

*Oregon's Service
Learning Initiative:*

*Changing Paradigms and
Building Partners with
Education*



Pacific NW Apprenticeship Training Conference

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21st Century Challenges

- **Global Competition**
- **Complex Technology Increases Requiring a Skilled Workforce**
- **Needed: Connections between Workforce and K-12 Schools**

China: 1986



China: 2009



Shanghai - Pudong side



Shanghai - aerial view

What is Oregon Trying to Do to meet 21st Century Challenges?

- Encouraging Oregon K-12 Service-Learning: Students learn about Math, Science & Technology in their local community, through standards-based inquiry-based instruction.
- Developing Staff/Students who value and understand the importance of relationships.
- Developing a Community that supports and values their schools.
- Developing **Active Learning, Business – Relevant** skill acquisition & lifelong learning systems

People generally remember...
(learning activities)

People are able to...
(learning outcomes)

10% of what they read

Read

Define List
Describe Explain

20% of what they hear

Hear

30% of what they see

View Images

Passive Learning

Demonstrate
Apply
Practice

50% of what they see and hear

Attend Externships
Watch a Demonstration

70% of what they say and write

Participate in Hands-On-Workshops

Active Learning

Analyze
Define
Create
Evaluate

90% of what they do.

Design/Perform a Presentation - "Do the Real Thing"

Service-Learning = Active Learning





Service-Learning is a method...



- under which students learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs and are coordinated in collaboration with the school and community;
- that is integrated into the students' academic curriculum or provides structured time for a student to think, talk, or write about what the student did and saw during the actual service activity;
- that provides students with opportunities to use newly acquired skills and knowledge in real-life situations in their own communities; and
- that enhances what is taught in school by extending student learning beyond the classroom and into the community and helps to foster the development of a sense of caring for others.

federal legislative definition of "service learning" contained in the National Service Act of 1993

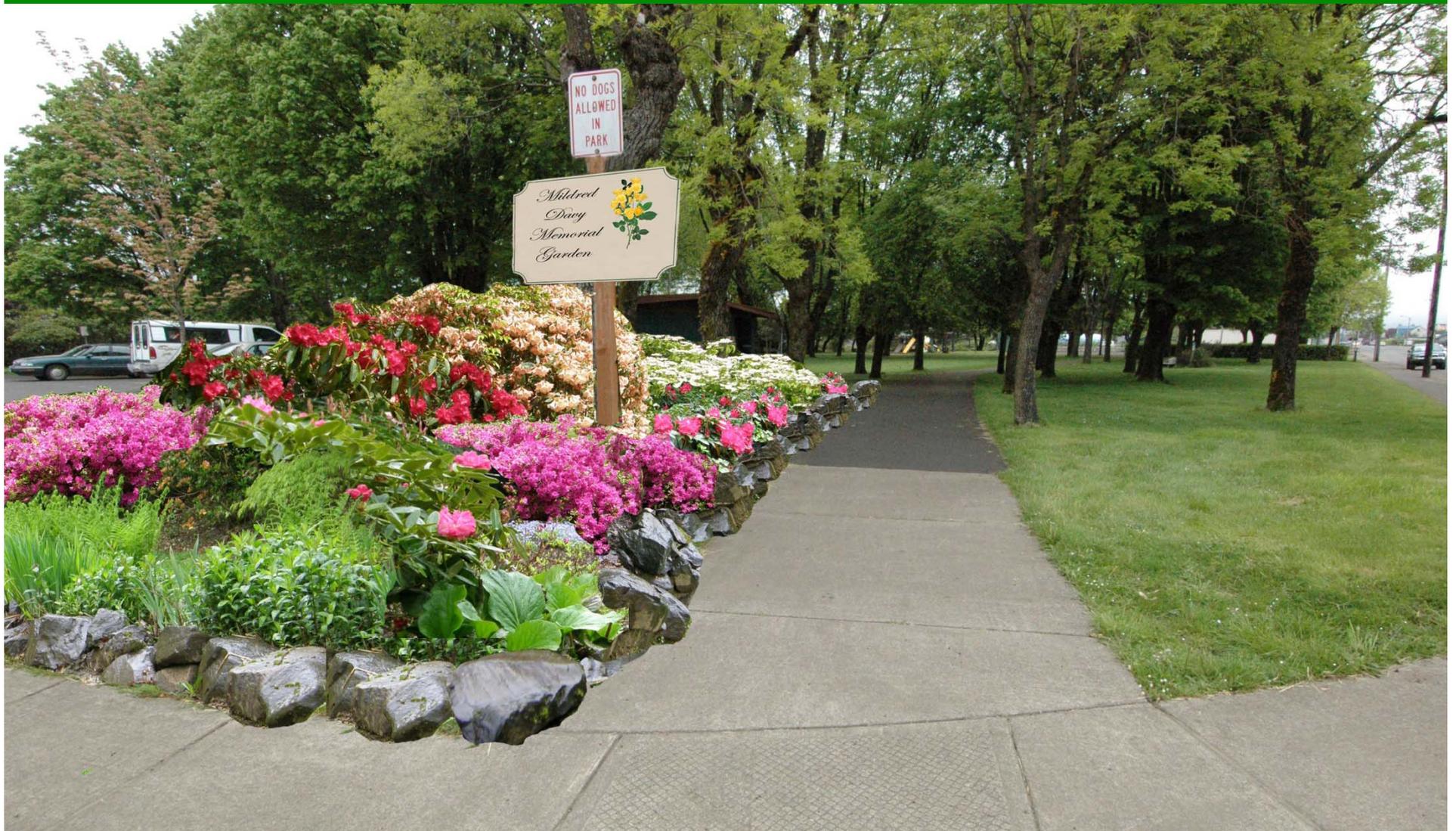
In their own words

- “I was always taught that you went to elementary school to prepare for junior high to prepare for high school which prepared you for college which prepared you for life.
- But life was happening when I was fourteen, and I was stuck in school.
- I wasn't being prepared, I was being held back.”

So What Does Service Learning Look Like In Action?



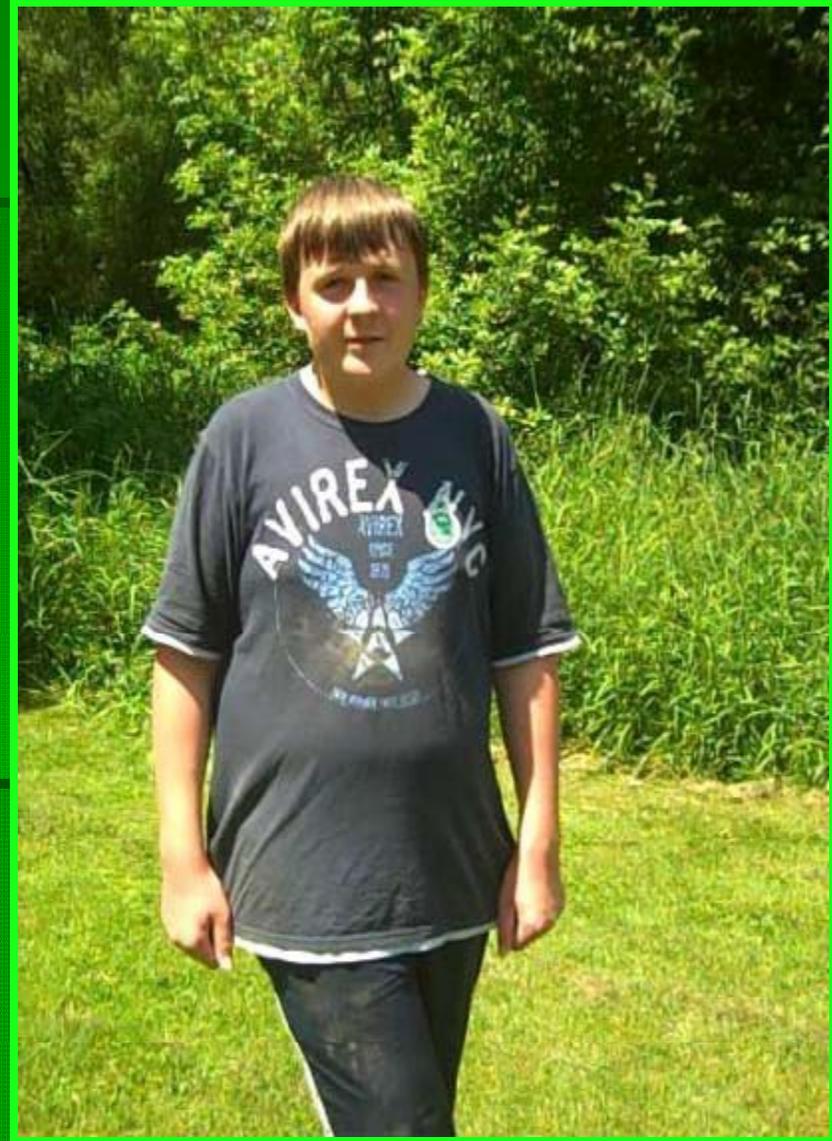
The Vision



Garden 2009: 1st Year



“School is kind of boring... warm-up, lectures, Power Points and videos. It is not very often that we get a class like this where we learn and do real science...we can help the community if our teachers show us how.”



Students as Apprentice Teachers





Students as Pre-Apprentice Reading Teachers

Reading Buddies

- Cadet Teaching & Student Mentors



Apprentice Biologist or Wildlife Restoration Expert

- How about practice in Science and Math Careers?
- What does that look like in Service Learning?
- How tall is a citizen?







Tap the Learning Potential of Work

- Students need organized opportunities to explore and “try on” different work identities, while learning fundamental concepts and skills that prepare them for college and careers.
- One strategy: **Establish internships or youth (pre-)apprenticeships designed by employers and teachers to maximize the learning potential of the work experience.**

Work-Based Learning: 2 Strategies

#1 Internship Projects: Work-Based Investigation addressing a real problem and culminating in student exhibitions and presentations

Defining Characteristics

1. Students as workers
2. Substantial academic component
3. Collaboration: Teachers & worksite staff

#2 Field Studies: Classroom & Field-Based Investigation of a complex, real-world problem, culminating in student exhibitions and presentations

Defining Characteristics

1. Students as consultants to workplace/community group
2. Substantial field work component
3. Industry/community experts act as coaches

Education is Changing

Shifting from...	Shifting to...
A teaching focus	<i>A learning focus</i>
Teaching as private practice	<i>Teaching as collaborative practice</i>
School improvement as an option	<i>School improvement as a requirement</i>
Accountability	<i>Responsibility by and for all</i>



Partnerships – the answer to the Crisis of Disengagement

- **Local partnerships:** help youth develop real world skills that span gaps between class and community.
- Important Options for Students include:
 - work alongside adults on issues adults and youth take seriously,
 - use skills adults take seriously and youth need to master
- These hold student attention and develop the competent workforce of the future.
- Through such programs, students learn how to  **do well and do good.**

Service-Learning -- a Foundation

“Service-learning is used to help the community through partnerships with other people...when you have a happier community your friends and family are happier...it will be a better place to live.”



THE DROPOUT EPIDEMIC

- **According to Dropouts –**
- **Service-Learning** Tops the List of Ways Schools Can Improve

81% say - Opportunities for real-world learning (service-learning, work-based internships) to make classrooms more relevant would have kept them in school.

SERVICE-LEARNING & WORK-BASED LEARNING
BUILD REAL-WORLD EDUCATION

S-L & Apprenticeship – *(ways to merge)*

Student Access Barriers:	Opportunities to Merge for mutual benefit:
<ul style="list-style-type: none">• Many apprenticeship programs require students to have working papers, meaning that they must be at least 16 years old.• This places such programs in the 11th and 12th grades (only).	<ul style="list-style-type: none">• The result is that students in most need of such training are the least likely to receive it.• An ideal solution: “merge” -- use service-learning experiences for students younger than 16 to provide job readiness skills in real-life situations.
<ul style="list-style-type: none">• Solution: Create Service-Learning & Apprenticeship Overlaps.	

K-12 Pre-Apprenticeship Learning: Math & Construction



Sawmill – 1980's & today

Green Chain – 1980s



Programmable Logic Controllers







How Does Service-Learning help meet 21st Century Challenges?



- **Develops stronger academic, civic, and personal/social student outcomes:**
 - Students take responsibility for their learning;
 - Students see the value of their learning;
 - Teachers collectively implement service-learning;
 - Better educational practice plus student entrepreneurial learning!
 - Community and workforce supports for quality practice!

Career Exploration and Service-Learning

- Service-Learning (SL) and School-to-Work (STW) both extend learning beyond the classroom into “real worlds” with broader problem-solving and decision-making skills.
- **Service-learning:** opportunities for students to participate in learning activities in their community which utilize their academic and vocational competencies.
- **School-to-work:** helps students make tentative career choices and develop educational goals aimed at achieving vocational and personal satisfaction.

Source: Madeleine S. Hengel, Ph.D. Candidate and Robert Shumer, Ph.D.
School-to-Work and Service-Learning: A "Links" Piece, Connecting Theory and Practice

S-L & STW – Things that are different (but can be addressed)

Different Practical Skills:	Contexts of Skill Development can emphasize different areas:
<ul style="list-style-type: none">• STW tends to involve more private sector practical skills.• S-L often involves public, non-profit skill sets.	<ul style="list-style-type: none">• STW can involve more personal learning.• S-L often involves personal learning with public benefit.
<ul style="list-style-type: none">• Solution Methods: Create overlap in service occupations.	

S-L & work-based learning

- Service learning is a rare opportunity for students to experience what it means to contribute to society — to make a difference.
- S-L re-connects the student to his or her community, and the school to its neighborhood.
 - **S-L also re-connects businesses to their workforce of the future.**
- Service learning, like apprenticeship experiences, contextualizes the student's learning, whether that learning stems from the classroom, the workplace, or the service project.

Service-Learning *teaches* Apprentice-type Skills

- Service learning, if done well, provides the environment in which students can gain organizational, team, and problem-posing and -solving skills, and other attitudes and capabilities necessary to future work and learning.



Apprenticeship and Service-Learning

“Apprenticeship” programs face challenges as they reach for scale.	Paid work experience often requires formality and content.	Service-Learning often does not have these aspects -- yet provides students a broad spectrum of experience in the community and the workplace.	The two can strongly complement each other.

- Using well-designed service-learning experiences, (pre-)apprenticeship systems can achieve many apprenticeship work experience learning goals through service-learning collaborations with k-12 schools and both private and public, profit and nonprofit sectors.

Oregon's Service Learning Initiative:

Changing Paradigms and Building Partners with Education

Presenters:

- Ed Armstrong, Tillamook School District
- Pete Ready, Oregon Department of Education

