

CALIFORNIA STATE UNIVERSITY, LONG BEACH
SERVE Program
Service Experiences for Re-Vitalizing Education

Request for Exception to Policy—Placement in a Paid Position

Name _____ SS# _____

Address _____
Street City State Zip

Phone _____ E-mail _____

This form is applicable to: _____
Course Number/Independent Rotation Instructor's Name

"I am currently working as (check one): [] a teacher's aide or [] an America Reads/America Counts employee in an elementary or middle school classroom. I am requesting permission to apply 40+ hours of my current work experience over a 10-week period toward my 120+ hour Service Learning requirement in the Liberal Studies major. My signature on this form verifies that I will be working with students in small groups or on an individual basis and that I will keep a journal on my experiences."

Name of School _____ District _____

School Street Address _____
Street City State Zip

School Phone (____) _____ Grade Level _____ Teacher _____

Student Signature _____ Date _____

To be completed by School Personnel:

A graduation requirement of the Liberal Studies major is completion of 120+ hours of participation in elementary or middle school classrooms whose students come from diverse linguistic, cultural, and socio-economic backgrounds. The CSULB students subject to this requirement are in a subject matter preparation major for those interested in becoming elementary school teachers. At this time in their education, these students have had no pedagogical instruction other than a brief 5-6 hour training sequence in behavior management, guided or interactive reading, and the use of math manipulatives, which we provide under the guidance of a university professor. The Service Learning requirement is met by students in three 40+ hour increments of 4 to 6 hours a week over three separate 10-week periods, one increment per semester. Participants must work directly with students one-on-one or in small groups as facilitators of pupil learning. The goals of this requirement are to have the participants become familiar with (a) the nature and challenges of teaching in a diverse urban classroom, (b) the role of the teacher in facilitating the learning process for all pupils, (c) successful classroom organization and management, (d) individual differences among learners, (e) successful intervention strategies for children needing special attention, and (f) a sense of civic responsibility for those who follow after them. A reflective component is required for all participating students, which may be satisfied by maintaining a reflection journal.

The signatures below verify that:

1. The classroom teacher has read about and agrees to participate as an instructor/mentor in SERVE for his or her aide or America Reads/America Counts employee.
2. The principal has read about and agrees to support the student and the teacher in this experience.
3. The aide or America Reads/America Counts employee works in a classroom that is demographically diverse in terms of language, culture, gender, and socio-economic background of its pupils.
4. The aide or America Reads/America Counts employee will be assigned to work directly with children one-on-one or in small groups for a minimum of 4 to 6 hours of his/her work time per week, over a 10-week period.
5. The classroom teacher will verify the hours worked and complete a brief evaluation of the participant's performance at the end of the 10 week period. The SERVE Office will provide these forms.

Teacher's Name _____ Teacher's Signature _____

Principal's Name _____ Principal's Signature _____

To be completed by the SERVE Office only:

[] Request Granted [] Request Denied

Date: _____ SERVE Coordinator's Signature: _____