



Appendix

# Service & Community Guide

## *About the Service & Community Guide*

The Service & Community Guide is intended to store important information about your service placements (schools or districts) that supports strategic, relationship-based FoodCorps service. Over the course of the service year, FoodCorps service members gain understanding and insight. To best transfer knowledge and insight from year to year, we ask you to complete a Service & Community Guide. This will serve as a “living” resource that you *should update regularly throughout the year*.

The primary user of this guide is the FoodCorps service member; however, the information stored in the guide can be shared with key stakeholders. As a service site prepares for their transition away from hosting a FoodCorps Service Member, it is important that service members work in collaboration with their site network to record information as prompted by the Service & Community Guide. Note that there is a specific Service & Community Guide for transitioning sites. It is included in the FoodCorps Site Transition Workbook and available to you digitally.

## *Process*

We encourage you to include helpful details and key resources to guide a new, incoming service member, or to support the school in sustaining progress and programming if the school or site is discontinuing with FoodCorps partnership.

## *Important Dates & Deadlines*

The final deadline to submit your Service & Community Guide materials to your FoodCorps program team is the last day of the service term.

### **Key questions to consider**

- Who are the people, and what are the resources in your school or district community that can help achieve the goals established in your FoodCorps Service Member Action Plan?
- What information is necessary to easily access those resources? (e.g., What is a key contact's preferred method of communication?)
- What other reflections or tips will be useful for an incoming service member?
  - What do you wish you had known about your service community when you first arrived?
  - What projects have you started that the next service member (or the service community) could focus on next year?
- What successes do you want to celebrate?

### **School or District information**

- School or District name and address
- School or district policies, including safety procedures
- Contact sheet for key people and partners, including teachers, FNS staff, administrators, volunteers, and staff
- Classes taught, sequence of lessons (Food Education Service Members)
- School Meal Culture and cafeteria programming
  - Taste Tests (School Nutrition Service Members)
  - Sources for Harvest of the Month (School Nutrition Service Members)
- After-school programming
- Schoolwide events and service-member involvement
- Fundraising activities, lead contacts, and approximate value of proceeds earned

### **Garden information**

- Location and format of garden (courtyard, raised bed, window box, tower garden, etc.)
- Water access
- Storage access
- Soil quality
- Planting history
- Summer care and usage

### **Community information**

- Contact sheet for key people and partners
- Relevant organizations and businesses
- Volunteers
- Events
- Press



# Lesson Observation & Coaching Tool

## **What is it for?**

The FoodCorps Lesson Observation & Coaching Tool is intended to support service members in delivering high quality hands-on learning experiences to students by providing a clear, consistent definition of the basic components of effective lesson planning and teaching. The tool should not be used to grade or assess, but rather as a way to capture and describe what worked well and to guide conversations about what could be improved about how a specific lesson was planned or taught.

## **Who should use it?**

We strongly encourage service members to use the tool to reflect on their own lessons, and we encourage school advisors and site supervisors to use it when observing a lesson. Service members may also want to ask teachers in their school to observe their lessons and provide feedback using the tool. FoodCorps team leaders and field office staff are required to visit, observe, and provide in-person coaching to the service members in their state multiple times throughout the year using the observation checklist to inform individualized feedback and support.

## **How should it be used?**

The Observation Checklist should be used during lessons to take low-inference notes related to the Key Look-Fors. The Standards and Key Look-Fors identify the basic elements of effective lesson planning and delivery. They were developed by FoodCorps national programs staff based on several sources<sup>1</sup> and were reviewed by the same team that created the *FoodCorps Program Guide*. Low-inference notes focus on transcribing what the service member and students are saying and doing. This type of note-taking limits bias because it links service member actions directly to student responses without making value judgments. Every observation should include a service member self-reflection and feedback from the observer on Areas of Strength and Actionable Next Steps for improvement. The accompanying Lesson Rubric breaks down the Key Look-Fors and describes different levels of practice demonstrated during the lesson. The levels are identified as Emerging, Proficient, and Exemplary. These are not intended to grade or assess lesson quality; instead, they should inform the reflection and feedback notes and support coaching conversations between the observer and service member. Each Key Look-For is aligned to sections within the FoodCorps Program Guide that can serve as a resource to support improvements.

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<sup>1</sup> References include the “Framework for Teaching” by the Danielson Group and the “InTASC Model Core Teaching Standards”

SERVICE MEMBER: \_\_\_\_\_ SCHOOL: \_\_\_\_\_ DATE: \_\_\_\_\_

STUDENT GRADE LEVEL: \_\_\_\_\_ OBSERVER: \_\_\_\_\_

OBSERVATION CHECKLIST

STANDARD 1: The service member planned and delivered a high-quality lesson.	
KEY LOOK-FORS	LOW-INFERENCE NOTES
1-A The lesson included an engaging opening.	
1-B The lesson incorporated hands-on learning activities.	
1-C The lesson included active reflection with students synthesizing or demonstrating their learning.	
1-D The lesson plan and materials were well organized and prepared in advance.	
STANDARD 2: The service member fostered a safe, inclusive, and positive learning environment for all students	
KEY LOOK-FORS	LOW-INFERENCE NOTES
2-A The service member created a positive classroom/garden culture and effectively implemented responsive behavior management techniques.	

<p>2-B The service member explained and demonstrated new skills, concepts, or tools clearly, concisely, and in student-friendly terms.</p>	
<p>2-C The service member adapted the lesson to the appropriate season, environment, and cultural context.</p>	
<p>2-D The lesson materials and activities accommodate differences in student learning styles, needs, and levels of readiness.</p>	

**SERVICE MEMBER SELF-REFLECTION**

SPECIFIC AREAS OF STRENGTH	ACTIONABLE NEXT STEPS
<p>Consider: What resources or supports do you need to grow as a FoodCorps educator?</p>	

OBSERVER FEEDBACK

SPECIFIC AREAS OF STRENGTH	ACTIONABLE NEXT STEPS

LESSON RUBRIC

STANDARD 1: The service member planned and delivered a high-quality lesson.				
KEY LOOK-FORS	References in FoodCorps Program Guide	EMERGING	PROFICIENT	EXEMPLARY
1-A The lesson included an effective opening. (Engage)	<ul style="list-style-type: none"> <li>- Lesson Structure</li> <li>- The 5 E's: Engage, Explore, Explain, Elaborate, Evaluate</li> <li>- Setting the Tone to Make FoodCorps Time Special</li> <li>- Setting The Tone With Every Lesson</li> </ul>	The service member did not introduce the learning objective, or the objective was unclear, AND the member did not activate prior knowledge. Students seemed disengaged or uninterested in the lesson.	The service member introduced a clear learning objective using one or more modalities. They did not activate students' prior knowledge. Some students showed some excitement about the lesson.	The service member opened the lesson with a clear visual and auditory description of the learning objective AND activated students' prior knowledge. Students showed excitement about the lesson.
1-B The lesson included hands-on learning activities. (Explore)	<ul style="list-style-type: none"> <li>- Lesson Structure</li> <li>- The 5 E's: Engage, Explore, Explain, Elaborate, Evaluate</li> </ul>	The lesson didn't include hands-on exploration with students directly engaged in the lesson activities.	The lesson included hands-on exploration, but the activities were not well aligned with the learning objective.	The lesson included hands-on exploration, AND the activities promoted student mastery of the learning objective.

1-C The lesson included active reflection. (Elaborate and Evaluate)	- The 5 E's: Engage, Explore, Explain, Elaborate, Evaluate - Leading Reflection Sessions	The service member did not ask reflection questions or include another opportunity for students to demonstrate or summarize learning.	The service member asked reflection questions, but only some students were able to share, synthesize, or demonstrate their learning.	The service member asked reflection questions and offered a variety of opportunities for all students to share, synthesize, and demonstrate their learning.
1-D The lesson plan and materials were well-organized and prepared in advance.	- Preparing to Teach - Informing Your Teaching Practice with Child Development Characteristics	Materials were not prepared in advance.	Materials were prepared in advance but were not appropriate to the age or grade level of students or were inaccessible to some students.	Materials were prepared in advance, appropriately leveled for all students, and helped them master the learning objective.
<b>STANDARD 2: The service member fostered a safe, inclusive, and positive learning environment for all students</b>				
<b>KEY LOOK-FORS</b>	<b>References in FoodCorps Program Guide</b>	<b>EMERGING</b>	<b>PROFICIENT</b>	<b>EXEMPLARY</b>
2-A The member created a positive classroom/ garden culture and effectively implemented responsive behavior management techniques	- Reframing Classroom Management - Developing Group Agreements - Culturally Responsive Teaching - Seeting the Tone	Student behaviors disrupted the learning and/or created an unsafe environment. The classroom was chaotic. The member did not effectively redirect disruptive behavior or reinforce existing school/ classroom procedures.	The learning environment was safe, but not always positive. The member did not always effectively address inappropriate behaviors. Students were only engaged or on task for some of the lesson.	The member used group agreements, routines, positive reinforcement, and participation structures to keep students engaged and on task. The member effectively addressed inappropriate behaviors. Students were engaged and on task for most of the lesson.

<p>2-B The member explained and demonstrated new skills, concepts, or tools clearly, concisely, and in student-friendly terms (Explain)</p>	<ul style="list-style-type: none"> <li>-Teaching with Multiple Modalities</li> <li>- Informing Your Teaching Practice with Child Development Characteristics</li> <li>- Safety With Students</li> <li>- Cooking Safety</li> <li>- Gardening Safety</li> </ul>	<p>The member did not appropriately explain/review safe use of garden or kitchen tools. The explanation of new skills or concepts was confusing or used unfamiliar vocabulary. Students were confused and disengaged during the explanation.</p>	<p>The member thoroughly explained/reviewed safe use of garden or kitchen tools AND explained new skills or concepts using multiple learning modalities. Students were actively engaged throughout the explanation.</p>
<p>2-C The lesson was adapted to the appropriate season, environment, and cultural context</p>	<ul style="list-style-type: none"> <li>- Culturally Responsive Teaching and FoodCorps Lessons</li> <li>- Customizing Lessons to Climate, Culture, and Students' Needs</li> </ul>	<p>The lesson was inappropriate for the season, climate, or environment and did not demonstrate respect for or understanding of cultural context.</p>	<p>The lesson was appropriate for the season. The member missed opportunities to affirm the cultural values and identities of students, their families, and the community.</p>
<p>2-D The lesson materials and activities accommodated differences in student learning styles</p>	<ul style="list-style-type: none"> <li>- Customizing Lessons to Climate, Culture, and Students' Needs</li> <li>- Informing Your Teaching Practices with Child Development Characteristics</li> </ul>	<p>Materials were inappropriately leveled: too hard or easy for most students (finished early or had trouble getting started). Some students were unable to access the materials or participate actively. Differences in student ability or learning styles were evident.</p>	<p>Materials were accessible to all learners and activities were appropriately leveled or scaffolded for learning differences. Lesson activities and presentation incorporated multiple learning modalities. All students were engaged and participated meaningfully.</p>



# KNOW YOUR STATE & DISTRICT POLICIES

The choices schools can make about their food environment are often governed by policies at many levels: federal, state, district, and school, and these policies can directly influence students' experiences of and decisions about food in school. These policies may make it easier—or harder—for your school community to make certain changes, so it is important to understand what policies are in place and how you might be able to influence them.

Below is a list of some of the policies that are helpful to know.

## KNOW YOUR STATE & DISTRICT POLICIES WORKSHEET

### STANDARDS AND PREFERRED CURRICULUM

**1. Do the state and/or district academic standards include specific standards for nutrition education?**

- The state has nutrition education standards.
- The district has nutrition education standards.
- There are no known nutrition education standards.

**2. Does the district have a preferred nutrition curriculum? If so, how is it used?**

- All grades use preferred curriculum and fully implement it.
- All grades use preferred curriculum but not all fully implement it.
- Some grades use preferred curriculum (fully or partially).
- One grade uses preferred curriculum (fully or partially).
- No grades use preferred curriculum.
- It is unknown how much grades use preferred curriculum.
- There is no known preferred curriculum.

**3. Does the district have a preferred garden education curriculum? If so, how is it used?**

- All grades use preferred curriculum and fully implement it.
- All grades use preferred curriculum but not all fully implement it.
- Some grades use preferred curriculum (fully or partially).
- One grade uses preferred curriculum (fully or partially).
- No grades use preferred curriculum.
- It is unknown how much grades use preferred curriculum.
- There is no known preferred curriculum.

## DISTRICT WELLNESS PLAN OR POLICY

**4. All school districts are required to have a Wellness Plan or Policy in place. What is the status of the school district's Wellness Plan/Policy?**

- A Wellness Plan or Policy is in place, and the district has updated it in the past two years.
- A Wellness Plan or Policy is in place, but the district has not updated it recently.
- There is no known Wellness Plan or Policy.

**5. Wellness Committees were originally required to implement district Wellness Plans or Policies. Is the Wellness Committee in the district active?**

- Yes, it meets regularly.
- There is still a committee, but it does not have regular meetings.
- There is no current committee.

**6. Does the district Wellness Plan/Policy cover a wide variety of topic related to the school food environment? What content is included?**

- Nourishing foods and nutrition
- School gardens
- Food policies (e.g., for celebrations, rewards, bake sales, or fundraisers)
- Promoting local foods
- Unknown what content is in the plan/policy
- No known plan/policy

## LOCAL FOOD PROCUREMENT

**7. Does the state and/or district have a policy about geographic preference for local food procurement?** (Geographic preference provides a competitive advantage to local, minimally processed foods.)

- Yes, at the state level
- Yes, at the district level
- No known geographic preference policy

**8. Is the state and/or district policy for geographic preference regularly used?**

- Products from local growers or distributors are regularly requested or sought out in bids or orders.
- Products from local growers or distributors are sometimes requested or sought out in bids or orders.
- Local products may be supplied but are not specified in bids or orders.
- Policy exists, but is not implemented.
- No known geographic preference policy.