students can meet with CP program staff and community partners who are able to offer service learning experiences to our students. This will provide parents the opportunity to develop relationships with the people that are going to be involved creating their child's overall CP experience. There will also be regular updates about CP and service learning posted on our school website. All students, staff, and parents will be presented with a calendar at the beginning of 11th grade that has specific guidelines and deadlines for service learning. Finally, the PPS and CRS teachers will dedicate class time to supporting service learning as will the civics teacher. The coordinator will likewise meet with students on a regular basis to ensure that students understand expectations.

Parents will have ongoing access to their child's IBCP service learning portfolio via Google Classroom which will allow them to continuously monitor progress of their child. In addition, the school will send home quarterly reports to parents which show how their child is progressing on IBCP requirements including service learning.

Please explain how the school intends to encourage service learning experiences/projects that match students' skills and interests with local, national and/or global community needs.

Amundsen has a long history of offering such programs and the CP is an opportunity to expand and deepen our programming. We already offer an annual service trip (this year it's Ecuador) and we partner with a large number of scientific and civic organizations to offer service learning experiences to our students. We are particularly excited about the prospect of service projects that allow students to learn about their career-related study as they become more civically engaged. Mikva Challenge, Civic Hack Night, Latina Girls Code, and other organizations in our community offer a wealth of opportunities for students to achieve these goals via service learning.

Through academic coursework, the PPS course, and the CRS, our students will encounter a variety of issues and topics which can lend themselves to the development of service learning projects. In addition, through their PPS course, students will be encouraged to develop

intercultural understanding. This, combined with work in their language classes and in global politics, will introduce them to issues of global significance which can inspire service learning project ideas. Consequently, in PPS we will explicitly ask students to reflect on their learning about issues of global significance and to consider the implications of this for taking action through service learning.

In addition, students can connect their knowledge and skills to the local community by interviewing community stakeholders about their needs. In the design and innovation class, the class can use its knowledge of the design process to innovate a solution to the stakeholder's need. Our students have already done this by working on a design problem generated through discussion with teachers in our cluster program for diverse learners and it was very successful. Students made a real difference and learned to use their CRS knowledge in a way that improved the quality of life for others.

Finally, by bringing in speakers from various organizations, the school can help students to develop awareness around a wide variety of issues. In the past we have had speakers come to speak about domestic violence, bullying, water scarcity, the importance of voting, and other significant problems. By encouraging students to reflect on what these speakers have to say, and by helping them to consider a path towards action, we can help them to develop thoughtful and meaningful service learning projects that address a range of issues and needs.

How will the school ensure that the students are given opportunities to choose their own service learning activities?

At the beginning of the CP program, we will survey students to determine where their interests lie with respect to service learning in order to ensure that they have experiences that both meet IB criteria and serve our students. We will also encourage students to develop their own service projects as student-led initiatives really support development of the IB learner profile characteristics. Also, when students meet with advisors and the coordinator, they will be asked if there are interests that we are not serving. It is our goal to meet with students frequently enough that we are able to facilitate the development of challenging and satisfying learning experiences for students.

At these ongoing meetings, the advisors and coordinator will support students by:

- Educating students on all aspects of the service learning program
- Assisting students with clarifying and developing the attributes of the IB learner profile
- Supporting students in understanding ethical concerns and international-mindedness
- Helping them to develop purposeful reflection skills and by providing feedback on reflections
- Assisting students in identifying goals and celebrate achievements
- Monitoring the range and balance of experiences and progress towards meeting the service learning outcomes.

How will the school raise awareness of student achievements in service learning activities within and outside the school community?

Our school utilizes both the school website and social media to document our students' achievements in service learning. We also reach out to journalists to provide news coverage of our events. When our students travelled to the Aspen Ideas Festival after having won the Aspen Challenge with their project, *Starry Chicago*, we documented the experience in social media. This is not uncommon and many of our teachers participate in celebrating our students' achievements in social media and the community. We also celebrate student achievements in school with announcements, awards, and celebrations.

Please explain how teachers and students will be encouraged to relate their service learning activities to their career-related studies.

As mentioned above, there is great potential in our community for students to connect their learning in information technology to service learning. They can use their technology skills to help develop skills in others while working with groups like Latina Girls Code. They can also develop their own technology skills by participating in Civic Hack Night, which engages members of the community in exploring open source data as a form of civic engagement. There are so many possibilities in this area, that this is just the tip of the iceberg. We are really excited about the possibility of helping students to find a good fit between service and the CRS.

Please provide an example of a service learning project/experience that a CP student at the school might undertake.

A student in this school could work with an outside partner, such as Lumity to develop an app that might allow people to take advantage of a community resource that might otherwise be inaccessible or too difficult to manage. They also could engage in some of the other activities mentioned above. Another possibility would be creating a technology support program for younger students. There are many options that could be explored.

Monitoring

a. How often will the coordinator/advisor meet with each student?

A minimum of three times over the course of the service learning program (for formal interviews), but most likely on at least a monthly basis.

How will the student's service learning portfolio be introduced and monitored?

It will be introduced in PPS and Civics, but it will be maintained in a Google Classroom **set up by the coordinator and made available to** all teachers and advisors. All resources and opportunities, including the Service Learning Handbook, will be posted on Google Classroom in order to facilitate communication and to provide the best support. Students will be given time in PPS and Civics to reflect on their service learning actions and will document this in their online portfolio.

As part of the portfolio introduction, students will be reminded of the 10 attributes that comprise the IB Learner Profile. As students develop their own personal profile for service learning, they will be encouraged to assess their own skills and abilities against these attributes as part of the process. They will also be encouraged to choose service learning projects that present an opportunity for personal development of the attributes. They will then record their reflections on these experiences in their portfolio, providing evidence of how their service learning experiences contributed to their personal development of the IB Learner Profile attributes. In this way, they will also be working towards achievement of the service learning outcomes.



Three formal interviews must be conducted with each student during the service learning programme. When and how will these be conducted?

These will be conducted by appointment with the coordinator before, during and after school. Students will meet with the coordinator and/or advisor, to discuss challenges and accomplishments, to ensure that students are engaging in all five stages of service learning, and to review the portfolio. These meetings will be made by appointment.

What evidence must students provide to ensure that they have engaged in the five stages of service learning (investigation, preparation, action, reflection, demonstration)?

Students will need to provide visual or written evidence of their service learning experience by creating reflections in their portfolio and attaching evidence of their activities. The Service Learning Handbooks and Google Classroom will provide them with prompts and activities to support them in this work.

How will the school determine satisfactory completion of the service learning programme for each student?

Students will do a formal presentation summarizing their service learning experiences and learning outcomes. The school will develop a rubric that will be used to assess the extent to which students have engaged in a satisfactory service learning experience. Students will need to show deeper learning, make connections to other aspects of the CP core, and demonstrate that they have engaged in a sustained, reflective process as documented in their service learning portfolio.

Materials and resources

Are support materials and other resources available in sufficient quality, quantity and variety to give effective support to the aims and methods of the service learning programme?

Yes In addition, a budget line of \$2000 per year will be available to support service learning in the CP. This includes money for field trips, classroom resources, and substitute coverage. Moreover, we are aware of many grants that support service learning in our community and students and teachers are encouraged to pursue this funding. Also, our external partners, Lumity and the James Dyson foundation, help us to support service learning that is connected to our CRS.

No

If not, briefly describe the plans in place to make necessary changes.
