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Community Service-Learning in Teacher Education: A Report on Innovative Programs in New England

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**COMMUNITY SERVICE-LEARNING IN TEACHER EDUCATION:
A REPORT ON INNOVATIVE PROGRAMS IN NEW ENGLAND**

Submitted by
Beth Wohlleb
and Dr. Robert Maloy

January 1998

Eastern Regional Information Center
University of Massachusetts School of Education

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Scotts Valley, CA 95066

The Survey

As the strengths of community service-learning are becoming more recognized by educators at all levels, many institutions of higher education are incorporating CSL as a dynamic pedagogy into their teacher education programs. Many schools or departments of education encourage or require certification candidates to perform CSL as part of their teacher training as ways to learn about the teaching profession through the practice of teaching and reflection. Fewer schools integrate service-learning into their teacher education program in another way: by teaching preservice teachers how to use service-learning as a pedagogy with children in their own future classrooms. This second group of programs are creating opportunities for education students to examine the strengths and weaknesses of service-learning, design their own service-learning project for youth, and work with professional teachers who use service-learning in their elementary or secondary classrooms.

To explore the different ways CSL is being implemented in teacher education, we surveyed all four-year, public and private institutions of higher education in New England which operate teacher certification programs for both elementary and secondary education (total surveys sent = 71). The survey instrument can be found in appendix one. Twenty-one (30%) schools or departments of education responded to our survey:

- Atlantic Union College, MA
- Bradford College, MA
- Brandeis University, MA
- University of Bridgeport, CT
- Bridgewater State College, MA
- Central Connecticut State University, CT
- Eastern Nazarene College, MA
- Elms College, MA
- Keene State College, NH
- Lyndon State College, VT
- University of Massachusetts Amherst, MA

- Northeastern University, MA
- Notre Dame College, NH
- Plymouth State College, NH
- Providence College, RI
- Regis College, MA
- Rivier College, NH
- Sacred Heart University, CT
- Stonehill College, MA
- University of Vermont, VT
- Westfield State College, MA

Several schools reported innovative courses and programs which integrates community service-learning with teacher education. These schools were contacted by phone for follow-up interviews and generously sent program materials. Each section of this report highlights one of these exemplary programs.

Secondary Education

Of 21 schools offering a program in secondary education, 48% (10) teach CSL.

- Five (24%) reported that a course or field experience in CSL is required;
- Five (24%) reported that such a course is offered.
- Five (24%) reported that students study CSL pedagogies in a certification class.
- Five (24%) reported that students are expected to design and implement a CSL project or curriculum unit as part of their program.
- Ten (48%) reported that students are encouraged to perform service while enrolled in the program.
- Two (10%) reported that students may enroll in a course specifically in service-learning development.
- Six (29%) reported that students work with teachers currently engaged in practicing service-learning as part of a practicum.

An example of preservice students working with experienced teachers was developed by Dr. Carol Kinsley, Director of the Community Service Learning Center and Adjunct Professor at the University of Massachusetts Amherst, who teaches a graduate education course entitled "Integrating Community Based Learning into the Curriculum". Preservice teachers enrolled in the course are matched with experienced secondary teachers who use CSL as a pedagogy in their classrooms. Education students not only perform service-learning through reflecting on their assistance in these urban classrooms, but develop skills in using CSL as a pedagogical tool in their future classrooms. The course includes readings in educational theories which support CSL and model CSL programs in secondary classrooms. Students are expected to develop a unit using CSL as a teaching tool. A syllabus for this course is included in appendix two.

- Only one (5%) reported that students have no involvement with service learning while in teacher education programs.

Elementary Education

Of 21 schools offering a program in elementary education, 62% (13) teach CSL.

- Five (24%) reported that a course or field experience in CSL is required;
- Eight (38%) reported that such a course is offered.
- Seven (33%) reported that students study CSL pedagogies in a certification class.

- Six (29%) reported that students are expected to design and implement a service-learning project or curriculum unit as part of their program.
- Thirteen (62%) reported that students are encouraged to perform service while enrolled in the program.
- Two (10%) reported that students may enroll in a course specifically in service-learning development.

Dr. Jane Callahan at Providence College in Rhode Island teaches courses as part of a unique undergraduate program: an elementary/special education major with a public and community service minor. Students in this program follow a rigorous four-year sequence of courses which requires students to perform CSL in the larger community and develop CSL lesson plans for elementary classrooms. Through the use of portfolios, students must demonstrate service-learning competencies, such as viewing the school as an integral part of the larger community and promoting a sense of civic responsibility in their students. Dr. Callahan also teaches several graduate level courses in using service-learning as a pedagogy in the elementary and special education classroom. Program materials are included in appendix three.

- Seven (33%) reported that students work with teachers currently engaged in practicing service-learning as part of a practicum.
- Only one (5%) reported that students have no involvement with service learning while in teacher education programs.

Early Childhood Education

17 of the 21 responding schools offer a program in early childhood education. Of these 17, 53% (9) schools teach CSL.

- Three (18%) reported that a course or field experience in CSL is required;
- Six (35%) reported that such a course is offered.
- Six (35%) reported that students study CSL pedagogies in a certification class.
- Three (18%) reported that students are expected to design and implement a CSL project or curriculum unit as part of their program.

Dr. Cynthia Rosenberger guides early childhood education certification students at the University of Massachusetts Amherst to design and implement CSL units. Her course, "Teaching Social Studies and Service Learning in the Early Elementary Grades" requires students to develop plans for an After-School Reading Club and for integrated classroom units. The plans are then implemented by senior citizen volunteers who are matched with young students. Education students facilitate reading visits while developing increased knowledge about social studies concepts through course readings. A description of this course is included in appendix four.

- Ten (58%) reported that students are encouraged to perform service while enrolled in the program.
- No programs reported that students may enroll in a course specifically in service-learning development.
- Four (24%) reported that students work with teachers currently engaged in practicing service-learning as part of a practicum.
- No programs reported that students have no involvement with service learning while in teacher education programs.

Special Education

17 of the 21 respondents offer a program in special education. Of these 17, Nine (53%) teach CSL.

- Three (18%) reported that a course or field experience in CSL is required;
- Six (35%) reported that such a course is offered.
- Six (35%) reported that students study CSL pedagogies in a certification class.
- Five (29%) reported that students are expected to design and implement a CSL project or curriculum unit as part of their program.
- Eight (47%) reported that students are encouraged to perform service while enrolled in the program.

An exemplary model of teacher education students providing service was developed by Dr. Anne Harrison at Elms College in Massachusetts. She collaborated with the Martin Luther King, Jr. Community Center (MLKCC) and the Education Department of Elms College on the Learning Portfolio Project. Education students and MLKCC staff are trained to assess student abilities through unbiased assessment instruments to assess grade-level equivalencies. Elms volunteers focused on diagnosis and tutoring of students with obvious and compelling learning difficulties. Elms College students created a library of multicultural literature, videotapes and learning activities, which gave education students opportunities for curriculum development and practice at portfolio assessment (critical for CSL lessons they might develop in the future) and developed in youth new motivations to read. A report in this project is included in appendix five.

- No programs reported that students may enroll in a course specifically in CSL development.
- 29% (5) reported that students work with teachers currently engaged in practicing service-learning as part of a practicum.
- No programs reported that students have no involvement with service learning while in teacher education programs.

Curriculum Development

9 of the 21 responding schools offer a program in curriculum development. Of these 9, 22% (2) teach CSL.

- One (11%) reported that a course or field experience in CSL is required;
- One (11%) reported that such a course is offered.
- One (11%) reported that students study CSL pedagogies in a certification class.
- No programs reported that students are expected to design and implement a CSL project or curriculum unit as part of their program.
- No programs reported that students are encouraged to perform service while enrolled in the program.
- Two (22%) reported that students may enroll in a course specifically in service-learning development.

Dr. Laura Kerpton of Sacred Heart University in Connecticut is reforming the way curriculum development is taught, using CSL as a tool to build community. A new MAT pathway was proposed to the State of Connecticut entitled "Learner Centered Communities", in which education students enroll in a series of courses which explore various forms of community. Education students are required to perform service-learning activities in schools and the wider community, and their experience and reflection is used as a main tool for exploring and developing community-centered classrooms. A course description is included in appendix six.

- No programs reported that students work with teachers currently engaged in practicing service-learning as part of a practicum.

General Community Service

Three respondents added that undergraduate students are expected to participate in service learning activities through a required program for all undergraduates; but this program is not designed for education students. General community service opportunities are available at almost all colleges and universities, and are required for graduation at a small but growing number of undergraduate programs. Although disconnected from educational theory, these programs play key roles in introducing students to community service and showing their potential for learning.

Diversity

Two schools added to their survey that a CSL component is part of its multicultural education program component. At the University of Massachusetts Amherst, required diversity credit for certification is fulfilled by most students through Tutoring Enrichment and Assistance Models with Schools (TEAMS). Education students tutor ethnically and linguistically diverse students in area schools while attending a seminar in which students

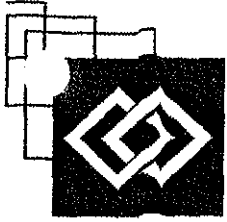
explore how to best serve students of all backgrounds. Information on TEAMS is included in appendix seven.

Implications

Community service-learning is a growing methodology in education departments throughout New England. Of all twenty-one respondents, only one reported that students have no involvement with community service-learning. The nature of this involvement is varied. Approximately half of all education departments instruct some future teachers how to use community service-learning in their own classrooms through coursework or field experiences. Fewer (approximately one of five) departments, however, are instructing all students to use community service-learning in their future classrooms as a required course in certification. Also interesting is the absence of community service-learning instruction in curriculum development departments. Only one respondent required curriculum development students to study CSL. Although CSL is widespread, it is far from reaching all students in all departments.

Community service-learning in Teacher Education in New England is available to teacher education students with the initiative to make it part of their teacher preparation. In many cases, this involves elective courses or personal volunteer efforts. In a few schools, education leaders are showing us different models that CSL can reach more students in meaningful and systematic ways. Professors and programs such as those highlighted in this report offer models of integrating CSL into the preparation for teachers for tomorrow's classrooms.

APPENDIX ONE



Eastern Regional Information Center

School of Education

University of Massachusetts, Furcolo Hall Rm 112, Amherst, MA 01003

Telephone: {413} 545-4727 Fax: {413} 545-2879

Email: CSLRIC@acad.umass.edu

June, 1997

Dear Dean or Chair of Education Department:


Thank you in advance for completing the enclosed survey about service learning in your teacher education/certification program.

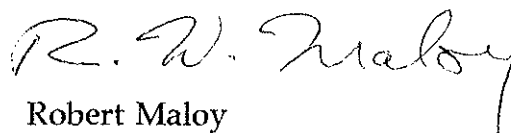
In recent years, service learning has become an increasingly popular approach to education reform. Many teacher education/certification programs are preparing students to use service learning in their future or present classrooms. However, many teacher education programs are unaware of how other schools are implementing service learning instruction. This survey is a first effort at pulling together information from many different sources. Our goal is to inform teachers, administrators, and other policymakers about current service learning practices and policies.

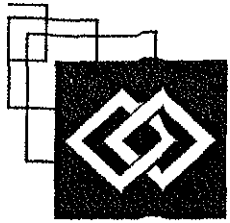
The survey is conducted by the Eastern Regional Information Center (RIC) at the University of Massachusetts Amherst. The RIC is a partner in the National Service Learning Cooperative/Clearinghouse located at the University of Minnesota. A brochure describing the RIC is attached for your information. Please contact the RIC or the National Clearinghouse if you need information or technical assistance with community service.

The survey will take only a short time to complete. A stamped return envelope is enclosed for your convenience. If this survey has been sent to you incorrectly, please redirect it to a more appropriate person in your school or district. If you have any questions, please contact us at the above address.

Sincerely,


Beth Wohlleb
Project Assistant


Robert Maloy
Project Director



Eastern Regional Information Center

School of Education

University of Massachusetts, Furcolo Hall Rm 112, Amherst, MA 01003

Telephone: {413} 545-4727 Fax: {413} 545-2879

Email: CSLRIC@acad.umass.edu

SERVICE LEARNING IN TEACHER EDUCATION SURVEY

Name: _____.

Title: _____.

School: _____.

Address: _____.

City, State, Zip: _____.

Phone: _____ Fax: _____.

Email: _____ Website: _____.

1. The following departments offer or require courses or field experiences in service learning (circle one):

Secondary teacher education/certification: offer require do not offer

Elementary teacher education/certification: offer require do not offer

Early childhood teacher ed./certification: offer require do not offer

Special education certification: offer require do not offer

Curriculum development: offer require do not offer

other: _____ offer require do not offer

2. How do students in your teacher education programs learn about service learning? (Circle departments which match type of learning)

a. Students study service learning pedagogies in a certification class:

Secondary Ed. Elementary Ed. Early Childhood Special Ed. Curriculum Dev.

b. Students are expected to design and implement a service learning project or curriculum unit as part of their certification program:

Secondary Ed. Elementary Ed. Early Childhood Special Ed. Curriculum Dev.

c. Students are encouraged to do service activities while enrolled in program:

Secondary Ed. Elementary Ed. Early Childhood Special Ed. Curriculum Dev.

d. Students may enroll in a course specifically in service learning development:

Secondary Ed. Elementary Ed. Early Childhood Special Ed. Curriculum Dev.

e. Students work with teachers currently engaged in practicing service learning as part of a practicum or student teaching:

Secondary Ed. Elementary Ed. Early Childhood Special Ed. Curriculum Dev.

f. Students have no involvement with service learning while in teacher education programs.

Secondary Ed. Elementary Ed. Early Childhood Special Ed. Curriculum Dev.

3. Do you have a departmental policy, course description or syllabus on service learning you would be willing to share?

If so, please send a copy with this survey, or let us know how we could obtain one.

Thank you very much.

APPENDIX TWO

Workshop in Education: Integrating Community Based Learning into the Curriculum

EDUC 615H 3 credits Graduate level Second Section
Education Department

University of Massachusetts at Amherst

Instructor: Carol W. Kinsley, Ed. D.

Spring Term, 1997

Funding provided through the
Community Foundation of Western Massachusetts

Course Description: This course will provide students with the theory and practice of integrating Community Service Learning (CSL) into teaching and learning throughout the K-12 curriculum. Participants will learn how service experiences can enhance learning in all curriculum and program areas in schools to bring active and reflective learning to students and to provide a way to enhance the development of the school community.

Participants will also gain insights and learn methods of how CSL, integrated into curriculum, can help advance school improvement initiatives such as inclusion, multicultural, active learning, team teaching, thematic curriculum, flexible scheduling, student-centered learning and community involvement. Participants will also explore recent research which shows how students learn and the elements necessary in schools to respond to students' needs. In the process, they will gain an understanding of how CSL supports the constructivist theory of education.

Course methods will include readings, the analysis of a service experience relative to teaching and learning, discussion, assigned papers, and preparation of a curriculum unit or plan for the integration of CSL in cooperation with a practicing teacher. Resources will include the Learn & Serve Program in the Massachusetts Department of Education, Kellogg Peer Consultants, area practitioners, and the National Service-Learning Cooperative: ServeAmerica Clearinghouse.

Objectives:

The course objectives give students an understanding of the theory of learning from service experiences as well as the practice of integrating the service experiences into teaching and learning.

They include:

- to learn the process to design and implement CSL curriculum units.
- to understand meaning of learning from service experiences.
- to understand the theoretical base for and values of CSL.
- to develop a specific unit with a teacher and assist in teaching students.
- to explore the range of potential CSL activities.
- to learn how to connect with appropriate community resources.
- to understand how CSL advances school improvement/reform initiatives.
- to understand CSL as a process.
- to become acquainted with state, regional, and national resources.

Requirements:

Each participant:

- is expected to complete all assignments.
- will work with a teacher involved in CSL, 60 to 80 hours, to understand the process involved in using CSL as a teaching and learning method and to assist the teacher in CSL development.
- will develop a service-learning curriculum unit for future use or to implement during the course which includes authentic pedagogy, school organizational capacity and community partners.
- will keep a journal throughout the course.
- will contribute to class discussions.

Attendance is required. Make-ups must be approved by the course facilitator.

Primary text:

- LaPlante & Kinsley (1995). Things That Work in CSL. Springfield, Community Service Learning Center.
- Selected readings.

Schedule for the class:

- February 4, 1997 Introduction: Review Route to Reform and gain an understanding of how CSL affects teaching, learning and the school culture.
- February 18 CSL as a Teaching and Learning Strategy. Construct CSL units.
Assignment: Chapter 1 from Newmann and Wehlage (1995). Successful School Restructuring.
Write a two page paper: Describe how CSL supports the primary elements of restructuring as identified by Newmann and Wehlage.
- March 4 Instructional methods and the connection to restructuring.
Selections from video, "Why Do These Kids Love School?" Pyramid Video, Santa Monica, CA.
Assignment: Tooles, Pam and Jim (1995). "Reflection, A Tool for Turning Service Experiences into Learning Experiences." Enriching Curriculum through Service Learning. Alexandria, VA: Association for Supervision and Curriculum.
Two page paper: Describe key elements of reflection and how you see reflection used on-site.
- March 25 Reflection
Assignment: Sections from A Practical Guide to Developing Agency/School Partnerships for Service Learning (1996). Washington D.C.: Points of Light Foundation.
One page paper: Describe the partnership, the roles and relationships in your school
- April 8 Community-based partnerships
Assignment: Two page paper. "What Works for Kids! The Challenges!"
Draw on your experience and discuss with cooperating teacher.
- April 22 Challenges of CSL
Assignment: Complete your units and journals
- May 13 Sharing experiences and celebration
Optional: CSL Conference in Springfield on May 2nd, 1997

APPENDIX THREE

**SERVICE-LEARNING AND TEACHER EDUCATION
AT
PROVIDENCE COLLEGE**

**AN ELEMENTARY / SPECIAL EDUCATION MAJOR
WITH
A PUBLIC AND COMMUNITY SERVICE MINOR**

PROVIDENCE COLLEGE

SUGGESTED SEQUENCE OF COURSES FOR ELEMENTARY/SPECIAL EDUCATION MAJORS WITH A PUBLIC AND COMMUNITY SERVICE MINOR

freshman year

EDU Intro to Persons with Disabilities

PSP Introduction to Public and Community Studies (csc)*

sophomore year

EDU Communication Disorders

EDU Teaching Math and Science (L)**

PSP Diversity in the Community (csc)*

PSP Service in American Communities (csc)*

junior year

EDU Teaching Language Arts and Social Studies (L)**

EDU Classroom Management

EDU Teaching Reading (L)**

PSY Child Psychology

EDU Teaching Art, Music, Health and PE

EDU Resource/Home School Collaboration

PHL Ethics in Public Service (csc)*

PSP Organization Systems of Service

senior year

EDU Assessment

EDU Assessment and Curriculum for Students with Special Needs (L)**

EDU Foundations of Education

EDU Student Teaching/Elementary

EDU Student Teaching/Special Ed

.PSP Independent Study

DRAFT

**SERVICE-LEARNING PORTFOLIO
COMPETENCIES**

What we want teachers to know and be able to do -- (knowledge, pedagogy, skills)	Competency Components	M&S	LA&SS	Rdng	Assess & Curric	Student Teaching	Indep. Study	Portfolio page(s)
1. Preservice teachers will demonstrate knowledge of service-learning including the rationale, definition, supporting research, barriers and issues related to urban education. (3, 6, 8)	A. Rationale B. Definition C. Barriers D. Issues related to urban education							
2. Preservice teachers will demonstrate critical thinking and problem solving skills in the development of service-learning projects and activities for instruction. (9)	A. Problem solving B. Critical thinking							
3. Preservice teachers will demonstrate an understanding and appreciation of the uniqueness and individuality of students and their contributions to the classroom community. (9)	A. Understanding uniqueness and individuality B. Appreciating contributions							
4. Preservice teachers will view school as an integral part of the larger community, demonstrate their own sense of responsibility as citizens, and promote a sense of civic responsibility in their students. (4, 7, 2, 11)	A. Involvement in community B. Involvement of students in community							

DRAFT

SERVICE-LEARNING PORTFOLIO
COMPETENCIES

5. Preservice teachers will demonstrate a sense of empowerment in their role as a teaching professional. (5, 11)	A. Sense of empowerment							
6. Preservice teachers will demonstrate an appreciation of creating a culture of collaboration. (10)	A. Collaborate with peers B. Collaborate with professionals C. Promote collaboration within classroom D. Collaborate with community							
7. Preservice teachers will demonstrate an ability to work with the diversity found in urban schools. (11, 1)	A. Appreciate diversity B. Provide opportunities for students to appreciate different cultures							

**SERVICE-LEARNING PORTFOLIO
COMPETENCIES**

8. Preservice teachers will demonstrate knowledge of and skill in the use of service-learning pedagogy including: inclusion of students in establishing and prioritizing community needs, determining resources, planning activities, tying curriculum and service outcomes to projects, developing lessons, facilitating reflections, evaluating outcomes.

- A. Inclusion of students in assessment
- B. Inclusion of students in determining resources
- C. Ties to curriculum and service outcomes
- D. Development of lessons
- E. Facilitation of reflection
- F. Evaluation

(8)

Practicum Activities/Course Assignments related to service-learning:

- ◆ collaborative development of a service-learning project within the community of the classroom or school (math and science integrated into and taught within context of service project)
- ◆ development and implementation of an individual community service-learning project
- ◆ collaboration with teacher developing service-learning project in classroom (lessons prepared and taught which infuse literacy curriculum into project activities)
- ◆ development and implementation of a service-learning project which includes meeting student IEP goals and objectives
- ◆ development of a service-learning project which includes meeting learning objectives across curriculum

DRAFT

SERVICE-LEARNING PORTFOLIO
COMPETENCIES

<p>8. Preservice teachers will demonstrate knowledge of and skill in the use of service-learning pedagogy including: inclusion of students in establishing and prioritizing community needs, determining resources, planning activities, tying curriculum and service outcomes to projects, developing lessons, facilitating reflections, evaluating outcomes.</p> <p>(8)</p>	<p>A. Inclusion of students in assessment B. Inclusion of students in determining resources C. Ties to curriculum and service outcomes D. Development of lessons E. Facilitation of reflection F. Evaluation</p>							
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Resources

1. Anderson, J. & Guest, K. (1995). Linking campus and community: Service leadership in teacher education at Seattle University. *Integrating service-learning into teacher education: Why and How*, Washington, D.C.: Council of Chief School Officers, p. 14.
2. Aronowitz, S. & Giroux, H. (1985). *Education under siege*. Massachusetts: Bergin & Garvey Publishers, Inc.
3. Boyer, E.L. (1983). *High School: A report on secondary education in America*. New York: Harper & Row.
4. Conrad, D. & Hedin, D. (1982). The impact of experiential education on adolescent development. *Child and Youth Services*, 4, 57-76.
5. Gomez, B., Kielsmeier, J., Kinsley, C., McPherson, K., & Parsons, C. (1990). *Service-learning advances school improvement*. A Position Paper from the National Service-Learning Initiative.
6. Goodlad, J.I. & Oakes, J. (1988 February). We must offer equal access to knowledge. *Educational Leadership*, 45(5), 16-22.
7. Hamilton, S., & Fenzel, L. (1988). The impact of volunteer experience on adolescent social development: Evidence of program effects. *Journal of Adolescent Research*, 3, 65-80.
8. Kinsley, C.W. (1990, Fall). Creating new structures - community service learning. *Community Education Journal*, 18(1), 2-4.
9. Root, S. (1994, Fall). Service-learning in teacher education: A third rationale. *Michigan Journal of Community Service Learning*, 1(1), 96.
10. Viadero, D. (March 1996). School for thought. *Teacher Magazine*, 18-20.
11. Wade, R. (1994, Fall). A century of service-learning: Can we get there from here?. *NSEE Quarterly*, 7.

APPENDIX FOUR Service Learning Fellowship Proposal

National Need:

Numerous educators, authors, and public figures (e.g., Henry Giroux, Robert Bellah, Robert Coles, Presidents Kennedy, Carter, and Clinton,) cite the need for greater citizen participation in the ongoing creation of democracy in our country. National and state social studies standards focus on active participation as a key concept of citizenship education. These calls for involvement in the life of our democracy run counter to both the individualism and lethargy that exist among our citizenry. The notion of citizenship as contributing to the common good, specifically to the creation of an ever more just and humane society, must be learned by each generation.

Dewey believed that children learn democracy by living it. To become adults capable of assuming active and informed roles as citizens, children must build a perception of themselves as active participants in the life of a community and an understanding of and sensitivity to the issues of race, class, age, and difference.

How can schools contribute to children's building this concept of self as active citizen? First, teachers must model this kind of citizenship. Teachers need to be actively involved in the community in which the school is situated. Children need to see teachers volunteering in the community and participating in groups working to right injustices - living what I call the habit of service. Secondly, children need to have opportunities to learn and think about injustices, about individuals and groups who have been or are agents of change, and about the diversity of people in our country. Thirdly, children need to have the possibility of doing community service.

Meeting Community Needs and Collaborative Development of Service Component:

I propose to create an After-School Reading Club for second and third graders at the Fort River Elementary School in Amherst. This will be done in collaboration with Russ Vernon-Jones, principal at Fort River, the children of the Fort River community, a group of senior citizens, and the students in Teaching Social Studies and Service Learning in the Elementary School. This collaborative project will meet three levels of needs:

A. Early childhood education students at the university need to perceive community service as a life-long component of teaching. I want pre-service teachers to develop an understanding of service learning as central to citizenship so that they will incorporate such learning into their teaching paradigm. And I want to nurture in pre-service teachers the habit of doing community service so that they model such community involvement for children.

B. Russ Vernon-Jones has identified the need for more after-school reading experiences for **children**. The reading club will increase the time second and third graders spend reading and provide adult support and attention for children's guided and independent reading. In addition, it will offer children opportunity to read and discuss in order to deepen their understanding of social justice and citizenship. (We will gather a collection of books around the issue of social justice - books about individuals and groups of people who have made or are making a difference on behalf of the common good; books that struggle with issues of justice and equality.) And finally the reading club will

involve children in service learning by having them share their reading with senior citizens.

C. **Senior citizens** need contact with children who are thinking about important things and doing important work. Having children share their reading and thinking with senior citizens on a one-to-one basis during the last two weeks of the reading club will offer opportunity for meaningful interaction between children and elderly people. This aspect of the project needs to be developed in collaboration with senior citizen organizations and care facilities.

Community Service Activity As Ongoing and Integrated into Course Content:

The course will be based on major concepts in social studies at the early elementary level, e.g., self and community, power and participation, cultures and identities, interdependence. Central to the curriculum is an understanding of citizenship as active participation in the ongoing work of creating a more just society. An important aspect of such participation is community service.

Course assignments will include: 1) university students, working in small groups, will develop plans for 12 -14 hour-long sessions of the After-School Reading Club using a collection of books that have been purchased for this purpose. 2) Contents of the books will form an aspect of the university students' learning in the social studies and a basis for the creation of more elaborate curriculum plans, such as integrated units, for classroom use. American Indians, the civil rights movement, and diverse cultures in the United States as well as in other countries are frequent content areas at the elementary level. 4) Students will be challenged to build a knowledge of and sensitivity to multiple perspectives and voices, both those heard historically and those that need to be discovered and heard. 5) Students will lead and participate in the After-School Reading Club twice a week for eight weeks and facilitate children's reading visits with senior citizens during the last two weeks of the Reading Club. 6) Readings for the course will foster knowledge and understanding of social studies concepts including service learning and content and the tools for gathering data in the social sciences.

Regular Reflection and Reporting:

As part of the course requirements, students will keep an ongoing diary of their learning in terms of concept understanding, content knowledge, social studies methodology, and group process. Concurrently, each student will keep a journal of the small group process of creating plans for individual sessions of the Reading Club; after each Reading Club session with children, students will reflect on the session in their journals. Students will be asked to hold key questions in mind: What are our goals? Why are we doing what we are doing? What worked and what could have been better? Time will be spent in each class to share and reflect as a group on journal entries. Content, teaching strategies, children's experience, and group process will be focal points of discussion.

The Early Childhood Education and Development Program intends to offer this course each year as a part of our teacher training program and will evaluate it annually in order to improve its effectiveness.

APPENDIX FIVE

Report Narrative

Progress towards objectives

Four major objectives guided the **Learning Portfolio Project**, a collaborative assessment and curriculum development project between the Education Department of Elms College and the After School Tutorial Program of the Martin Luther King, Jr. Community Center (MLKCC). Each objective, as stated in the original proposal, appears below in italics followed by a brief description of progress.

- *To identify unbiased assessment instruments for children and youth in grades K-12 that establish grade-level equivalences in reading and mathematics achievement.*

In consultation with special educators in the Springfield Public Schools, we selected two assessment instruments: Key Math (American Guidance Service) and Diagnostic Reading Inventory for Primary and Intermediate Grades (Scott & McCleary). The instruments were reviewed for multicultural appropriateness and ease of implementation by Dr. Harrison and graduate students at Elms College, by Ms. Lora Davis-Allen of Central High School in Springfield, and by the staff of the MLKCC.

- *To train approximately 20 Elms students and MLKCC staff in assessment methods to determine grade-level equivalences in reading and mathematics achievement.*

Two workshops were held in the MLKCC to train volunteers and staff in the use of Key Math and Diagnostic Reading Inventory. Attendance was open to MLKCC staff and student volunteers from all area colleges. The workshops were led by Ms. Lora Davis-Allen, a veteran special education teacher at Central High School in Springfield and a citizen with strong ties to the Mason Square community that surrounds the MLKCC.

Attendance at the workshops was less than expected or hoped, with about 10 participants in each.

- *To determine and document the grade-level equivalences in reading and mathematics achievement of approximately 200 children and youth in grades K-12.*

This objective required significant modification due to the priorities of the leadership and staff of the MLKCC. At the request of Mr. Earl Brown, director of the Afterschool Program, Elms volunteers focused on diagnosis and tutoring with 25 students with obvious and compelling learning difficulties.

- *To identify, purchase, and organize motivating, multicultural curriculum materials for children in grades K-6 into resource packets that can be efficiently used by volunteer tutors.*

This objective met with the greatest success, perhaps due to the support of grant dollars. In all, Elms College students created a library of multicultural literature and videotapes for African-American children and youth (over 150 titles). They developed 40 resource packets combining learning activities with selected titles and then presented the packets to other volunteers and staff of the MLKCC. Staff and volunteers began using new materials as quickly as they arrived, with children and youth clamoring to read many for the first time. The final meeting of the project showcased the materials purchased with grant funds. See Appendix A for a listing of materials purchased.

Primary activities including challenges

Many challenges made the proposed timeline a difficult endeavor. The implementation plan, as originally proposed, appears below in italics, followed by brief descriptions of activities and accomplishments.

November Planning meeting

December Recruitment of students; the project director and coordinator will visit approximately 10 Elms courses to describe the project and enlist volunteers. Scheduling of workshops, ordering of sample assessment materials, organizing files for MLKCC children & youth

January Workshop #1: Assessment methods and materials: participants will review various assessment instruments and learn to implement assessments in reading and math for specific grade levels

We did not receive a copy of the Tufts subcontract, detailing the expenditure of funds, until the end of January. As a result, project staff scrambled to recruit students, order materials, and schedule workshops. The first workshop on using the Key Math assessment tool was held on Friday, February 28th. A second workshop on reading diagnosis was held on Friday, April 4th.

Feb-March Individual assessments of children & youth at the MLKCC; Elms volunteers will visit the MLKCC weekly to complete assessments and document grade level equivalences in reading and math for each child

Assessments took place in an ongoing manner, mostly in April and May. At the request of MLKCC staff, Elms student volunteers targeted 25 children for assessment instead of the 200 we originally proposed.

April Workshop #2: Multicultural curriculum materials; participants will review curriculum materials in reading and math and learn how to create resource packets for use by volunteer tutors with children in grades K-6.

April-May "Field testing" of curriculum packets conducted during weekly visits to the MLKCC After School Tutorial Program; each Elms student volunteer will create 5 curriculum resource packets for a specific grade level

Rather than a separate workshop, Dr. Anne Harrison worked individually with Elms volunteers and MLKCC staff on the selection of materials and the creation of curriculum resource packets. The student

volunteers researched titles, determined format for packets, and "field tested" their ideas during weekly tutoring sessions.

May Reflection on how the service experience enhanced Elms academic achievement will emerge in field reports assigned for each course in which fieldwork credit is awarded; Additionally, Elms student volunteers will be recognized during the Annual Meeting of the MLKCC.

This essential dimension of service learning was addressed on two occasions. Elms student volunteers presented curriculum materials in a seminar on April 29th. As part of their presentation, they shared personal insights gained from the experience. In addition, each student kept a reflection journal throughout the project. Secondly, in the final meeting of the project at the MLKCC on Saturday, May 10th, participants joined together for a luncheon to informally chat about the project and its effects on selves and community. This meeting included MLKCC staff as well as volunteers from the community and other area colleges. The grant paid for small recognition gifts for each participant, and the Elms volunteers "chipped in" for bookstore gift certificates for two senior citizen volunteers who are integral in the Afterschool Program.

June Project evaluation

At the request of Ms. Dora Robinson, director of the MLKCC, a task force has been convened to evaluate the Afterschool Program in general

and the **Learning Portfolio Project** in particular. The task force is led by Ms. Opal Dillard, a leading educator in the Springfield community. Dr. Anne Harrison represents Elms College on the task force. Meetings will extend into the summer and fall of 1997.

Unique success. Perhaps the most moving dimension of the project occurred as children, staff, and tutors encountered books with African and African-American characters and cultural settings. The children in the Afterschool Program literally pored over the books, with older children often reading to younger ones. The comments of two elderly retired school teachers who grew up and taught in the days of segregation were particularly moving. The two sisters sat for several hours reading one children's book after another and whispering, "We never had books like these when we were growing up."

Publicity and Outreach

An article about the project appeared in the Elms College newspaper. (See appendix.) Outreach was directed by the MLKCC staff who sent invitations to all events to student volunteers from all area colleges.

Changes in program design or key staff

Several changes in the implementation plan are described above, most notably our decisions to focus on 25 children rather than the proposed 200

and to incorporate project evaluation into a larger analysis of the Afterschool Program itself. In many ways, the **Learning Portfolio Project** served as a catalyst for a closer look at the entire program. Because of grant funds, the center now has ample materials to enrich its curriculum. The training process initiated by the grant is only a beginning, however. The challenge that remains is to ensure that the gains made during the grant period are sustained. We are confident that this challenge can be met because all the key MLKCC staff and many of the key volunteers will continue serving the center in the coming academic year. We agree that it is incumbent on us to create systems by which new volunteers are able to use existing materials effectively. The grant allowed us to purchase essential assessment and curriculum materials for the MLKCC, which will enhance the experience of college student volunteers in the years to come.

APPENDIX SIX

LEARNER CENTERED COMMUNITIES SPRING I, COURSE I

Prepared by Dr. Laura Kerpton, Sacred Heart University

3. Building Community Consciousness

A person is not simply located in space somewhere; he or she is gearing into a shared world that places tasks before each one plays a deliberate part. It is only in a domain of human expectations and responses that individuals find themselves moved to make a recognizable mark to make a difference that others see.

Maxine Greene

The Rationale:

All people live within a community structure and most often the school is the unrecognized hub of this system. Within the ever-evolving paradigm of wholeness, community can be defined as ever expansive and yet, at the same time, can be considered as one minute defined area. Participants learn about the individualism of self within a system of community and explore the richness of diversity. Through a variety of readings and experiences, participants will recognize the universals in building a personal as well as a world community. This building of community furthers the individual's development as teacher within a system and structure.

This course calls for a truly democratic mode of education which empowers teachers to participate in meaningful ways in community life; it means empowering individuals to redefine community as the hearing of disparate voices and the addressing of human concerns. This course addresses the purpose of schools to maintain community grounded in a spirit of understanding and compassion of the needs of others.

This course additionally will explore deeper understandings of the past, present, and future, educational realities of families and the critical role they play in community. This establishment of collaborative relationships and relations of power between schools and communities constitutes a challenge to the societal power structure. This course accesses concrete strategies with profound social and political implications for change.

The Mission:

The mission of this course is to create partnerships with teachers, parents, students, and community members that will nurture participation by all stakeholders in schools while celebrating community concerns and aspirations.

The Goals:

Each learner will be able to:

- foster community consciousness for extending teaching into a more holistic conceptual model.
- provide for emerging educational communities contact with diverse cultures and world views.
- delineate emergent communities as a group with common human needs which bind people together into neighborhoods, nations and the planetary community.
- redefine community beyond geographic location, ethnic, and racial cultures, peer and interest groups, sexual preferences, and religious and linguistic affiliations.

The Course Design:

This course includes visitations to community institutions that serve local, national and international ideals such as Habitat for Humanity, MAACS Project, Comer Project. Students will interview school staff and community members who are developing and designing interfaces of community groups, systems and environments. Lectures and group discussions will address a review of institutional developments of community.

The Requirements:

The students will keep a journal to record their community involvement. Selective journal passages, videos and vignettes of community involvement will become part of the students' portfolio presentation.

The Evaluation:

Portfolio will be reviewed and reflective journal responded to. Visitation logs to community organizations will be assessed.

The Time Sequence:

This course will be conducted in 36 hours, possibly over two semesters. This is the third course in Learner-Centered Communities.

Required Readings:

- a. McCaleb, Sula, Building a Community of Learners.
- b. Fullan, Michael, Change Forces.

- c. Coles, Robert, The Call to Service.
- d. Sergiovanni, Thomas, Building Community in Schools, Jossey-Bass; San Francisco, 1994.
- e. Dewey, John, The Philosophy of Education, Littlefield Adams & Co., New Jersey, 1958.
- f. Hooks, Bell, Talking Back: Thinking Feminist, Thinking Black, Boston; South End Press, 1989.
- g. Gotek, G.L. Pestolozzi and Education, Random House, New York, 1968.
- h. Peterson, R., Life in a Crowded Place, Making a Learning Community, Portsmouth, NH, Heinemann, 1992.
- i. Walker, S., The Graywolf Annual Ten: Changing Community, Saint Paul, MN, Graywolf Press, 1993.

Bibliography:

1. Larkins, George, "The Real Poverty in my Classroom," Holistic Education Review, v. 6, n. 1, Spring 1993, p. 38-41.
2. Nell, Johanna and Donald S. Seckinger, "Johann Heinrich Pestolozzi in the 1990's; Implications for Today's Multicultural Classrooms," Educational Forum, v. 57, n. 4, Summer 1993, p. 394-401.
3. Duffy, Gerald C., "Let's Free Teachers to be Inspired," Phi Delta Kappan, February 1992, p. 442-447.
4. Fullan, Michael G. and Matthew B. Miles, "Getting Reform Right: What Works and What Doesn't," Phi Delta Kappan, v. 73, n. 10, June 1992, p. 744-752.
5. Fullan, Michael G. "Why Teachers Must Become Change Agents," Educational Leadership, v. 50, n. 6, March 1993, p. 12-17.

Tutors' Comments

"One of my expectations was that I would not know enough about the class or the material to be an effective tutor. However, I have been able to assist the students and I enjoy it."

"We conversed about China and Vietnam. The students told us about their experiences in their homelands."

"Tutoring enabled me to glimpse some of the realities of teaching."

"Sometimes you should talk and listen before tutoring. Students need to see you as a friend as well as a tutor."

"I encourage other children in the class to show the methods by which they solve the problems and either have the both of us work on the math, or have peer tutoring."

"In this class I thought critically about my own cultural identity and how that has played a part in shaping me."

"There definitely is a tutor <--> tutee exchange as I am learning more from my tutees than they are learning from me."

Tutoring Sites

Amherst Regional Junior and Senior High School

Central High School
(Springfield)

Chestnut Middle School
(Springfield)

Crocker Farm Elementary School
(Amherst)

Dean Technical High School
(Holyoke)

Greenfield Middle School

Holyoke Street School

Jackson Street School
(Northampton)

Mark's Meadow Laboratory School (Amherst)

Middle Alternative Learning Program (Amherst)

Sunderland Elementary School
Transitional Alternative Learning Program (Amherst)

Westover Job Corps Center
(Chicopee)

TEAMS Tutoring

*Experiential
learning
and
community
service
in
multicultural
settings
for
equity in
education.*

Tutoring Enrichment Assistance
Models with Schools
Robert Maloy & Patrick Sullivan,
Project Faculty
112 Furcolo Hall
School of Education
University of Massachusetts
Amherst, MA 01003
(413) 545-1118/0945

As a TEAMS tutor, what will I do?

TEAMS tutors build relationships with culturally and linguistically diverse learners by:

- Establishing rapport
- Building trust
- Motivating students
- Understanding & coping with student frustrations
- Sharing each other's cultures
- Supporting students' aspirations

Tutees work with tutors on varied academic tasks in response to needs and concerns, such as:

- Increasing vocabulary in English
- Understanding directions
- Increasing self-confidence
- Working independently
- Expressing themselves in class
- Completing homework
- Building problem-solving techniques

Each week tutors engage in seminar discussions about their tutoring strategies and issues of equity in schools.

Tutors examine oppression of people of color, multicultural contributions, and ongoing struggles for equal education.

Experienced tutors develop leadership skills as site coordinators and program developers.

What is TEAMS?

TEAMS is a community service learning project involving about 75 students each semester from the University of Massachusetts at Amherst. They provide in-school and after-school tutoring to culturally and linguistically diverse students of all ages.

TEAMS offers a 3-credit course, Education 497I, "Tutoring in Schools" on Tuesday, 4:00 - 6:30. Students tutor 60 hours per semester and participate in weekly seminars about their tutoring experiences and issues of equity in schools.

TEAMS seeks to integrate historically neglected cultures into mainstream curricula without superficial, racist trivialization or stereotyping of students of color.

Sponsored by the School of Education, TEAMS supports partnerships between the University and public schools or alternative educational programs in local communities.

Since 1984, more than 1400 University students have offered over 12000 hours of academic assistance to several thousand diverse learners.

TEAMS is a part of a national effort to support youth leadership for community service.

How To Get Involved!

Undergraduate and graduate students from all departments are invited to apply for Spring 1998

**"Tutoring in Schools" meets
Tuesdays, 4:00 - 6:30 pm**

1. Get information —

- Call the TEAMS Office at 545-1118 or 545-0945
- Attend our Open House, Nov 18 — 4:30, Furcolo Hall, School of Education
- Stop by TEAMS office, 112 Furcolo for an application.

2. Complete an application — & talk with us about your tutoring interests at 112 Furcolo. 545-1118

- Share your goals/expectations.
- Indicate preferences for sites.

3. Come to an orientation — Registration Day, January 27 Room 22 (open space) Furcolo Hall, 4:00.

- Introduction to tutoring sites.
- We will register you for the course at this time. Save space in your schedule.

Note: This course is scheduled "by arrangement" because its sections are organized by tutoring sites.