Appendix B-2. Service Learning Project Presentation

The JROTC AdvancED Standards for Accreditation notes in <u>Standard 3: Teaching and Assessing for Learning</u> that *the institution's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning*. Further explanation in <u>Indicator 3.3</u> says, *teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.* A key evidence for this accreditation standard is Service Learning.

A lesson required at every LET level is Service Learning (U3C8L1-3). JROTC programs, and often many high schools, suggest that students volunteer a specific number of hours to community service, with the outcome of serving others as citizens in their own community. Service Learning is a little different. JROTC requires that 'service' within the community be taken up a step by requiring all Cadets to participate in a Service Learning Project.

Service learning brings academics to life and is driven by student involvement. Together Cadets should identify essential needs in your school or community and then decide on their own projects. In addition, they should plan and carry out their own projects and take responsibility for their own learning. Reflecting on the experience will reveal the importance of service work and the impact it is making on others, including each Cadet.

Directions: There are three distinct Service Learning lessons in the JROTC curriculum. Each focuses on a different aspect of service learning – planning and preparation, implementation, and evaluation. The checklist/rubric below divides the criteria you will be evaluating into three parts. A minimum of three Cadets will brief the presentation. These Cadets will not be from the battalion staff, but should represent their role in service learning as a LET 1, 2, 3, or 4 Cadet.

When a Cadet unit or LET class presents a Service Learning Brief, it becomes evident that curriculum is being taught and integrated into their project. For this presentation, the Cadet team members (LET 1, 2, 3 or 4) will explain their service learning goal, planning strategies, preparation, and implementation of the project. As well, they will discuss the overall success of the project and provide team/personal reflection on service learning. Presentation should not exceed 30 minutes.

Checklist B: Service Learning Project Presentation Checklist uses the same criteria provided in the rubric below. Cadets should be provided this document to prepare their presentations.

Use the rubric below to evaluate the content of the Cadets' presentation. Notes you take during this presentation will help inform the JPA Report that you will complete and discuss with your instructors.

Service Learning Project Presentation Rubric

Determine whether the Service Learning criteria addressed are *proficient*, *emerging*, or *unsatisfactory* as each of the three sections of the brief are presented. There are 20 points possible for this presentation. Some criteria address Cadet presentation and delivery. Use the guiding questions to assist you in a post-briefing interview with Cadets. Encourage Cadets by providing feedback on their presentation style and delivery. Discuss the overall evaluation score of the presentation with the instructors and suggest areas Cadets can improve.

Proficient: 1 point
Emerging: .50 point
Unsatisfactory: 0 points

Serving Learning Planning and Preparation		
Proficient – 1 point	**Emerging - .50 point**	**Unsatisfactory – 0 points**
Presentation clearly describes how the project benefits the community	Presentation attempts to describe how the project benefits the community	Presentation does not describe how the project benefits the community
Presentation clearly describes how the project enhances learning	Presentation attempts to describe how the project enhances learning	Presentation does not describe how the project enhances learning
Presentation clearly describes how the project relates to the JROTC program curriculum	Presentation attempts to describe how the project relates to the JROTC program curriculum	Presentation does not describe how the project relates to the JROTC program curriculum
Presentation identifies one or more JROTC lesson competencies addressed by the service learning project	Presentation identifies one JROTC lesson competency addressed by the service learning project	Presentation does not identify JROTC lesson competencies addressed by the service learning project
Presentation clearly explains the role of teamwork in accomplishing the project	Presentation explains the role of teamwork in accomplishing the project	Presentation does not describe the role of teamwork in accomplishing the project
Presentation suggests ways that the project could be modified to ensure that it meets established guidelines for JROTC service learning projects	Presentation recognizes improvement areas, but does not suggest possible modifications for future project	Presentation does not suggest ways that the project could be modified to ensure that it meets established guidelines for JROTC service learning projects
Section Notes:		

Table B-3. Service Learning Rubric

Service Learning Implementation		
Proficient – 1 point	**Emerging - .50 point**	**Unsatisfactory – 0 points**
Presentation includes process necessary to conduct experience	Presentation attempts to identify process necessary to conduct experience	Presentation does not include process necessary to conduct experience
Presentation includes evidence of a project plan that defines the goals of the project	Presentation attempts to include evidence of a project plan that defines the goals of the project	Presentation includes evidence of a project plan that defines the goals of the project
Project Plan refers to JROTC curriculum competencies/outcomes addressed by the project	Project Plan attempts to refer to JROTC curriculum competencies/outcomes addressed by the project	Project Plan does not refer to JROTC curriculum competencies/outcomes addressed by the project
Project Plan clearly provides who, what, when, where, why, and how of the project	Project Plan provides some, but not all who, what, when, where, why, and how of the project	Project Plan does not provide who, what, when, where, why, and how of the project
Presentation includes a team and individual reflection about the project implementation	Presentation includes a team or individual reflection about the project implementation	Presentation does not include any reflection about the project implementation
Section Notes:		

Table B-3. Service Learning Rubric, Cont'd.

Service Learning Reflection and Integration		
Proficient – 1 point	**Emerging - .50 point**	**Unsatisfactory – 0 points**
Cadets provide clear evidence of participation in structured reflection activities about the service learning experience	Cadets discuss, but do not provide evidence of participation in structured reflection activities about the service learning experience	Cadets do not discuss or provide evidence of participation in structured reflection activities about the service learning experience
Cadets clearly summarize the impact that the experience had on the team and individual members	Cadets attempt to summarize the impact that the experience had on the team and individual members	Cadets do not summarize the impact that the experience had on the team and individual members
Cadets report or present on the results of the project, what was learned, and how the experiences has fostered change	Cadets report or present on the results of the project, but do not address what was learned, and how the experiences has fostered change	Cadets do not report or present on the results of the project, what was learned, and how the experiences has fostered change
Cadets report or present new ideas for service learning projects based on current experience	Cadets discuss ideas for service learning projects, but do not report or present on any new ideas based on current experience	Cadets do not report or present new ideas for service learning projects based on current experience
Section Notes:		

Table B-3. Service Learning Rubric, Cont'd.

Service Learning Presentation and Delivery		
Proficient – 1 point	**Emerging – -.50 point**	**Unsatisfactory – 0 points**
Cadets introduced self; explained role in project	Cadets introduced self; did not explain role in project	Cadets did not introduce self; did not explain role in project
Cadets included appropriate visual and audio aids	Cadets included some appropriate visual and audio aids	Cadets did not include appropriate visual or audio aids
Cadets established consistent eye contact and appropriate gestures throughout the presentation	Cadets established some eye contact and limited appropriate gestures throughout the presentation	Cadets did not use eye contact or appropriate gestures throughout the presentation
Cadets' speaking was clearly and concisely articulated throughout the message; avoided the use of slang or "fillers"	Cadets' speaking was somewhat clearly articulated throughout the message	Cadets' speaking was not clear or concise; did not avoid the use of slang or "fillers"
Cadets responded appropriately to verbal and nonverbal feedback; Cadets were knowledgeable about their portion of presentation	Cadets responded to verbal and nonverbal feedback; Cadets were somewhat knowledgeable about their portion of presentation	Cadets did not respond appropriately to verbal and nonverbal feedback; Cadets were not knowledgeable about their portion of presentation
Section Notes:		

Table B-3. Service Learning Rubric, Cont'd.

Guiding Questions (if needed)
What need led you to select this project?   *What type of research did you conduct to support this project?*   *What impact do you think this project had on the community?*   *What would you do next time to make this project better?*   *How did this service learning project impact your personal growth?*   *What leadership principles did you have to use to successfully complete this project?*   *What could you do to involve more Cadets in your project?*   *Were there any unexpected obstacles that you encountered during your project? How did you handle them?*   *Which phase of the project did you consider to be the most critical? Why?*

Table B-3. Service Learning Rubric, Cont'd.

Total Points: _____

Transfer the total points to the JPA School Visit Point Summary Worksheet, Appendix B-10.