

## **Service Project Full Report**

### **What action will I take to move toward collaborative involvement?**

Fullan (2007) states

There is a strong body of evidence that indicates that teachers are often the preferred source of ideas of other teachers. On the other hand, the evidence is equally strong that opportunities for teachers to interact with one another are limited, and that when good ideas do get initiated by one or more teachers, the support of others is required if ideas are to go anywhere. (p. 75)

Now that you know your goal/objective and know about your colleagues, it is time to develop a way to take action with your colleagues. You will be using information gained from the previous phases and additional information to create a service project. When this is completed you will have a proposal that will serve as a way to communicate with administration, with your colleagues, students, and their parents. It serves as a starting point

- To lend credibility to a suggested plan.
- To inform the principal and seek support
- To understand what is and isn't possible for you and your colleagues to do
- To be sure you didn't overlook any details
- For accountability: increasing the chances that people will do what needs to be done
- To take leadership of this initiative

This provides a forum from which to build and sustain a professional community of practice. As stated by Lieberman and Miller (2004),

The teacher leaders we have come to know are committed for the long term; they do not intend to give up on their students or one another. They plan to continue to assume responsibility for the deepening of their own practice and that of their colleague. They are determined to become the architects of vibrant professional communities in which teachers take the lead in inventing new possibilities for their students and for themselves. (p. 90)

## **What to include in the Service Project Full Report**

Use the following to guide the development of your service project and to write the full report.

- Background information necessary to understand the context of your school district and/or school. This lends further support for your rationale and description of the situation/problem (some information will come from or be inspired by Phase I and II).
- Description of situation that is a problem or rationale for selecting your focus for this service project (some information will come from or be inspired by Phase I and II )
- State your target goal/objective and briefly state why this is of interest. State what you want to do and address why or how it fits into the district's initiatives.
- Describe your plan of action to achieve of your target goal/objective (see next page for the eight areas you are to address)...this is the heart of the project.
- What are the strengths of your plan to take action with colleagues to address your target area?
  - In this final section refer back to criteria or approaches found in Yendol-Hoppey & Dana (pp. 18-19, 33-35) or the Zepeda chapter on adult learning (in your course packet).

## Description of your plan of action

Describe your plan of action to meet the intent of your target strategy and/or activity

- Describe your plan in detail.
  - What do you and your colleague(s) need to do to implement your target goal/objective. What are the goals of your collaboration? Describe the collaboration you will be engaged in and what actions you are taking to make reach your goals. (You might even decide to use a professional development model, as presented in class, to help you structure this section.)
- State who you will be collaborating with, what their role(s) will be, and what strengths or expertise they bring. Include information about yourself in this section too.
- State how you and your colleagues will obtain the training/background needed.
- State the resources you will need (financial, material, human).
- State what you and your colleagues will need to do to secure the support of your principal.
- State the time you would begin and your best estimate of a timeline of major events.
- State how you will take leadership to facilitate and support your colleagues during the implementation of your plan. (This might include specifics based on a professional development structure/approach [see page 27] to give structure and guidance to your leadership efforts.)
- State how you will determine if your approach with your colleagues is working (what does success look like?). Describe what the process may look like.

(Don't forget to conclude your paper by addressing the last element (see prior page or see the generic outline on page 17), "What are the strengths of your plan to take action with colleagues to address your target goal/objective?"

## A Generic Outline of Your Service Project

- I. Environmental Context
- II. Situation/Rationale
- III. Goal/Objective of Interest
- IV. Action plan (Describe what is being implemented)
  - A. Plan
    - 1. Describe what the plan is
    - 2. Outcomes of the collaboration
    - 3. Potential impact on you and your colleague(s)
    - 4. Potential impact on your students
  - B. Description of team
  - C. Professional development and/or training approach
  - D. Resources (include budget)
  - E. Securing support of your principal/department chair
  - F. Timeline (include dates)
  - G. Teacher leadership support/Facilitation you will provide
  - H. Assessment of efforts
- V. Strengths of service project
- VI. References
- VII. Appendices

Papers are double spaced.  
Use a basic font style in either 12 point or 10-point size.  
Page numbers are either upper right or lower center.  
The cover page has no number.

## Professional Development Models

How will you support you and your colleague's learning? Here are some sample professional development structures (this is not an exhaustive list; see Yendol-Hoppey & Dana for other possibilities).

Opportunity	
<b>Individually guided</b> <ul style="list-style-type: none"><li>• Personal study</li><li>• Web-based learning</li><li>• Anecdotal records</li><li>• Reflective journals</li><li>• Individual action research</li><li>• Log/journal entries</li></ul>	<b>Instruction/Workshops</b> <ul style="list-style-type: none"><li>• Technology skill training</li><li>• Workshops</li><li>• Conference</li></ul>
<b>Development/Improvement Process</b> <ul style="list-style-type: none"><li>• Project-based</li><li>• School visits</li><li>• Assessment instruments (surveys, questionnaires)</li><li>• Authentic teacher made materials (designing quality work for students)</li></ul>	<b>Inquiry</b> <ul style="list-style-type: none"><li>• Group action research</li><li>• Data collection and analysis</li><li>• Study group</li></ul>
<b>Observation/Assessment</b> <ul style="list-style-type: none"><li>• Peer coaching (peer-to-peer)</li><li>• Cognitive coaching (peer-admin)</li><li>• Videotaped lessons</li><li>• Team teaching</li></ul>	<b>Other</b>

## Service Project Full Report Evaluation

Ideas and Content \_\_\_\_\_/30  
 Development Process \_\_\_\_\_68  
 Organization and Conventions (Form) \_\_\_\_\_/16  
 Total \_\_\_\_\_/114

	10	5	2/0
Ideas, Structure, and Content	This paper is clear and focused. Purpose clearly stated.	Basic content is presented to assist the reader in understanding.	The paper has no clear stated purpose. To extract meaning from the text, the reader must make inferences based on sketchy or missing details.
	Followed an outline/plan that hit major areas of the service project to fully describe the genesis of the action, process of development, and reflection.	Majority of areas addressed in the paper	Missing key areas in the paper; did not follow suggested example of items to include
		Effectively used selected material from Phase I and II	(a) Information from Phase I and II used ineffectively, (b) copied whole, (c) missing
		Concludes with a well-articulated section on the strengths of the service project that reflect an understanding of the components of effective professional development	Section on the strengths of the service project (a) unclear, (b) lacks details, (c) missing, (d) uses generalities or subcomponents of effective professional development
	12	8	3/0
Plan of action	Presents procedures for carrying out the plan in easy-to-follow steps that are highly detailed.	Presents procedures where most of the steps are understandable; some lack of detail.	(a) Presents procedures for carrying out the plan where the steps are not understandable; most are confusing and lack detail, (b) key elements missing aspects.
	Clearly and effectively describes the collaborative process and it is clear that the graduate student has taken on the role as a teacher leader.	Clearly describes the collaborative process and/or it is clear that the graduate student has taken on the role as a teacher leader.	(a) Unclear who is collaborating. (b) Unclear that the graduate student has taken on the role as a teacher leader. (c) Presented as a single teacher's effort in his/her classroom.
	Presents detailed information and support on training/preparation of colleagues.	Presented most details on training/preparation of colleagues	Details missing or strength of this approach questionable; too many approaches presented indicating no thought to effectiveness of approach.
		Clearly articulates how colleagues will support each other. Clearly states how support from chair, dean, or principal will be secured.	Unclear or missing key details on support of team and/or how administration will be informed and kept in the loop.
		Timeline/calendar details anticipated steps	Timeline/calendar details not clearly laid out or missing

Continued on the next page

Plan of Action continued	12	8	3/0
		Resources articulated – both material and human. Section includes actual costs.	Resources not clearly articulated. Costs missing or undervalued.
		Developed a sound assessment approach to determine the effectiveness of the service project. This addresses key constituents of the action plan.	Assessment of service project (a) unclear, (b) lacks strength to provide insight, (c) missing, (d) lacks sufficient detail.
	3	2	1/0
Conventions	The writer demonstrates a good grasp of standard writing conventions (e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing) and uses conventions effectively to enhance readability. Errors are so few that just minor touch-ups would get this piece ready to share.	a) The writer shows reasonable control over a limited range of standard writing conventions. Conventions are sometimes handled well and enhance readability; at other times, errors are distracting and impair readability. b) Needs editing of sections to present information more clearly.	a) Errors in spelling, punctuation, capitalization, usage and grammar and/or paragraphing repeatedly distract the reader and make the text difficult to read. b) structure of paper allows for unnecessary repetition of points being addressed c) a more thorough rewrite is needed.
	Headings structured follows APA format. Heading titles are meaningful. Headings are used to announce important sections of the document.	A majority of the headings follow APA style. Heading titles are present. Headings announce most of the important sections of the paper.	Headings do not follow APA style. Headings are not used or sparsely used.
	Paper follows APA style format for quoting and citing resources/readings.	A majority of the paper follow APA style format for quoting and citing resources/readings.	APA style format for quoting and citing resources/readings not evident or sporadically applied.
	Reference list in APA style.	The majority of the reference list is in APA style.	A majority of the reference list does not follow APA style.
	Paper assembled with a title page, meaningfully titled, pages electronically numbered, and fastened. Maximum of four points		