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ABSTRACT

This book presents papers by teacher educators who describe how they foster the integration of service learning into their teacher education programs, with the eventual goal of institutionalization. The papers are: "Introduction" (Marty Duckenfield and Kevin J. Swick); "An Experiment in Implementation" (Bill Yost); "Pathways to Partnership: Oklahoma State University's On-Site Program" (Sue Christian Parsons with Jill Metzger and Donielle Larison); "Service-Learning: From Reluctance to Allegiance" (Alice M. Buchanan and Michael Kamen); "Changes in the Heart: The Role of Service-Learning in Education" (Vicki McLain, Anita VanBrackle, and Anne Marie Fenton); "Training Teachers To Be Powers for Good: The Benedict College Way" (Gwenda R. Greene, Ruby Blair, Tondeleya G. Jackson, Patricia Dixon, and Farida Cassimjee); "It Takes a Whole Campus To Grow a Service-Learning Program" (Paula W. Flaherty); "Clemson Nods: Service-Learning within Professional Development Schools" (Bea Bailey); "Spinning Service-Learning into the Tapestry of Secondary and Higher Education" (Lorraine DeJong, Kathy Newman, Martha Shaleuly, and Vicki Porter); "The Whole Is Greater Than the Sum of Its Parts" (Sally Z. Hare with Sandie Merriam and Jerry Pace); "Empowering Each Other through a Service-Learning Partnership" (Kevin J. Swick, Beverly Hiott, Nancy Freeman, and Michael Rowls); "Portraiture: A View from Across the Pond" (John Potter); and "Lessons Learned" (Marty Duckenfield and Kevin J. Swick). (Papers contain references.) (SM)

A Gallery of Portraits in Service-Learning Action Research in Teacher Education

Edited by Marty Duckenfield and Kevin J. Swick

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A Gallery of Portraits in Service-Learning

Action Research in Teacher Education

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Introduction

Marty Duckenfield and Kevin J. Swick

This book gathers together teacher educators from ten institutions, all of whom are inviting you onto their campuses through this "gallery of portraits," to learn how they are fostering the integration of service-learning into their teacher education programs, with the eventual goal of institutionalization.

An Action Research Question

They have looked at this process through the lens of institutionalization, using the indicators described by Miles and Ekholm (1991). The indicators that these researchers have determined to be present when a teaching methodology like service-learning is institutionalized include the following:

- Acceptance by relevant actors—Does the dean or other administrator accept the methodology?
- Routinization—Is the methodology now part of the routine way of educating?
- Widespread Use—Does more than one faculty member use the methodology?
- Firmly Expected Continuation—Are we in this for the long term?
- Legitimacy—Can we show that this works and has results?

The factors that help institutionalization are:

- High quality implementation
- Believable evaluation
- Perceived "fit" with local needs and culture
- Commitment and political support
- Powerful advocate or sponsor
- Supportive help from various partners
- Organizational changes that strengthen its use

And those things that indicate changes in an organization include:

- Staff position(s)
- Budget line item—especially hard money
- Policies that support or promote the methodology
- Curriculum tie-in
- Job description(s) that clearly identify supportive staff
- Professional development (ongoing and for new staff)
- Schedules, routines, and procedures which are supportive

The research question our teacher educators asked themselves was, "How have we moved towards the institutionalization of service-learning into our educational program?" This framework from the research of Miles and Ekholm (1991) provided the participants some valid criteria with which to view their experiences.

Using Portraiture

If Miles and Ekholm guided us in constructing a framework to answer our research question, Sara Lawrence-Lightfoot and Jessica Hoffmann Davis offered an innovative and rich methodology for studying and sharing service-learning: portraiture. Using their book, *The Art and Science of Portraiture* (1997), our teacher educators began to break new ground in their own research writing, by becoming self-portraitists. In addition, our colleagues Don Hill and Cathy Berger Kaye from California, experienced in the Lawrence-Lightfoot/Davis method, provided our researchers with a solid introduction to this methodology.

The portraiture process emerged as a very powerful means to convey the creative and meaningful service-learning efforts that were happening. In this way, the collaborators of this book believed they

could engage the reader in the exciting and dynamic activities and experiences happening in their programs. Thus, the purpose of the portrait is to share with interested readers the themes, strategies, and voices that enabled service-learning to become an institutional expectation in the lives of the people and groups represented in this book. This set of portraits is about what is happening in service-learning in these selected projects, and yet the portraits also symbolize the real potential of service-learning as it can occur in all schools and communities.

Portraiture was selected as the venue for telling our stories because it requires people to be inclusive, comprehensive, collaborative, and passionate about sharing experiences they see as life-enriching if not life-changing. It is *inclusive* in that all the "voices" involved in creating the service-learning must also be a part of the "show and tell" that goes into effective portraits. Portraiture must be *comprehensive* in order to engage the reader in all facets of the authentic experiences of the service-learning and in ways that are represented in overarching metaphors or themes—thus impacting the reader with the big ideas as well as the nuances of the service-learning experience.

Collaboration is the essence of service-learning and portraiture because neither can happen unless people share their lives in meaningful partnerships. Thus, these portraits happened through the collaboration of service-learning participants and their community partners. Finally, *passion* for one's story is paramount. The commitment of the authors of the portraits in this book will exude in every story they tell. Clearly, portraiture and service-learning are partners in the process of improving and enriching the lives of all people who engage in community empowerment.

The Researchers

Two foci are responsible for the initiation of these portraits: (a) the service-learning and teacher education partnerships in the Southern region of the National Service-Learning in Teacher Education Partnership (NSLTEP), funded through the American Association for Colleges of Teacher Education by the Corporation for National and Community Service and (b) the PreK-Higher Education service-learning partnerships in South Carolina's Learning In Deed/PRAISE service-learning projects,

funded by the W. K. Kellogg Foundation. Other teacher educators have joined these core groups to explore a wide variety of issues related to the institutionalization of service-learning.

The portraiture process evolved within the larger boundaries set by the participating projects. For example, PreK-Higher Education PRAISE partners were required to do a "self-study," and the portraiture process was seen as a living and dynamic way to make such study have meaning, power, and impact in the participating communities. The NSLTEP partners also had a vested interest in seeing that portraiture would serve their goals to enhance and strengthen their programs. Thus, portraiture emerged as a tool for program development, evaluation, and improvement. In every portrait included in this book, the reader will see the power of service-learning represented in symbolic and concrete ways—stories that show how service-learning and its advocates developed in these settings; confronted varying challenges and obstacles; and became empowered to begin a journey toward growth, renewal, and institutionalization.

As this process evolved, the participants used several means to learn about and use portraiture: gaining perspective on the real purposes of their service-learning ventures, becoming skilled in the portraiture process, learning how to use portraiture as a means for telling their stories, engaging in ongoing learning, sharing the development process used in portraiture, writing and sharing their stories, and ultimately refining and publishing this set of portraits.

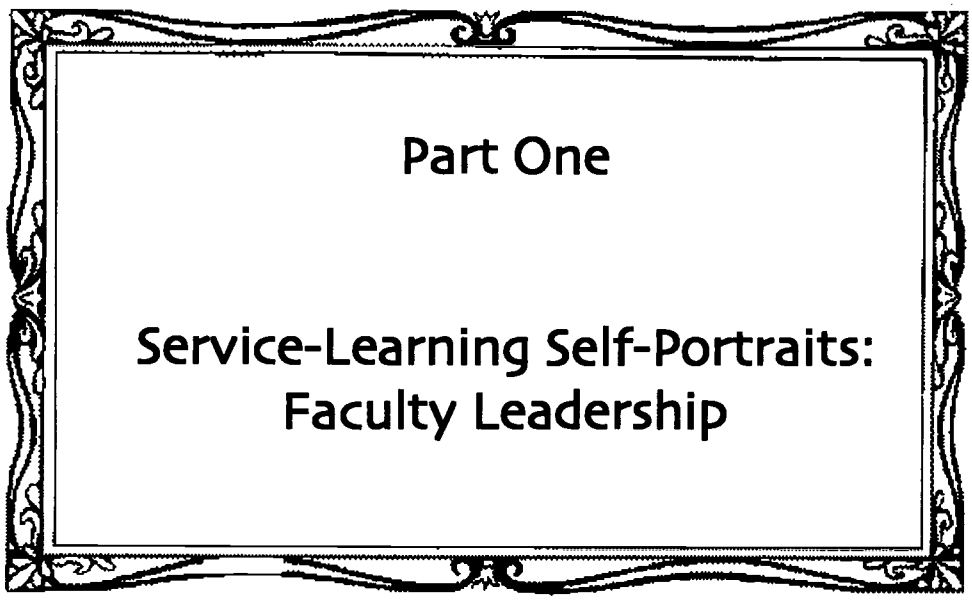
The Results

Enter our gallery as we show the results of this unique research experience. Following the ten portraits, we will summarize our findings from this collection and share our thinking about the lessons learned.

References

Miles, M. B., & Ekholm, M. (1991). *Will new structures stay restructured?* Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Lawrence-Lightfoot, S. L., & Davis, J. H. (1997). *The art and science of portraiture.* San Francisco, CA: Jossey-Bass Publishers.



Part One

Service-Learning Self-Portraits: Faculty Leadership

The two portraits in this section provide insights into how individual faculty can be instigators and nurturers of integrating service-learning in teacher education and in other areas of higher education. Each portrait is particularly powerful in showing ways to use service-learning to enhance one's teaching while positively influencing student learning. By striving towards "high quality implementation" and the "support of powerful advocates" (Miles & Ekholm, 1991), each faculty leader is making strides towards institutionalization.

For example, Bill Yost, in his portrait, "An Experiment in Implementation," explains how he is attempting to integrate service-learning in teacher education at Bob Jones University in Greenville, South Carolina. Professor Yost tells how he used traditional community service initiatives at Bob Jones University as a venue to advance the process of service-learning. While he was mostly confined to the students in his own classes, he reached out to other interested faculty and students and engaged them in the service-learning philosophy and work. Further, Bill has become an advocate for service-learning on the Bob Jones campus and is indeed educating his colleagues about service-learning through committee work, engagement in traditional service work, and in interactions with school administrators.

In a somewhat more elaborate venue, Sue Christian Parsons shares the story of how service-learning is taking root in the College of Educa-

tion of Oklahoma State University. Sue and two school-based partners (Jill Metzger and Donielle Larson) tell the story of the power of service-learning via faculty/school partnerships that are active, thoughtful, and rich with the voices of children, parents, teachers, college students, and university faculty members.

Two themes permeate this portrait of "pathways to partnership": (a) the focus on how a faculty member's service-learning leadership can infect others (students and school partners) to change and grow towards more meaningful learning, and (b) the nature of the dynamics of connecting theory to practice through the planned uses of service-learning. As Professor Parsons notes, "Service-learning has changed how everyone conducts the business of teaching and learning. Faculty, students, and partnership teachers are all functioning as learners through the collaborative service-learning work we do!" And it is with some pride in ownership of this initiative that Dr. Parsons notes its "firmly expected continuation" (Miles & Ekholm, 1991).

Reference

Miles, M. B., & Ekholm, M. (1991). *Will new structures stay restructured?* Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

An Experiment in Implementation

Bill Yost

Verily I say unto you, inasmuch as ye have done it unto one of the least of these my brethren, ye have done it unto me."
Matthew 25:40

The University band was already into the second refrain of John Philip Sousa's "The Thunderer," the part where the trumpets play the familiar theme with just their first and third valves down and the trombones play the treble counterpoint that everyone likes to hum, even though they can't sing bass. Just when they got into the "dum-da-dum-da-dum-dum-dum-dum," the first athletes burst through the doors to the whoops and hollers of the fans in the packed bleachers. Balloons were launched. Red, white, and blue streamers made wild and darting patterns against the gray ceiling.

Each athlete was accompanied by two, sometimes three, students. Some clapped in rhythm with the band and turned occasionally to help their athlete clap along. Others carried balloons that had somehow evaded the earlier launch. Some pointed to friends and relatives in the stands. Always there was one student who was responsible for guiding the athlete—by holding a hand or joining hands with another student around the waist of an athlete who tried, but who could not quite make it on his own. Some pushed wheelchairs through the phalanx of

university students formed just to greet these exceptional students on this special day.

The athletes took their place in front of the stands and listened as Willie Thompson, announcer at radio station WMUU, declared this day their day. They sang the national anthem, saluted the flag, and said the Special Oympics pledge.

After the opening festivities, the day began. These athletes competed to do their best—to meet a goal that might seem easy to someone with more ability. Everyone received an award for the attempt. John Bingham in *Runner's World* is fond of saying, "The miracle isn't that I finished. . . . The miracle is that I had the courage to start."

In addition to the competitions, there were events that were fun just for the participation. Some sang songs, others enjoyed the stringed instruments—guitars, a banjo, some fiddles—and clapped along with others or walked through rows of students who sang and shouted encouragement. Some even took a quick lesson on playing a guitar, strumming one for the first time.

Each year, the School of Education at Bob Jones University sponsors this day for the students at Washington Center, a school for exceptionally challenged students. Anticipated by these students and their teachers, parents, and friends, this day provides the collegians an opportunity to serve and to become acquainted with ways to help the exceptional child. Washington Center Day is in keeping with the university's mission statement: "Within the cultural and academic soil of liberal arts higher education, Bob Jones University exists to grow Christlike character that is Scripturally disciplined; others-serving; God-loving; Christ-proclaiming; and focused above." Further, the School of Education has the stated purpose of "training . . . prospective teachers for teaching positions in both public and private schools." Very few events at the university work together to accomplish both of these ends.

Working with the students at Washington Center is not the only service opportunity that Bob Jones University students participate in. They also have active roles in assisting the athletes in the annual Special Olympics competition; providing help in repairing homes of needy families; cleaning trash from rivers and parks around Greenville; and

preparing facilities for a full summer of use at Camp Spearhead, a residential summer camp for people with handicapped conditions. Our education students play active roles in most of these activities, providing needed services in a variety of settings.

Although these service opportunities have been valuable for the development of our students and have added depth to their experiences, my objective was to go beyond these important activities and get the students in my classes to think about how they could replicate an event like the Washington Center Day at the school where they will be teaching in just a few short years. My objectives for this development are the following:

1. To inform the dean of the School of Education and the department heads of the potential of service-learning.
2. To elicit the cooperation of the Dean of the School of Education and the department heads to incorporate a unit on service-learning in each of the separate special methods courses. Such a unit would involve the following:
   - To inform students of the concept of service-learning.
   - To plan strategies that will involve the development of curriculum content in connection with the service-learning project.
   - To enable students to organize such an event for the students in their schools.

At the outset, this writer admits that these objectives were only minimally achieved. This story involves, to a large extent, the inability to convince my colleagues to participate in an idea that I thought held real promise and the lessons I learned in the process. It became obvious for a variety of reasons that my colleagues did not share my vision. The hopeful side of this story is that we might learn from this process and build upon it.

Information

When people hear the name Bob Jones University, they have varied impressions. They are usually not aware of our size, however. Although

not as large as some state institutions, we have over 4,600 undergraduate students, and the School of Education is one of five colleges within the University. We offer two undergraduate and five graduate degrees from six divisions: Elementary Education, Special Education, Secondary Education with eight departments, Physical Education and Exercise Science, Psychology, and Graduate Studies. In teacher education, we graduate around 130 students each year. The size might help to understand that instigating change involves a lot of people and is not always easy.

The Dean has supported the Washington Center Day (WCD) activity and encouraged the education students to participate in Special Olympics. Canceling all the education classes for WCD, he expects that all students and teachers in the School of Education participate fully in the morning's activities. What he asks of his faculty, he does himself, encouraging these special athletes and talking to the teachers and administration, praising them for the job they do for their students. Some students organize skill activities, like ball throws or ring tosses. Others supervise and assist the athletes by helping them walk, pushing their wheelchairs, helping them eat, and encouraging their efforts. Some help students get off the school buses, and do setup, cleanup, and a myriad of other activities to help make this day successful.

The upperclassmen are the ones that have the major responsibility for the athletes. Escorting them to as many events as they can get to, these older students make sure the athletes have a good time and attempt to achieve the physical goals that they have set.

When I explained that I would like to work on the learning part of service-learning, the Dean was willing to let me talk to the faculty at our monthly education faculty meeting. The education faculty meet in a gorgeous conference room in the student center. As you enter, you see three circular mahogany tables that seat six, all lined up in front of you. Their matching mahogany upholstered chairs are neatly arranged around the tables, whose surface is protected with a glass top. Against the walls are couches and padded chairs, available for the overflow. The university is noted for its collection of religious art, and in this room

there are four large portraits of people who are unidentified. One is a priest whose garb indicates that it could be as early as St. Jerome or as late as Savanarola. In opposite corners in the front of the room are two large Ming vases encased in glass. They flank a large hand-carved walnut fireplace and mantel. It is an impressive room and meets the needs of our education faculty.

The location, the people, and the opportunity presented no problems. I soon found out, however, that this was not the best year to take on this project. We had our 5-year on-site state evaluation of the School of Education, and attention was focused primarily on preparations for that event. All the teachers were fine-tuning their syllabi, updating their vitae, involving themselves in other self-study activities like writing, editing, and rewriting the various sections of the self-study. Most of the organization and coordination for this project was given to the present writer. My time, as well as others' time, was definitely limited.

Cooperation

It was understandable, then, that the teachers listened guardedly as I explained the objectives above. Because WCD has such an important role in our program, they listened attentively, but they were less than enthusiastic when I asked them to consider adding this short unit to their class schedule. Most said they would think about it, but, as it turned out, no one did anything except participate in WCD and encourage their students to do the same. That comment is meant to be a compliment to their commitment not a criticism. Two factors seemed to create a resistance to making space for service-learning in the special methods classes. The first was that the faculty felt as if this were one more thing that they did not necessarily want to deal with in this already difficult year. They were working hard to make sure that their part of our program met with excellence the standards by which we were being measured. Some had already submitted their department's portfolio and were now in the rejoinder process. One more thing was not what they were looking for.

The other was the nature of the task that they were being asked to do. It wasn't that they were unaware of service-learning; they were

already informing the students about what it was and how it is being implemented in a variety of settings. But the goals of this project were to take them beyond just informing students. The teachers were being asked to encourage students to develop strategies that would enable them to organize such an event in their school. Further, they were being asked to help their students plan to use these service activities to address course content in the process.

When they were requested to develop the service-learning concept in this other dimension, the teachers seemed to feel that the added preparation and class time were elements that they were uncomfortable with. Our university has 22 approved teacher education programs, and each of these has at least one corresponding methods course. These special teaching methods classes—Teaching Mathematics, Teaching Science, Teaching English, etc.—are usually offered in the spring semester but were already accommodating subjects in their curriculums like Tech Prep and South Carolina's state-mandated teacher evaluation program. They had their semester planned and, at least in this year, did not feel compelled to change their plans.

This writer teaches the course Teaching English in the High School, one of these special methods courses. If I had to go it alone this year, then, I thought, my experience might help my reluctant colleagues to get started next year. All of my methods students had participated in WCD on more than one occasion, and the event affected their lives. One student said that "it helped me learn compassion for others." A girl added that it helped her "appreciate those who are willing to work with these students." Still another thought that it caused her "to become more aware of those with special needs." Reflecting on the emotion-filled day that affects both parents and their children, one student mused that it "gives me an opportunity to get out of my comfort zone and serve. It's very emotional to see how excited the children get."

The students in Teaching English were to incorporate this service-learning project into a unit on long-range planning that had been a part of the course for several years. This long-range plan showed the process for planning a service-learning event. As part of the project requirements, the students had to write a lesson plan that fit the specific

English curriculum they were developing and include instruction about the process of the service-learning event that they were trying to promote.

Even though we discussed these requirements in class, it was clear to me when reading the students' projects that the students would have benefited from a more thorough discussion of the process and a fuller development of how to integrate curriculum content. Students were somewhat successful at planning this event but did not understand fully how to incorporate the learning of content into their students' participation.

You've heard members of a team declare after losing their last game, "We'll be back. Wait until next year!" That's the way I felt. I could see the value in what I was trying to communicate but was frustrated in my ineffectiveness at communicating it to my colleagues. I learned many things this year, some of which are listed below.

Lessons Learned

1. **Start earlier.** Waiting for second semester to begin is not a good way to start. The seeds of this project need to be planted earlier. In the department meetings at the beginning of the year, I need to come forward with a plan to work on this service-learning project. Teachers need some lead-time in order to make adjustments in their teaching schedules.
2. **Don't try to "shoehorn" something into an already cramped schedule.** This year was a difficult year because of added responsibilities that we all shared. To try to attempt something new was, in retrospect, not a wise thing to do.
3. **Anticipate where the obstacles are.** The special methods classes are two-hour courses and meet twice a week. Teachers feel that there is not nearly enough time to do all they think needs to be done to prepare these students for the responsibilities they will meet in student teaching. It would be an understatement to say that putting one more component into their crowded course schedule was unappealing.

4. **Take advantage of what you have.** The students and faculty were already participating in a highly successful service-learning event—the Washington Center Day. Encouraging classroom activities to help the students learn about the process instead of just to participate might have allayed fears that we were adding to the curriculum.
5. **Provide an adequate model.** Seeing an appropriate model may have encouraged the teachers. Having an example could have provided an adequate stimulus to overcome inertia. At least it would save the teachers time in having to develop examples on their own. Further, providing suggestions of how they could prepare students to learn from WCD would have helped to teach the process of what the students were doing.

I realize that if things don't go as planned this year (not again . . .), I may have to go it alone. At least the students in Teaching English will have the benefit of thinking through a project that will benefit themselves and the people in the communities in which they will be teaching.

Pathways to Partnership: Oklahoma State University's On-Site Program

Sue Christian Parsons With Jill Metzger and Donielle Larison

Some times of the day it can take nearly 10 minutes to drive the one-half mile from the corner of Monroe and Hall of Fame to the parking lot of my office. Monroe is lined liberally with raised crosswalks that make venerable speed bumps. Cars crawl warily as students dart from all directions, and bicycles make sharp-angled turns to cross the road. Once a stream of students starts to cross, a waylaid driver with the right attitude may find great entertainment in people-watching. The students crossing in front of the bumper move in couples and gaggles or tramp along in singular concentration. Most are young, "fresh-faced," and white, a fairly even mix of male and female. The young men tend to sport short haircuts; early morning ponytails or trendy short cuts are favored by the girls. Blue jeans or shorts are the norm, depending on the time of year, although it's not uncommon to see students more dressed up, especially around pledge time. A few of the students, especially those crossing near the Ag College, wear typical western garb, university style—Lee Riders and big-buckled belts paired with caps and sneakers. It is also fairly common to see international faces or dress punctuating the scene, especially students who look to be from Asian or Middle Eastern countries.[1]

Once inside the College of Education, the scene narrows a bit. The elementary education majors that largely populate my working world are mostly young women and, like the rest of the university population,

mostly white. The undergraduates tend to be eager and passionately well-intended. Many of them, when asked to share artifacts that represent themselves, bring Bibles or a picture from church camp. They say that they want to teach because they care.

The vast majority of these students, like those on the campus at large, come from Oklahoma, and those who hail from out-of-state tend to be from just beyond the borders. Many of them were raised and educated in small, ethnically and culturally homogeneous towns. The "city-dwellers" among them are largely from the two cities just east and west of this smaller community. In general, these students recognize each other easily, whether or not they have met previously.

Oklahoma State University is a land-grant university whose vision statement stresses a strong commitment to students as well as a goal to attain Research I status. Land-grant institutions, by definition, are connected with the public—they are service institutions. The College of Education embraces this call to service in policy and practice, as evidenced in the mission statement:

> Consistent with Oklahoma State University's land-grant mission, the College of Education is a community of scholars dedicated to research, teaching, and service. The foundation of our work is basic and applied research which informs and improves education in schools and other settings. Excellence in teaching illustrates a commitment to continuing learning, cultural diversity, and use of appropriate technology. The college maintains and promotes linkages with constituents who develop, disseminate, and apply knowledge. This integration of research, teaching, and service advances professional education for the people of our state and throughout the world.

The program featured in this chapter embodies the college's values in that it seeks to maximize student learning and serve the community at large, while simultaneously providing a rich arena for research into teacher education.

A Story of Relationships

This is a story of relationships. In a broad sense, the story is about bringing together two educational institutions to better serve the needs of each. But at a deeper level, this is a story of re-visioning teaching and learning through relationships: colleague to colleague, classroom teacher to university professor, professor to student, pre-service teacher to in-service teacher. Dubbed ExCEL (Excellence in Collaborative and Experiential Learning) but often simply called the on-site option, the program transformed the traditional university-based methods block (taught the semester before student teaching) into one integrated, site-based, service-oriented course.

Service-learning in this program is a two-way street between the university and a nearby school district or, more specifically, the Elementary Education degree program and Sunset Heights Elementary School.[2] University students in the program supply a wide variety of services to Sunset Heights Elementary School, providing support for almost any task a teacher undertakes, and often providing support for the administration as well. Sunset Heights teachers serve as they mentor and provide academic and professional guidance for the students assigned to them. Six university professors each spend 4 hours a week at the elementary school, instructing students in context, conferencing with students individually, and conferring with classroom teachers.

The program has quickly moved from its initial pilot research status to become "expected" at the university and in the school district. What began as the courageous and creative act of breaking out—out of the usual curricular structures, away from our more solitary professional lives—continues to challenge us as the partnership grows and develops.[3]

In the opening vignettes, each author offers a sense of the communities involved—the people; the places; the hopes, dreams, and convictions—and how they came together. We move on, then, to address the challenges, benefits, and lessons involved in reaching out to serve and learn.

Expanding the Village *(Jill, Sunset Heights teacher)*

Fifteen children have been born to members of the Sunset Heights faculty in the last 9 years. Many of us have provided support for a colleague in the delivery room. We take responsibility for each others' school-age children when meetings or other responsibilities call someone away from the building. Our teacher's lounge has a family feel. We are truly a nurturing community for each other, and this sense of community carries over into the way we do school at Sunset Heights. The saying, "It takes a village to raise a child," is often repeated in this school, and we strive every day to create a school-village that embraces and nurtures every learner. Our village doesn't have a fortress; rather, we believe in inviting others in. We welcome new people and new ideas. We seek to live out our tenets of acceptance and tolerance while staying at the forefront of educational innovation. Perhaps it is the strength and openness of our village that led our faculty to welcome the ExCEL program into our lives and onto our campus. We wanted to expand our village to give us more hands and more wisdom to raise the children here.

Sunset Heights has a fascinating demographic for a school in a small Midwestern community. Our student population is 478, with a poverty indicator of 56%. Largely due to the close proximity of OSU family housing, nearly 30% of our students are international, representing a total of 19 languages and 26 countries. Sunset Heights offers the only English as a Second Language program in the district. Before- and after-school day care, as well as early-childhood day care, is available to meet the needs of families.

The teachers at Sunset Heights, 35 in all, take lifelong learning and collaboration seriously. We have one nationally certified teacher, one with a doctorate, six with master's degrees, and nine more with course work beyond their bachelor's. Several Sunset Heights teachers are Professional Development

Institute of Science trainers (experts in inquiry-based science), and a good number have taken extensive training in peer coaching and mentoring. Other faculty members have advanced technology training. Collaboration and professional sharing are rampant at Sunset Heights, so specialized training received by a small group seems to reach the faculty as a whole.

My colleagues and I see ourselves as facilitators for learning, allowing children to learn and develop their knowledge base through discovery and problem solving. We adopt the same model for our own learning: We are inquirers and problem solvers. We build and maintain a strong professional knowledge base. We share what we know. We try new things. We do all of this to build the village—ours and the larger village beyond our school walls—in the hope that we may be better able to raise the children.

Stepping Out: A Student's Story *(Donielle, former student, first-year teacher)*

"One more year!" This was the refrain that kept flashing through my mind. "One more year, and I will actually be in my own classroom!" Unfortunately this thought would surface at some of the most inopportune times, causing me to lose focus occasionally on the task at hand. During one session of my visual arts class, when my group and I were supposed to be working on our box projects, I found myself deeply engaged in my "one more year to a real classroom" daydreams. Dr. Moseley popped her head in the classroom door, drawing me back from my wanderings. She was looking for a pair of scissors for a class she was about to teach, but as she left the room she mentioned a new program in which students would learn by doing. Their methods classes would be integrated into the time they were spending at a designated elementary school, and they would have the opportunity to stay in that classroom through student teaching.

I had never heard of anything like this! Having always seen myself as a hands-on learner, and anxious to be in a real classroom, I was ecstatic! I asked every student and every professor I could find for any information regarding this innovative idea. Finally, official program information was made available and interviews for participating were set up. The time came for my interview, and along with it came my nerves. This opportunity mattered to me!

I thought my interview went very well. In fact, it felt more like a time for discussion and sharing than a formal interview. I was able to share with them what I felt my strengths and weaknesses were. They asked why I wanted to be a part of this program, and warned me about the amount of time that would be required. I left the interview even more excited and anxious to hear whether or not I would be involved in this new program.

The news was finally released, and I was one of the 20 students that had been chosen for the guinea pig group. I looked over the list of participants, most of whom I recognized from other classes. There was certainly a diverse assortment—different philosophies, different personalities, different levels of involvement in the college . . . even a male. I eagerly set my sights on August and the start of the new school year.

August came like a whirlwind. There were district meetings, schoolwide meetings, ExCEL program meetings: You name it, and we met for it. I was placed in a fourth-grade classroom. My mentor teacher had the most amazing personality and sense of humor. From the beginning we connected and found ourselves continually laughing.

Funny, but the first real challenge we faced was parking. Not only did the teachers need a place to park, but there were now 20 ExCEL students as well as the OSU faculty that were in the building and needed somewhere to park. Students and faculty began to carpool or walk. The conduit between the Oklahoma State University College of Education and Sunset

Heights Elementary School was wide open and in full operation. We were off and, boy, were we busy!

Planning and Implementation

The initial impetus for developing a site-based option came from two faculty members, Dr. Chris Moseley and Dr. Kay Reinke, but grew quickly with outside grant funding and active support from College of Education administration. Though representing various subdisciplines in Elementary Education—Literacy, Social Studies, Science and Math—the six program faculty members embraced a view of learning that calls for active construction of meaning by the learner and that values authentic, engaged inquiry experiences as the foundation for an effective curriculum. The program began with the continual quest to do a better and better job of preparing high quality teachers, and a partnership of faculty members developed around that common goal. Moving students' learning experiences from the largely hypothetical to immerse them more fully in the actual might be a logistical nightmare, but such a move held promise for greatly enriching the learning.

The summer before we began the pilot, Dr. Leah Englehardt and Dr. Suzii Parsons, both ExCEL faculty members, attended the Service-Learning in Teacher Education Institute hosted by the National Dropout Prevention Center at Clemson University. Asked to draw up a plan for integrating service-learning into teacher education at their institution, they honed in on the natural fit that the planned program provided. The new program was, without a doubt, a service-learning endeavor and would benefit greatly from a conscious and intentional focus on service-learning principles. The service-learning picture that emerged was complex—even somewhat complicated—and rich with possibility. The program moved on with the term service-learning formally attached, with grant money from Oklahoma Higher Education Partners in Service-Learning in the start-up fund, and with active awareness of the power of such pedagogy.

Pathways of Service

Although the on-site program initiated with the university, it quickly became a complex entity fully engaging both institutions in serving and learning. The most obvious component was the service that these students and faculty (and, by extension, the OSU College of Education) would provide to Sunset Heights Elementary School. When they entered into the partnership, however, Sunset Heights Elementary faculty and administration took on a service role as well. As one elementary faculty member noted:

> We all thought that this would be a neat thing to try because we have so many needs to meet in the classroom, and with a ratio of 22 to 1, it is quite challenging. So, we looked at this and thought that these are good, very high quality students out of OSU, and it will probably be a situation where they have an idea of how children learn and what the needs are in the classroom, even though I'm sure there are many surprises. We [thought] it would be great to have more one-on-one help, small group help, for them and for us. It would benefit everybody.

Individuals from both institutions embraced the service act with fervor, and both found themselves richly involved in expanding knowledge about and insights into the teaching act. Teachers, parents, administrators, and university students served on an advisory committee to enhance program growth. Service moved beyond the directly contracted (such as university students providing tutoring and teachers supervising university students) to benefits that grew out of rich relationships and quality performances: Classroom teachers assisted with course assignments, for instance, while university students shared what they were learning in their classes. Professors, working hard to provide outstanding learning experiences for their students and actively engaged in research in teacher education, also pitched in to provide service to the school, acting as consultants, lending a hand in a classroom as necessary, and providing support for special functions. In return, frequent interaction with the elementary school provided professors with fresh and pertinent examples to incorporate into class sessions at the university and, on a

broader level, called them to ponder curriculum needs. Reflecting on the wealth of special needs represented in the Sunset Heights population, one professor commented:

> Professional development for working with special needs children is definitely lacking across the board—in-service as well as pre-service. If we can get some things going at the university, we can provide a lot more help to in-service teachers as far as dealing with these children than we have in the past.

An elementary teacher recalled:

> We were talking about our reading program, and we wanted to make some changes in what we were doing so we talked to Dr. Parsons and said, "What kinds of books do you have that we can start reading?" So, it's kind of a connection with the university, it's a resource. I think it's important that we have a reality here. We keep a connection to the real. What is going on in these classrooms is very different from what's going on at OSU or at any university. I think it keeps [university instruction] real; it keeps it grounded.

Elementary faculty members were supportive of and open to university faculty research and teaching efforts. Some became active research partners, while others served as guest speakers in university classes. Some teachers, inspired by new relationships with the university faculty, enrolled in classes. A university professor observed:

> I have three teachers in my graduate level primary math class this summer, three teachers who probably would not have pursued a master's degree if they had not had ExCEL students in their classrooms and had seen what we were doing at the university.

In short, the research, service, and learning experiences built intentionally into the program structure grew to provide a host of rich benefits to all involved.

Effective Service: Making a Difference in the Classroom

Correlative to the program goal of providing highly effective learning experiences for pre-service teachers is the goal of providing effective

and worthwhile service to the elementary school community. The ultimate goal of both university teacher preparatory programs and public schools is to enrich the lives of children and their families through exemplary education. The service that these students provided did much to enrich the capacity of this school to meet the needs of the children. A walk down the hallways one afternoon tells much of the story:

One OSU student sits in the hallway with a chunky fifth grader and a simple, colorful picture book. The boy grins from ear to ear as the young woman helps him to make the connection between the English word on the page and the familiar concept offered in the illustration. They both laugh as she tries, rather unsuccessfully, to repeat the word as he says it in Korean.

A few doors down, a substitute teacher and an OSU student move among a group of fourth graders, offering support as needed. A professor steps into the room, and the substitute comes over to see what is needed. "I'm just checking in. I'm one of Lynne's professors." "Oh," responds the substitute, "She's really done all the teaching, and I'm here to help. I've never spent a smoother day. She already knows what to do!"

Ten third graders follow their ExCEL teacher into the computer lab, eager to work on their Internet research project while the rest of the class gets their chance at the morning science experiment. Second graders are bunched up at the front of the room listening to their ExCEL teacher read a story aloud. A first-grade class is scattered about the classroom floor, helping each other measure arms and legs with paper strips, then measure the paper strips with rulers. The mentor teacher and her partnering pre-service teacher move deftly among them as in a choreographed dance.

The infusion of informed and capable classroom assistants, supported by on-site university faculty, help to provide a safe and consistent learning environment capable of meeting the needs of individual children. Furthermore, the consistent and active presence of the university students allows teachers to undertake more detailed projects and complex learning experiences. The university students also bring experi-

ences new to the usual slate, infusing classrooms with fresh ideas and insights, especially in the area of technology. The Sunset Heights teachers have proved highly receptive to new ideas and allow the university students to take risks and try new things, a stance that remains critical to program success.

Some teachers lingered in the hallway to talk. Others rushed out into the parking lot, running a bit late for evening commitments. A blue-lined flip chart perched on an easel in the middle of the library told the story of their discussion. One simple question—"How have we benefited from having this program at Sunset Heights?"—resulted in a torrent of discussion, carefully boiled down to simple phrases and recorded in neat teacher-printing:

Impact on Teachers:

- Makes teachers justify and rationalize
- Gives us ideas
- Allows us to have a fresh set of eyes
- Keeps us fresh and updated
- Makes us reflect more

Impact on Sunset Heights Students:

- Another person to talk to
- More individualized attention
- Handle change better
- Energy to classroom
- More opportunity for creativity
- More support for students
- Able to go more in-depth

Impact on School Climate:

- A community of learners
- Outstanding reputation
- High expectations
- Flexible

- Pride
- Diversity
- Risk-taking
- Positive
- Extra energy
- Increases the size of our "village"

Effective Learning: The Road to Stronger Beginning Teachers

Doing It Well [4]

The panel members seated in front of the Elementary Educators of Tomorrow were showing signs of wear. Lauren had surreptitiously slipped her shoes off her aching feet. Jana rested her chin in her hands and her elbows on her knees as if holding her head in line. All four wore wide grins, though, as they talked about their experiences in the on-site program and fielded questions.

"Do you think you are learning as much as they do in the methods classes? I mean, how do you learn the stuff when you are in school all day?"

"I really believe that I've learned more," answered Janet with a renewed rush of energy. "I mean, maybe we miss some social studies fact or a science concept here or there, but we really address a lot of that with our kids. It's like, teaching is about learning while you teach. Even after we are out, we'll be learning all the time to prepare for our lessons."

"Well," added Dani, "You know how we always talk in our classes about how you need to have meaningful experiences and that they have to apply to the real world? Well, I feel that in this program the assignments were applicable to what we were doing in the classroom. Everyone in Semester Y had to create an integrated unit, but we were really doing it in our classroom. It's just so meaningful, and now we really know how to do that for our students."

"You know, as one of the program professors, this question about what is being learned is an important one to us. We hope

that what you are saying is true, that you are learning the content effectively, and that you are learning how to learn and to help your students learn. This is a major focus of our research. We want to know if this is the best way to teach you guys to teach."

"Think about," said Janet, "you know, we talk about inquiry and integration and we do units and lesson plans to teach that way, But the only reason I know how to do that is that I've seen it modeled. I've seen the questioning modeled. I've seen how these students think and work and what kind of questions they need to be asked."

"You know, if you have a lesson plan and you can't control your kids, what is the point of having a lesson plan? This program allows you to see how an experienced teacher does that."

"I've heard that it's really a lot of work."

Lauren smiles broadly and sighs a bit before launching into her response. "Okay, here's the deal. You work about 40 hours a week. That's what it's like, having a full-time job. Then you're an OSU student so you have two hats, and it's a balance trying to figure out which hat to wear and when, but in a way I feel that also prepares you to be a teacher because if you're a mother, a wife, a husband, brother, uncle, whatever you are, you're going to have to balance that life with your school life, with everything. So it's an experience that teaches you how to do that, because you really have to learn how to prioritize, to get everything completed, and to do it well. It's not just getting it done; it's doing it well.

Doing it well is a commitment carried out by all program participants: university faculty, school personnel, and pre-service teachers. Even with successful service, an undertaking such as this cannot be deemed a success without evidence of effective learning. Research into program impact on students is ongoing and longitudinal, but early indicators are heartening. Students in the program receive consistently high scores on their professional portfolios (submitted at the end of Semester Y and after student teaching as a certification requirement)

and on their professional exit tests. The portfolios, in particular, show a level of sophistication and richness that takes advantage of a broad range of experiences, and the high quality of the core concept reflections in those documents may be a direct result of the strong reflection component of the service-learning experience. Direct causal relationship is difficult to show as these students demonstrated high performance before entering the program. The change in selection procedures and longitudinal study should allow us more fully grounded insights into program effectiveness.

We do see, clearly and with full support of data, that students who participate in this program see themselves as getting a quality experience. In their end-of-semester reflections, in interviews, and in conversation with incoming students, these pre-service teachers sound the same general refrain over and over: The program requires hard work but yields great benefits. One current program participant describes the experience this way: "[The program involves] an incredible amount of work. You'll be exhausted and overwhelmed, but it's worth it. This was the best experience—the relationships, what you learn—it's amazing, the best decision I ever made."

We are most interested in how participation in the on-site program develops highly effective teaching, so we are following program graduates. At the time of this writing, only one group has completed the program (including the student teaching component and exit testing) and entered the teaching field. As we begin to look at follow-up data on these first-year teachers, the results look extremely positive. They are being enthusiastically received as unusually capable and polished, especially in the areas of classroom management and ability to design and implement meaningful, engaging curriculum. The comments on one student's residency year evaluation form echo both formal and informal responses we are collecting on these young teachers:

> Dawn's presence to her class is not overpowering, but strong in a friendly, respectful way. The students respond appropriately and respect her for this. She handles them fairly in a positive manner. She started from day one and set up her

> classroom community, routines, and rules. Her students know her expectations. . . . Dawn is the best professional role model as a first-year resident I have seen! (residency year mentor teacher)
>
> Dawn appears to be more experienced than first year teachers. She is a team player, polished, and confident. (residency committee higher education representative)
>
> One of Dawn's strengths is her ability to communicate with parents and staff members. She has done a commendable job of establishing a positive rapport with students. Her classroom environment is truly threat free. (residency committee principal)

Reflecting on the impact that participation in the on-site program had on her performance as a first year teacher, Dawn noted:

> I feel that my experience in the ExCEL Program allowed me to gain the confidence and experience needed to have a classroom community that everyone of my students can learn in. During ExCEL, I spent my first semester learning how to set up routines and getting used to the idea that you have to teach them what you expect from them. I was able to use that experience and teach those expectations starting with the first day. . . . [I also worked] on how to develop and instruct lessons that are appropriate for all learners. My professors have always told me to give the students a hands-on experience that they will learn from and remember. I feel that ExCEL has allowed me to do just that. I was able to learn and grow from my experiences. I believe that I have relied on my prior ExCEL experiences to be a successful classroom teacher.

Internalizing the Curriculum

The undergraduate teacher education program at Oklahoma State University formally embraces four core concepts that guide curriculum: diversity, integration, professionalism, and lifelong learning. Each class we teach on campus emphasizes growth in these areas, and students' program portfolios are organized according to these concepts. Service-learning as part of the on-site program provided the opportunity to

move students beyond abstract conceptualizing to grasping complexities and acting out of these understandings. Learning—meaningful, applied, engaged learning, of these concepts and related pedagogical knowledge—is richly evident in the following exchange from a focus group interview session:

Dr. Parsons: How would you describe yourself now at the end of the program? What have you become?

Audrey: Well I think I would stick with researcher/evaluator.

Jan: Researcher or goal-oriented.

Allison: I would like to see professional too, that kind of goes with researcher, [and] goal-oriented.

Audrey: And lifetime learning. Like how we were talking about how our observation skills and our analytical skills and our higher-order thinking skills because of the dialogue that we engaged in, because of the second and third drafts that we did. You know that made us better professionals, too.

Dani: I remember when I first heard about the first four concepts, I was like, this is a crock or something [but] now I'm like, "Wow, that's in everything I do!" because when you . . . write a lesson you have to include every aspect of that. . . . You have to include every type of learner, you know what I'm saying? You have to be professional in your mannerisms, a parent, colleague. They're just all there now!

Audrey: Kind of like the PASS skills, you know that you have to do them, but you already do them.

Dani: They're natural.

Dr. Parsons: What would you say are the central values that you carry into that classroom? What do you think is really, really important? What's going to drive the decisions that you make?

Rachel: Authenticity. One of the things that I think OSU is really strong in is providing professors that are good role models and, you know, a lot of our classes we don't just go in and sit down and listen to lectures. But because we have had this authentic experience and because of all the integration, I think that in the classroom I would want to strive to try to make every experience integrated and authentic.

Jan: Flexible. I used to think that I was flexible, but I didn't know how flexible I could be until I started [the on-site program].

Dani: So true! I am like you, I was like, this is going to be not a problem for me, [but] I think it was because I was exhausted. You're just like, "I can't do this anymore! What have I got myself into?" But it's just like no problem now.

The biggest thing for me is going to be individuality because I want to appreciate that in everybody. . . .You know, not everybody succeeds as well in certain areas. I want them to work on those so that they do feel more confident in them, but I don't want to stifle what they already do well. So that is going to be a big thing for me, and I think it's because [in this program] there are so many avenues to express what you're understanding. That has helped me because I used to be really shy, and I don't feel that I am as much now . . . because I was able to express myself. That's something [that] is going to be central to everything that I do.

Rachel: Something that I was really worried about [was] going into a classroom [and] having to plan authentic experiences everyday, all the time. I was thinking I am going to be up all night every night, and I am never going to sleep. But with the whole flexible issue, I planned something for a week and it was good enough for a month because . . . it comes easier when you start on one thing [and it will just] snowball into a hundred more learning experiences.

Jan: I think humor is central. . . . If I ever go through a whole day without making sure I laugh at least once I will deserve a kick in the butt when I get home. You can't get through the whole day without laughing at least once because things get all knotted up . . . and I don't want that.

Dani: I make an idiot out of myself so many times. You have to be able to laugh at yourself, I mean, because the kids will snicker and if you're like, "That was pretty stupid of me, wasn't it?" Well, there's that community because they know that they can trust you. And it's okay, you know, because you're laughing at yourself.

Rachel: And they point out a mistake and you're like, oh thanks, because I totally missed it, you know.

Jan: Yeah, exactly. You have to show the kids that you are a learner, too. You make mistakes, and you don't know everything.

Audrey: I [think it's about] valuing [your] relationship with students and seeing what they're learning more than their performance. I think a lot of teachers . . . value performance over anything else, but the relationship [is what matters]. My teacher [at Sunset Heights] had amazing relationships with every single student in my class. . . . I mean, anything that was going on in their lives they just went and sat in her chair and [would] talk to her. She would take kids to lunch with her [to talk]. They . . . performed better in the class because of that relationship.

Jan: If you take that break time and have lunch with a kid that needs you, you don't need the break as much later.

Changing Faculty Roles

This new integrated, service-oriented structure changed the professor's role rather dramatically. In the traditional program, most

formal collegial work addresses broad curriculum and administrative issues, but the new program called for close collaboration on deep instructional issues. An OSU professor stated:

> I think one of the major benefits to me [is that] I really like doing things with others, and the [on-site] project has given me the opportunity to work with five different faculty members in other areas who I wouldn't have had the experience to work with. It's one thing to greet one another in the hall or to have lunch once in a while, but it's something else to work with them on how can we make this unit cover all of the content areas and at the same time get across some of our real pet approaches to delivering the instruction or to helping students learn.

Faculty meetings sometimes became impassioned discussions over such issues as the nature of constructivism and inquiry. We came to understand that while we shared central tenets, our content area traditions offered often quite disparate approaches to acting on those beliefs. The professors evaluated and reevaluated the types of experiences they were providing in all their classes for authenticity and theoretical honesty, and engaged in similar discussions with faculty outside of the on-site program. Faculty members, informed by each other and by a constant presence in the elementary school, broadened their insights and, most importantly, actively (and sometimes painfully) examined their own beliefs and actions.

Furthermore, the relationship with the students changed. In the usual instructional model, the professor interacts with students in a formal classroom setting and serves as a professional role model. Closer, more individualized mentoring often takes place outside of the classroom on a more informal basis, often as initiated by the student. The structure of the on-site program put this mentoring role at the center of the teaching act. Each professor was assigned a cohort group of four students. Professors met regularly with these four students, discussing program concerns, providing guidance and instruction relative to academic projects and classroom engagements, steering students to resources, observing students in the classroom, and, while receiving input from other professors and classroom teachers, taking primary

responsibility for evaluation of academic performance and professional conduct. This professional relationship, coupled with authentic engagement with the full range of professional experiences (parent conferences, faculty meetings) and the already high expectations in the college, served to nurture students' concepts of themselves as capable professionals. As one student noted, "[In relationships with university and elementary faculty] we had the power of our words. We had some say in the program, and we were heard. In the end, we came to be respected as professionals."

Institutionalizing Service-Learning

When increasing program enrollment called the university faculty to ponder splitting the program between two campuses, the response from one elementary faculty member was simple: "But this program IS Sunset Heights!" Looking to a third session in the fall of 2002, the program, with its service-learning principles intact, has become an integral part of both institutions. Financial support (operating funds, personnel, etc.) and formal, contractual commitment from both the College of Education and the public school system remains, though to a lesser degree than for the start-up semester. In addition, formal and substantive decisions about the future of the program, initially the domain of the university faculty, have moved into the hands of a formal steering committee with representatives from both the university and the district. One of the early effects of this committee's work is to engage elementary and university faculty in joint in-service, with the goal of formally growing and connecting scholarship and practice. As the program continues to grow, and as longitudinal research provides support for this direction, we may well need to expand this experience to involve more schools, more pre-service teachers and more faculty. The on-site program has flourished because of faculty commitment, administrative support, student attitude, and a shared commitment to excellence. Through reflective practice and generative relationships, we will continue to learn and grow to better serve the children of our community and beyond.

Growing Through Collaboration

The on-site project has already, even in its brief tenure, changed how we go about doing teacher education. The program is working to connect school and university more closely, thereby serving each other's needs more effectively and providing richer experiences for university and elementary students. Perhaps most important (and as evidenced in the previous sections), the collegial aspect forced all participants—university faculty, elementary faculty, and students—to confront concepts and issues on a deeper level—moving beyond surface understandings and practice to engage each other in deeper philosophical discussions, to question, to become aware, and to articulate their own practices—a "fish bowl" effect. University faculty planning sessions have moved beyond discussions of how to effectively mesh course syllabi to dialogue about the philosophical underpinnings of their varied practices and content area understandings. Teachers report increased awareness of what they do and, more importantly, why they do it. Students, too, are moved to new levels of reflection, working to understand (and often emulate) their mentor teachers' acts, while honing their own styles.

The journey into service-learning has not been without peril, and changes have been made in response to problems encountered. The application process was fine-tuned to ensure that students make thoughtful decisions about the type of program they prefer. Instead of conducting interviews only for the on-site option, each student in Semester Y now selects an option (on-site or campus-based), writes an essay delineating reasons for their selection, and interviews for admission into that option.

As we learned, assignments were fine-tuned and efforts were made to reduce workload for faculty and students while maintaining quality and challenge. We continue to work to fine-tune communication in all arenas—university to school, on-site program to the broader elementary education program, etc. And we continue to examine closely what we do and to wonder how we might do it even better. The intimacy of the service-learning relationship leaves little room for unreflective practice.

The voice of a third-grade student is perceptive:

> What I like about the [on-site program students] is that they are nice and they have good ideas for the classroom. What they do, well, just like regular teachers, they teach, but they learn while they are teaching, which is what I think most teachers do.

All of us, university professors, classroom teachers, and pre-service teachers are learning while we teach, and perhaps that is the most important lesson in this service.

End Notes

1. Of Oklahoma State's approximately 22,000 students, 1,964 students are classified as international students. The largest concentration of these students are from Asian or Middle Eastern countries.

2. Sunset Heights is a pseudonym. Names used are pseudonyms with the exception of university faculty (all of whom consented to identification) and contributing authors Jill and Donielle.

3. The program runs in the fall semester of each year, giving participants the opportunity to student teach in their on-site placement classroom. The research in this article reflects two sessions and two groups of students.

4. This vignette, constructed to demonstrate student perceptions of their own learning environment, draws from field notes of an Elementary Educators of Tomorrow meeting in which a panel of on-site program students fielded questions from other students, but includes student (and one faculty member) comments from focus groups and video interviews.

Part Two

Service-Learning Self-Portraits: Institutional Leadership

Faculty leadership in promoting service-learning in teacher education is admirable, but institutions also need to be strong advocates and designers of service-learning. This section of the book presents four portraits that describe how higher education institutions can be major players in institutionalizing service-learning in teacher education.

The initial portrait tells the ever-growing story of service-learning in the School of Education at Auburn University in Auburn, Alabama. The reorganization of the university credit-hour scheme from quarters to semesters enabled the School of Education to review its curriculum and the role of service-learning in the reform effort. Thus, Auburn's portrait is especially instructive regarding the challenges of integrating service-learning into the central mission of an education unit. The voices that comprise the substance of their portrait address these challenges. Finding time for service-learning, getting faculty involved, linking service-learning to course goals, and obtaining needed resources to do service learning are all issues explored in this very informative portrait. As the authors note, "Service-learning can nurture, or instill as the case may be, an ethic of service that not only reflects on the university, but also can be carried forward by students as they leave Auburn University."

The second portrait is entitled "Changes in the Heart: The Role of Service-Learning in Education." It is the story of how Kennesaw State University (KSU), Kennesaw, Georgia, is integrating service-learning

throughout its education programs and other programs within the university. KSU's mission is all about service and thus the development of service-learning is integral to the identity and growth of the faculty and especially of the students, as is evidenced by their "changes in the heart." A major theme of this portrait is that service-learning engages students and faculty as well as the university in a change process that is ever-evolving and that is positively changing the community.

In the next portrait, a faculty team at Benedict College in Columbia, South Carolina, tell their story of how service-learning energizes and equips future teachers and citizens with "tools" that change the community. At Benedict, service-learning is woven into the very fabric of the college's programs. You will find service-learning in courses, in service requirements for graduation, and integrated into practicum and internships. As the portrait authors note, "Benedict College is a place where *community* is viewed in a broader context and service-learning is valued as an innovative teaching methodology. Community empowerment, professional development, and leadership are the residuals of moving service-learning from theory to practice."

The final portrait is that of service-learning at the University of Charleston, in West Virginia. Here is an institution that exhibits so many of the ingredients for success: strong administrative leadership, committed advocates, expected routinization, an infrastructure of support, as well as important roles for youth. The portrait shows how together they are dynamically moving this institution forward. A small school, it is able to model the features that others will want to pursue on their own journey.

The major themes in these portraits are: (a) that service-learning can grow more effectively when universities (and particularly colleges or schools of education) play a key role in its evolution and development; (b) that the institutionalization of service-learning requires a great deal of professional development for faculty; and (c) that students and faculty need to re-think their roles in the teaching/learning process when they are using service-learning. As institutions claim "service" as a foundation of their identity, they must also claim the "learning" part of service as integral to making service meaningful to everyone involved. That means, as these four portraits show, that universities must fund and support service-learning as a major function of their teaching/learning activities.

Service-Learning: From Reluctance to Allegiance

Alice M. Buchanan and Michael Kamen

You can visit the Web site of Auburn University and learn many things. You will see a mosaic of photos of the standard collegiate attractors suggesting lovely old brick buildings, friendly people, successful athletic teams, a diverse student body, scholarly faculty, brilliant springtime flora. . . . You will find the familiar tool bars linking you to information regarding admission, academics, administration. . . . You will find Auburn University's mission statement. All of these "official" descriptors of Auburn University provide a surface introduction to the university, located in Auburn, Alabama, the "loveliest village on the plains." Situated in this burg of about 42,000 (including resident university students), Auburn University is the dominant feature and the town's *raison d'être*.

The real Auburn University is fairly close to the virtual portrayal of the Web site. The university is solidly an agriculture and engineering school. The student population of about 22,500 is overwhelmingly white, Southern, and local. Ask the average student what he or she likes best about Auburn, and the pat response is "the campus is pretty and the people are friendly." They typically mention the "Auburn Experience," referring to enthusiastic school spirit including football mania and many related Auburn traditions. Auburn has been rated second only to Notre Dame in community support for football.

There is a seamless connection between the university campus and the downtown area. Local merchants accept the university "Tiger Club" debit cards and regularly provide employment for students. The heart of the town/university connection is exemplified at a downtown cross street known as Toomer's Corner. Named for the still extant soda fountain, Toomer's Corner is a metaphor for an enviable "town and gown" relationship between Auburn University and Auburn, Alabama. One can stand at this corner and look to the southwest to see Samford Hall, the circa 1888 university administration building with the brick embossed "Agriculture" and "Mechanics" and the glockenspiel that chimes the quarter hour. On the northeast corner is the actual Toomer's Drugs where you can still get the best homemade lemonade to be found. The magnificent live oak tree on the southwest corner is regularly draped with toilet paper in ritual celebration of a football victory. There is gainful employment to be had by the Sunday morning crews who vacuum the tissue and clean the area before the churchgoers emerge.

The Southern character of the town of Auburn is not immediately evident—there is no courthouse square, no statue of a Confederate soldier, and few antebellum homes. Most existing historic residences are carved into student apartments, and the outlying parts of town suggest the commerce of the college student: video stores, chicken fingers, fast food, and bookstores. Intermixed with the apartment complexes, trailer parks, and churches are the accoutrements of a land-grant university: the Poultry Science Annex, the Veterinary School's Large Animal Clinic, the Alabama Seed Technology Center, the Forestry Sciences Laboratory.

Founded in 1856 as the East Alabama Male College, the university was subsequently named the Agricultural and Mechanical College of Alabama, and later known as Alabama Polytechnic Institute before finally becoming Auburn University. However, the school has always been such an integral part of the town that it has been known since the beginning simply as "Auburn," and, in the year 1960, the name was officially changed to Auburn University.

Auburn University

Auburn today, like many other state universities across the country, has emerged as a state leader in research, while maintaining its commitment to teaching, service, and extension. Auburn's mission statement says in part:

> Extension and outreach programs are fundamental to the land-grant mission [of Auburn University] because these programs directly affect the lives of all citizens in the state. . . . Auburn University will maintain the strengths of its traditional outreach programs and will increasingly involve the broader university in outreach programs that respond to the changing needs of the society. . . . Auburn University will continue to seek new and innovative ways to reach out to the people it serves.

The People It Serves

Outside the comfortable cocoon of Auburn and Auburn University is Opelika, the Lee County seat and an historic railroad town boasting a diverse population and a thriving industrial community. Scattered throughout Lee County are many tiny communities that typify life in rural Alabama—Loachapoka, Beulah, Beauregard, Smith's Station. Because of the growing number of children, particularly in the South, who are at risk in many areas, Auburn University has developed partnerships with local school districts in Auburn, Opelika, and Lee County, as well as other Alabama counties, in which school system stakeholders and university faculty and students all contribute to the success of Alabama children in a variety of instructional programs. Thus, Auburn's land-grant heritage and mission extend well beyond agricultural extension.

Auburn University College of Education

The College of Education (COE) is housed in Haley Center, an academic hub on campus and something of an eyesore compared to the more historic structures on campus. The College of Education is one of 12 colleges/schools on the Auburn campus, and boasts over 2,000

students in five departments. A solid alumni base and a persisting legacy of tradition, combined with a strong reputation, permit the COE to attract bright and serious students to its programs. Some programs, such as Elementary Education, have to limit enrollment with GPA cutoffs regularly above 3.0.

Funded and nonfunded outreach programs abound in the COE, for central to the mission of the college is the improvement of schooling and the contribution to society through active civic engagement. These outreach-oriented goals are a perfect complement to the land-grant mission of the university as a whole, and a logical segue to the institutionalization of service-learning in the College of Education.

The Origins of Service-Learning in the College of Education

Service-learning came to Auburn as a result of a combination of forces. First, quarter to semester transition was in progress, providing unlimited opportunities for curriculum reform. Second, an outreach-minded administrator, Dr. Elaine James, was investigating service-learning and leading an effort to gather faculty from across the university who were either already engaged in the process, or were interested in becoming engaged. Finally, while the term "service-learning" was novel to most faculty, many were already involving their students in field experiences that, to varying degrees, closely resembled service-learning.

Transition from a quarter system to a semester system at Auburn, and the concurrent restructuring of courses and curriculum, provided the opportunity for the initial attempts of institutionalization of service-learning in the College of Education. With transition came the development of two, 6-credit-hour professional education core classes. Elaine provided the leadership for incorporating service-learning into the emerging COE core courses. She had been involved with service-learning at the university level and was the force behind a service-learning group called Partners in Community Service (PICS). PICS awards grants that fund several service-learning projects each year across the university. In association with PICS, Elaine has developed a service-learning library

with extensive journal and textbook holdings. Faculty can access and check out, on the honor system, literature on service-learning theory, research, and development.

Elaine and others had observed through their work with students a great deal of student naiveté regarding diversity. With Elaine's guidance and expertise, the committee developing the core explored the value of service-learning in those courses. Some saw service-learning as a perfect fit to support the types of experiences and dispositions that the Auburn University teacher education program promotes. Thus the Core Curriculum Committee produced a proposal to include a service-learning component. One administrator expressed concern about the potential influx of young undergraduates in the schools:

> I didn't object to the whole thing, but . . . as they began to talk about service-learning, they were talking about it more in a school setting of one type or another. I thought, "We're going to send these people in the first course out in the schools, and whatever kind of impression they made on the schools, would affect internship [student teaching] placements and these kinds of things." We [could have] a . . . person come in chewing bubble gum with their short pants on in a school setting and it gets back to the superintendent of schools. . . . It just might create a lot of negativity.

Another concern was the issue of laboratory credit. Some of the core committee wanted a portion of the credit hours for the course to be laboratory hours. However, some concerns about placements prevented that idea from being implemented, so the requested lab credit component did not become part of the courses. Despite the rejection of the lab credit, the committee acknowledged the importance of service-learning. Ultimately, the core course syllabi were written and were approved by the curriculum committee without providing the lab credit hours for students or workload lab hours for faculty. Elaine reflects on this: "I just did what I always do when somebody says 'no' and I say 'oh, too bad.'" Rather than pursuing an uphill battle, Elaine chose to carry on and work with the core instructors to implement service-learning directly in the course without the specific load/lab credit allowances.

Inertia and Friction

As we gain history with the required service-learning component of the core courses, there is a tendency for what is established to stay established. While some administrative hurdles had to be overcome to establish a formalized service-learning component, corresponding administrative momentum and student acceptance will tend to keep service-learning in place. Administrators, faculty, and students alike found common ground describing the forces that strengthen the institutionalization of service-learning, and those that impeded its evolution. Anna, David, Edith, and Mary are all faculty who engage in some aspect of service-learning in one or more of their courses. In addition to Elaine, Helen and Richard were the administrators who shared their thoughts relative to service-learning. Finally, Adam, Amanda, Amy, Ashley, Becca, Brooke, Charlie, Emma, Heather, Jamie, Jeffrey, Jennifer, Jonas, Keisha, Kiki, Kirsten, Megan, Robert, and Sarah contributed the student voices.

Transition, Time, Workload, and Credit

Charlie couldn't believe it. Auburn was changing from quarters to semesters just as he was beginning his junior year. How would the reorganization of the terms and the curriculum affect his graduation date? Could he deal with another 5 weeks of class when he was used to buckling down and finishing in ten? Would he be able to get the same number of courses in?

The initial student resistance to service-learning in the core courses was due in part to their difficulty becoming used to the new semester system, for transition to 15-week semesters was not easy for students who were accustomed to 10-week quarters. Additionally, some students had not yet internalized the difference between quarter-hour loads and semester-hour loads. The confusion was further confounded by the combined 6-semester-hour core courses. The combination of the longer terms, the double credit courses (at 6 hours, still twice the work of a single 5-quarter-hour course), and the outside time requirements of the service-learning component created a perception of an overwhelming

amount of course work for what seemed to be little credit. Jamie, for example, struggled to balance her commitment to the site and her desire to get good grades with the amount of work and time required:

> For this class to be worth the time it takes to do everything right and get a decent grade, the hours of credit must be 9 for one semester, at least. To motivate the students to do their best work . . . the hours of service-learning should be lessened.

Faculty had similar concerns about the time required and the teaching load problem. Anna explained the time commitment:

> Okay, they go out 8 times and it's like 2 hours a week, so 16 hours. We're just expected to do this out of the kindness of our heart. And that is the tricky thing; it's hours in addition to the schedule; it's not on my calendar at all. . . . It's like volunteering, and I'm happy to do it. I don't mean it like that. But we have all just talked about how it's something we just do out of the kindness of our heart.

The absence of laboratory credit for service-learning experiences in the core courses is a continuing point of contention for students as well as faculty. Just as Anna lamented the time versus credit dilemma, student responses indicated a clear delineation between their perceptions of time in courses that did or did not include lab time. With regard to the core courses, Amanda commented:

> I do not count the time I spent there as a total loss; however, the service-learning experience in the course was way too long. I would have received the same benefits from a program that was half the length. The hours you had to put in seemed very long, and this is the only thing that I felt I would change.

However, comments from classes in which students received lab credit were quite the opposite. Kiki expressed the sentiments of many when she said,

> I would recommend more time in the school setting—more time with the students to get to know them better and have more time to work with them so it won't seem like we are rushing along with the service-learning experience.

Likewise, when load credit was built in, faculty were far more receptive to the service-learning experiences. Edith remarked,

> I love the service-learning component of my course; I would much rather be out in the schools than in the classroom. Plus, the students get so much more out of it. I am very fortunate that I can arrange my lab around the school teacher's [community partner] schedule, and can schedule my class at a time that suits her. Everyone is happier that way, but I know that it's not a realistic way to schedule all of the courses.

The overload perception was somewhat lessened as the students who began Auburn on quarters graduated or became accustomed to the new system. Subsequently, students began to expect and accept service-learning as an established part of their teacher education program.

Ownership and Partnerships

Several faculty were independently engaged in service-learning with their own classes, separate from the core requirement. Four notable differences stood out between service-learning in the core requirement and service-learning as implemented independently in isolated courses:

- Many of the independent courses had a lab credit component associated with them, thus the service-learning could be done within the class time. The core requirement had no lab credit, and unless the instructor designed otherwise (which some did), the hours were done outside of class time.
- The faculty engaged independently in service-learning had designed the experience themselves, and had developed rapport with the community and school partners. In contrast, the committee members that developed the core courses were not necessarily the same as the faculty that were going to teach them. This led to issues of academic freedom in terms of faculty interpretations of course requirements and implementation.
- The sites in the independently developed courses all involved working with youth, children, or infants in formal (school) or

informal (day-care or after-school) educational settings. While many of the core requirement sites did involve experience with children, many others did not.

- Finally, the core requirement was a service class for the entire COE undergraduate population. Thus, there was a great diversity of certification areas in which students were being prepared, ranging from early childhood, to career and technical, to special education. The independently devised service-learning courses could make the experience more content-area relevant.

As new faculty are hired who will be teaching the college core courses, they may be more likely to accept (or perhaps welcome) service-learning as part of their responsibilities. In addition, the specific partnerships that emerge between individual faculty members and specific sites are an important element of the inertia. These relationships become important to both partners, and an ongoing relationship means less organizational time for the professor. The inertia is further strengthened by the fact that the syllabi for the college core courses include service-learning. If a group of faculty wanted to remove this in the future, they would need some degree of administrative support and resubmit the syllabus to the curriculum committee.

While there were some initial administrative concerns about formalizing the role of service-learning in the core courses, there was strong support among the faculty teaching these courses. Elaine recalled the conversations about the fact that those who developed the course were not the same as the faculty who were going to teach it:

> And, as we put the course together as a group to teach it for the first time, we all decided that the committee that developed the course was different, in some respects, from the people that were actually going to teach the course.

They realized that it was up to them to design their courses, and even without the "lab hours," they could still include the service-learning component. Elaine explained,

> So, when the people who were going to teach the course put it together, they said, "we have to get these kids out there; this is not only a change of mind, but a transition of heart around the diversity issue." And all the data say that this is the best way to spark student awareness—to get them out into the community. I had become involved enough in service-learning at the campus level to say, don't we want citizenship to also be a part of this contextualized learning—isn't that an important value that we want . . . ?

Such enthusiasm and ownership certainly feed the inertia. Even with Anna's serious concerns about the service-learning time factor, she expressed an appreciation for the site that she has been working with (Loachapoka Elementary After-School Program). She was talking about the need for more support from the college but did not want to lose her relationship with the site:

> I mean it is a double-edged sword. I would not want someone to do placements where they came and told me, "Well, you are going to *this* school this semester," and I don't know them at all. I would like to keep my rapport with Loachapoka Elementary—I love the after-school program. I wouldn't want someone to come in doing that.

Despite, or perhaps even due to her commitment to the partnership, Anna brought up a problem related to workload which added to the friction:

> We certainly could use more support. I feel like everything for service-learning is kind of up to us. Every single detail of it. Literally, from explaining it the first day, to providing maps to the schools, to giving feedback. . . . I'm happy to do that . . . But I guess some of us feel like since it is mandated, we could use support.

Her face lit up, however, when she discussed what service-learning has meant to her students.

> I honestly think it's wonderful for all the students involved—both the children at Loachapoka Elementary and our students. I thought they would complain—in some of the reflections, they

> said this was the best part of this class! They ran with it—they did way better than I expected.

While Anna harbors some resentment toward being required to implement service-learning, she also has established a partnership that she doesn't want to end. It is interesting to note that Anna was one of the faculty most often named by the students as being on site and accessible to the students. It was evident to the students which professors had established rapport with the community partners, and students were more comfortable and confident when there was an obvious good relationship. Likewise, if there seemed to be no link between the professor and the placement, the students were quick to notice. As one stated, "I wish that we had more options of places to volunteer, and that our teachers had really talked to the places to make sure we would actually have something to do there."

Occasionally, the community partners would even come to the university campus. Their visit to the classroom further reinforced the relationship with the partners and helped to calm nervous students' apprehensions. Most students generally agreed that service-learning worked best when "Our instructor made sure the sites were appropriate and feasible to what we needed based on the course content." But regardless of the type of setting or experience, the presence or absence of the professor on site was critical to the students' perceptions of success of the service-learning experience. Students who went to a site accompanied by their classmates and the professor were much more positive about the experience.

> Sarah laughed to herself at the thought of some of her professors out in the real world of schools and children. But while a few of her professors seemed lofty and unapproachable, she thought of several others who were always "out in the schools," so much so that the children knew them by name. She recollected an incident when several children enthusiastically jumped up and ran to meet her professor, Edith, when she entered the classroom: "She came out to the school, and the way the kids reacted to her was a great example to us as her students. . . . The professor was always willing to answer any questions we might

> have, and more than willing to give hands-on assistance. She was very involved with what we were doing. If we needed help or advice about something, she was always willing to help. We were all at the site at the same time, and our professor was always there to provide assistance."

The P and T Hurdle

An overwhelming priority for faculty at a university is to prioritize one's time, commitments, and type of projects to build a curriculum vita that will be viewed positively by the promotion and tenure (P&T) committee. A frictional force slowing down the institutionalization of service-learning is the minimum value often placed on service and teaching activities. Helen, an administrator who valued service-learning, acknowledged this problem, "I don't see any reward for it at this point, until it is made clear that there is a direct linkage with extension." She continued to explain that she could not say that it would always be in the best interest of a faculty member to take on a big service-learning project,

> Not with the current promotions standards. Now, if those who make the decisions, and I think we're fortunate in our college that our leadership, at least our interim dean . . . would appreciate service-learning and be a part of it. And she has done a lot of it herself over the years with her students. I think that's good. But what about the indoctrination of service-learning to those at the higher levels, where the credentials are shown? I'm not sure.

Some faculty have addressed this issue by making service-learning a part of their research agenda. Examples of productivity include refereed articles in research as well as practitioner journals and national presentations. Edith, an untenured assistant professor, accompanied a group of graduate students to a national conference to present their service-learning project, and subsequently developed a refereed article for publication—the first one for the graduate students.

Mary, who is already a tenured full professor, now incorporates service-learning into all of her courses. She commented that "service-

learning has helped us to broaden the definition of extension at the university. . . . I [through PICS] learned ways to help meet a number of scholarly activities like my research and my teaching." Mary further noted that service-learning was good for campus image:

> Service-learning can help improve public relations in the community and the state; it can help taxpayers see that their money is spent on things that are community based. . . . Auburn is one of the best institutions I've been at for being able to implement service-learning because of the accessibility of the community and schools and agencies I've worked with. The community partners have been great; they welcome our students to their sites.

At the same time, however, not all faculty approach the scholarship of service-learning with the same enthusiasm. Anna also discussed the focus on service-learning from the perspective of her research agenda, and her perception that she was being nudged to follow someone else's agenda.

> We all have our research agendas that we came in with, and I think sometimes you really have to try to apply your own course and not lose sight of that. . . . I think you can lose your academic research identity, and I think sometimes, every now and then, some of us say, "Well, this service-learning is wonderful, but it's someone's research agenda." That's not necessarily a good thing. . . . I have no issues with service-learning. I think we all intuitively feel that our kids should be out in the schools to get the most out of our classes, not just sitting in Haley Center. But, on the other hand, it's just hard sometimes to think, "Is this a political agenda, is this one person's research agenda?"

Student Perceptions of Service-Learning: Relevance = Inertia

The nature of the placement site and whether the partners were adults or children played a large role in the students' perceptions of future relevance. Lack of relevance led to friction, while experiences perceived to be beneficial facilitated inertia. Some students rejected service-learning as beneficial if they didn't see a direct link to improving

their teaching skills. Others in certain settings were able to see the indirect benefits to their future careers that resulted from experiences with people different from themselves. Heather, who was placed at a battered women's shelter, mused, "I thought that it would help me in the future if I had a child in my class whose parent was being abused." She went on to say, however, that all she did was answer the phone and transfer calls. "I felt like I was wasting my time and the people at the shelter's time." Megan compared her two service-learning experiences in terms of relevance:

> Although I enjoyed spending time with these people [at the assisted living center], it did not help me to grow as far as teaching is concerned. I was able to do my [subsequent] lab in an elementary school. This was a much better experience. I had the opportunity to work with a variety of different students and grow as a teacher because of being exposed to so many different situations.

What's in a Name?

A powerful facilitator of inertia was the recognition by some faculty that their existing programs had many of the characteristics of service-learning. Many learned that when, as part of the COE partnership and the NSLTEP grant, Marty Duckenfield from the National Dropout Prevention Center at Clemson University conducted a service-learning workshop for service-learning faculty. This was fairly well attended and helped operationalize service-learning for some faculty and administrators. One faculty member, David, realized that a partnership he had established with a local camp was clearly a service-learning experience while other school placements probably would not be classified in that way. This camp partnership provided an overnight environmental education experience for local third-grade classes and began when David mentioned to a former student, Adair, that he was taking his students to Camp ASCCA for a 2-day Project WILD workshop. Adair was teaching an extremely low SES third grade class, most with difficult family situations, and she suggested that she bring her children to the camp for his students to teach. David recalls, "We have been doing this kind of

program 3 times per year ever since. After the service-learning workshop, I realized that this was indeed service-learning." Other faculty members, as well, saw that some of their favorite programs were indeed service-learning, and they have no intention of discontinuing them. Edith commented,

> When I first heard of the service-learning group I was so excited—I had been doing field experiences that involved reflection and reciprocal benefits—but I had never heard the term "service-learning." Finding a group of like-minded faculty that were doing similar work in schools put a whole new perspective on my own role as faculty, and even inspired me to pursue a new research agenda: service-learning as scholarship.

Helen, a current administrator and longtime faculty member discussed a common sentiment.

> I think many of us have used what we didn't call service-learning, but you know we had those kinds of things back in our public school teaching; perhaps we've done a lot of these things over a long period of time; it's just part of our courses, extra credit sometimes, so I'm all for it, particularly with a social studies background. I had students back in 1970 cleaning up cemeteries.

Hands-on: Experience Is Everything!

Brooke commented that "books cannot teach you anything close to what 'hands-on' teaches you!" Her professor had spoken enthusiastically about individuals with disabilities, and had emphasized the humanity of the children she would be meeting. As she waded, dictionary in hand, through the technical text and medical terms, she pondered with anticipation what the real person she would be meeting was like, and looked forward to building a relationship with the student.

The "hands-on" nature of the service-learning experiences greatly facilitated inertia. Students were enthusiastic about opportunities to get out in the community and in schools and learn about things firsthand

through what they frequently called "hands-on" experience. Many students took the hands-on component a step further by linking their field experiences to the classroom and back to the field. Comments about being able to apply classroom concepts indicated that students saw the connection between theory and practice, and valued the opportunities to apply their knowledge firsthand.

> The best part was using and developing my teaching skills; getting to really interact with my child and learn more about her abilities and how to respond to them. I was able to put into practice the information I was taught.

The students who were involved in the Project WILD experience said how much greater their insights were about the value of hands-on science. They also gained some authentic experience with professional issues much like they may encounter in the future. Kirsten recalled that,

> I learned so much at Camp ASCCA. I saw how valuable hands-on science is. The kids learned so much and loved the games. I got some great ideas that I will definitely use in my teaching—my labs will be the great outdoors!

As a result of the hands-on nature of their service-learning experiences, many students came to have a better understanding of themselves and their roles as citizens and as future teachers and role models. Jeffrey's experience bordered on the epiphanic. He reflected on his own youthful mistakes and adventures, commenting that, "Seeing how this kid looked at me— it made me feel like I should maybe act a little different. Overall, I really needed to take this class."

Amy, too, saw benefits far beyond learning the content, or even just becoming a better teacher. She expressed her feelings in terms of the big picture: "I'm glad Auburn does service-learning because it gives us good experiences as future teachers and also takes us out of our selfish college bubble and involves us in real-life situations in the community."

Learning About and Dealing With Diversity

On the way to her first day at the community center, Jennifer drove through a part of town that she hadn't noticed

before. She would be a bit embarrassed to admit that she found herself wondering what would happen if her car broke down in front of the housing project she was driving by. With a little effort she found the community center. She sure wished that her professor was there to introduce her to the staff as she walked to the door. She walked into the gym between two basketball games and chuckled nervously to herself, "I guess I am not in 'Kansas' anymore."

A primary goal of the Auburn COE, as well as an important NCATE standard, is the development of students who possess the disposition to work with a diversity of students in varied settings. A point of consensus among faculty and administrators was the need for the students to be exposed to, or even immersed in experiences with individuals and in settings unfamiliar to them. Many students acknowledged that their own hometowns were vastly different from settings in which they were placed. They indicated that they valued the new experiences, however foreign they seemed in terms of economics, ethnicity, ability/disability, or other factors.

Ashley was surprised when she realized that all the children she saw waiting for the buses at the elementary school were black. As a young white college student, she felt a bit out of place as she got out of her car and walked toward the office door. She was delighted when she spotted her professor chatting with several of her classmates in the school office. She made a mental note to ask her professor about how schools within the same district could have such different racial make-up.

Being Informed and Knowing What to Expect, or Reflection Is a Good Thing!

Becca said to Jonas as they walked out of the classroom together, "She was so positive and made you feel like you could really change and help these kids. I was scared at first of what to expect!" They shared a sigh of relief now that the professor had told them about the children with whom they would be working. The professor knew nearly all of the children, and was able

to tell a little something about each. She painted a picture of what would surely be a fun, although challenging, experience. Becca and Jonas agreed that what they had once dreaded had now become something they looked forward to with anticipation.

Undoubtedly, students fared better when they felt informed about the setting and the community partners and when they knew what to expect. Likewise, class reflection and discourse on the experience maintained their interest, motivation, and "learning curve." Students clearly saw the value of classroom time devoted to reflection on and evaluation of the service-learning experience. They said they gained the most when professors linked the experience back to the content, and then back again to the field. As one student stated, "The professor would have us reflect on our visits to our site and assess and evaluate our child. This made me really apply my experience to what I learned, to put it all together."

A reflection every week! This course is going to have more writing than my English classes! Robert chided himself when he remembered his initial reaction to all of the written assignments. Now he looked forward to thinking back on his service-learning, and found that the writing helped to remember things he may have otherwise forgotten, and also helped him to understand the lectures and readings better. He also appreciated the way the professor responded by writing helpful comments on his paper.

How I Made a Difference: My Role as Citizen

Perhaps more than any other theme of inertia, an enormous amount of the students' reflections, evaluations, and interview responses referred to the personal gratification they received from being able to actually see their impact on an individual. As one student reflected,

> These are kids that need my help and support, and being able to do this and see the changes and the happy faces was worth every hour. I would love to do this more. Just going out to the school and seeing how excited the children would be when we

> arrived, I could tell that this meant something to them. When my kid told me I was his best friend, it made me feel good because I was making a difference in the kid's life.

Issues of social responsibility and citizenship were evident as well, and went well beyond the simple "feel good" aspects of the experience. One student even referred to the experience as a "privilege," and several said that they had continued volunteering at the site, or that they planned to, when the required part of the course was over. Many students referred to providing a need, or assisting in achievement of a goal. Keisha demonstrated a more sophisticated understanding of need:

> As I sat there holding [a baby] tightly until he fell into a deep sleep, I began to think about the meaning of the word "need." There are so many needs to be met in the world that we overlook on a regular basis....It all boils down to the idea that it is almost impossible to move someone to the next step until his or her immediate and most pressing needs are met. An example in the classroom would be that as a teacher, you cannot get a child to concentrate on a lesson or comply with rules unless you are meeting some major need of the child...It is up to us to determine the immediate needs of our students then do what we can to meet those needs or see that they are met.

The Future of Service-Learning at Auburn University

Current university-level efforts in the form of the Auburn University Directions Group hold promise for the future of service-learning at Auburn University. A substructure of the Outreach Directions Committee, the Service-Learning and Civic Responsibility Subcommittee, has the following goal:

> **Goal:** Create a universitywide culture of engagement and civic responsibility involving faculty, staff, and students by facilitating communication among AU outreach partners, institutionalizing service-learning in the curriculum, and creating a system to assess and reward faculty's outreach scholarship.
>
> **Rationale:** We are a nation founded upon active citizenship and participation in community life. . . . The experience of serving in

> the community, however laudable, is not an end in itself. . . . In order for a program of civic engagement and service-learning to be effective, it must have a strong, ongoing commitment from its sponsoring institution. Currently, eight Auburn University Colleges/Schools, the Office of Student Affairs and the University Athletic Department are offering service-learning courses or civic engagement experiences for students (Partners in Community Service). . . . Auburn University is well positioned to integrate these disparate efforts to take a leadership role in citizenship development in the state of Alabama. By building on the altruistic sensibilities of the Auburn community, we can establish active citizenship, community service, and social responsibility as a central feature of the Auburn experience.

The rationale above alludes to the fact that service-learning is already institutionalized in some programs on the Auburn University campus. The School of Pharmacy has an on-going program built around client care, and the School of Architecture has the nationally renowned Rural Studio in Hale County, Alabama. Other areas such as the School of Veterinary Medicine and, of course, the College of Education, engage in service-learning programs. One of the leading voices for service-learning at the university level, Elaine James, is also a College of Education administrator. She chairs the Auburn University Outreach Directions Service-Learning and Civic Responsibility Subcommittee and has been instrumental in the development of the committee's goals and rationale. Her university-level leadership in the service-learning effort, as well as her college-level work, has prompted numerous projects and has inspired several colleagues to get on the bandwagon.

Additionally, the promotion and tenure section of the university faculty handbook has been revised and extended to include outreach scholarship. These changes bode well for many faculty as they document their service-learning projects for their promotion and tenure dossier.

Auburn University continues to move along the pathway toward allegiance and away from reluctance. The future of service-learning in the College of Education at Auburn University is promising if we continue to do the following:

- examine and programmatically respond to student and faculty input;
- examine and programmatically respond to community partner input;
- link our programs with genuine needs in the community, state, region, and nation;
- nurture administrative support for the service-learning requirement in the professional core courses; and
- link our programs with university-level initiatives such as the Auburn University Directions Group.

Is it possible for an institution to have a collective conscience? History would indicate so. The individuals who give the university its identity—the students—can have a profound impact on the way in which it is perceived in the community and the world. As Elaine stated previously, "this is not only a change of mind, but a transition of heart." Some people live their lives serving; others can learn it along the way. Those who become educators can have a potentially exponential effect, for over the course of their careers they will impact innumerable children and youths. Service-learning can nurture, or instill as the case may be, an ethic of service that not only reflects on the university, but also can be carried forward by students as they leave Auburn University.

Note: Names of all Auburn University students, faculty, and administrators are pseudonyms.

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Changes in the Heart: The Role of Service-Learning in Education

Vicki McLain, Anita VanBrackle, and Anne Marie Fenton

Occasionally in life there are moments of unutterable fulfillment which cannot be completely explained by those symbols called words. Their meanings can only be articulated by the inaudible language of the heart.

Martin Luther King, Jr.[1]

Nestled among the Georgia Pines sits an institution that has grown from a small junior college to a large university in less than 20 years. As you draw closer to the campus, you will see beautifully landscaped university grounds surrounded by generous greenery and rolling hills. You will notice the construction of five new facilities as the university population explosion continues. Welcome to Kennesaw State University (KSU) in Kennesaw, Georgia. Kennesaw State is unquestionably among the best-kept educational secrets of the Southeast, and the lovely climate alone is enough to draw anyone here. Driving south along US 75 with the windows down, a nice warm breeze rolling in and across your face, it's easy to understand why Northern Georgia has become home to so many and remains home to a proud core of natives. The Atlanta area has grown voluminously as of late, and Kennesaw State University is ready to take up the banner as one of the premier institutions of the region.

A public institution in the University System of Georgia, Kennesaw State University is located in the densely populated and rapidly developing northwest region of Atlanta. KSU began as a 2-year institution, officially named Kennesaw Junior College, in August 1965. The enrollment for 1966 reached a grand total of 1,014 students. Today, KSU has grown to over 15,000 students with seven colleges and 375 full-time faculty members. In spite of the rapid growth, students continue to comment on the individualized attention they receive as they complete their programs of study.

KSU serves a diverse student body that includes young adults who enroll as freshmen or undergraduate transfers. A comparable number of older adults who return or transfer to the university at different stages in their lives for undergraduate or graduate study are also enrolled. A majority of the students pursue their academic goals on a part-time basis because of job, family, and civic responsibilities. Within the student body, it is not unusual for students to be married, have young children or grown children, and work full-time.

One hundred and eleven countries are represented in the KSU student body. Of the six ethnic groups, 82% are white, 10% are black, 3% are Asian/Pacific Islanders, 3% are Hispanic, 2% are multiracial, and less then 1% are Native Americans. Gender distributions are represented by 38% male and 62% female. During the last 5 years, students from minority ethnic groups have significantly increased. For the KSU full-time faculty, 61% are female while ethnic distributions show that blacks represent 11% of the teaching faculty. When combined, the remaining minority groups total 14% of the teaching faculty.

The essence of Kennesaw State University's mission centers around effective teaching and learning. Service and research that strengthen teaching and address public interests are supportive institutional priorities. Kennesaw State University believes that education means more than teaching students the right skills to acquire a good-paying job. It means guiding them to use their knowledge to lead wholesome, meaningful lives. Kennesaw State University does this through innovative methods like service-learning. In July of 2000, the president of the

University, Dr. Betty Siegel, established a service-learning office and appointed a director. At the same time the service-learning center was formed, Dr. Siegel established a program that trained a number of faculty in service-learning and provided a stipend for their efforts to integrate a service-learning component into their course work. As a result of this program, Kennesaw State University has a core of trained faculty who use service-learning in all their courses. In addition, the Center hosts a luncheon once a month to train and inform faculty and community members about service-learning. Questions such as the following are discussed and answered: How can the community become a classroom for our future leaders? How can Kennesaw State University help the community? How can faculty fit service-learning into already packed schedules?

The Bagwell College of Education (BCOE) mirrors the Kennesaw State University mission and commitment to public service. With the institutional support received from our president and the director of the Service-Learning Center, the BCOE has effectively implemented strategies and taken action steps toward making service-learning a central focus of our teacher education program. Our story unfolds as teacher education preparation becomes a journey of the heart.

The Bagwell College of Education building, also known as Kennesaw Hall, is one-half of a two-winged building. This splendid stone three-story facility houses classrooms, faculty offices, the dean's suite, the Center for Field Experiences and Partnerships, the Teacher Education Resource Center, the Computer Center, and several model classrooms. We sit at the edge of the campus overlooking what is fondly referred to as the "campus green," where students spend time reading amid the soft green grass, studying, and enjoying the temperate Georgia weather. If you stroll through the green and listen carefully, you will find much conversation about classes, sports, weekend revelry, and even occasionally some topic of great intellect.

A common encounter with students on the green begins easily enough, as conversation slips quickly from more general topics onto the subject of the service-learning program. It is simple to spot future

educators, furtively scribbling away at some long assignment or running around madly attempting to get everything done. Often they can be seen rushing across the green, trampling the grass, Georgia pine needles, and other hapless students underfoot as they dash off to their assigned field experience site. This preparation will allow them to cope with the day-in, day-out management of 30 little people with 900 different needs or six daily high school classes with adolescents struggling to make sense of their lives and education. Like a pressure cooker waiting to explode, the students are usually a bit on edge from this stress. As they contentedly talk to the faculty on a level of common ground, to smooth things over and create more comfortable verbal intercourse, their stress lessens. Naturally flowing like the Chattahoochee River, our conversation and sharing about service-learning begins.

A Journey of the Heart – A Path of Inquiry

We must not cease from exploration. And the end of all our exploring will be to arrive where we began and to know the place for the first time.

T. S. Elliot[2]

Entering the field of education can be an emotional and sometimes frightening experience. This journey includes numerous milestones where decisions about becoming a future teacher are made with both the head and the heart. The first decision on the journey of the heart is explored in the introductory course, Teaching and Schools in a Changing Society. While completing the 30-hour service-learning field component, students confront their internal values and beliefs. During this time, they must evaluate their commitment to education. Service-learning is the vehicle for making this decision. Is this really what they want to do with their lives? Do they see themselves as facilitators of learning as they continue to learn and grow? Do they have the strength of heart and the dedication of the mind to meet the many needs of a true teacher?

Beth, a married student with two children, serves as one example. Although she is busy with family, she manages to take at least three courses each semester. If you ask her when she studies, she will laugh and tell you whenever the children are sleeping, weekends when Dad can help with the children, or between classes if time permits. Would she change anything about how she is getting her elementary and early childhood degree? She says, "No. How would I know the importance of education and being a teacher if I did not have my own children? They make me appreciate everything I learn in my classes." When Beth mentors Juan, a 6-year-old Latino boy at an inner-city school, her belief about the importance of talking with a youngster helps develop self-esteem and a desire to do one's best. This insight is reaffirmed when at the end of every session, Beth receives a big hug and a scribbled, crumpled note that says, "I love you." Her heart glows with appreciation as she recognizes the importance of the precious moments she spends with her own two children.

In the same introductory course, Tristan was placed at a local middle school in a language arts class. He states that he was directly involved with instruction during every visit.

> I helped facilitate a guided reading group and reviewed phonics with two non-English speakers in our class. This work with phonics is certainly beneficial in helping them improve their language skills, and I feel like I helped relieve some of the burden on the teacher by assisting in this way. I honestly had some doubts about teaching, but after working in the schools directly with the children, I knew in my heart it was the only career for me.

Dialogue began to flow as Sally freely shares her delight in her service-learning experience.

> What makes it seem so worthwhile for me is the sparkle in their eyes. I love to see that sparkle every time they get the correct answer. It was certainly a powerful experience for me. I was in a high school math class. The kids may seem a bit old to still get that sparkle, but with math classes, I saw it constantly. I reviewed with the students after school, held round-table style

> discussion about mathematical concepts with them during class, and was allowed to teach segments of the class on occasion. It's true that a number of students just have trouble with certain subjects, math being a big one, but for every light bulb that burns out there is another one in the closet ready to light. It's that optimism that drove me.

Jim agrees, sharing his experience working with a high school lab science class.

> My assigned responsibility was to keep the lab partners on task and to make sure they were completing their report journals. As I worked with the partners, I realized that teaching is a tough job, but the interaction with kids, the progress they make as they learn, and my part in helping all this happen is what makes it worthwhile.

Every student who is admitted to the BCOE will have service-learning experiences. As related above, these experiences are crucial to taking the first step in becoming an educator and acknowledging the heart of teaching.

The next milestone is a service-learning experience that occurs in the federally required special education course, Education of Exceptional Students. During these experiences, only the truly dedicated will choose to continue to develop their teaching skills and open their hearts to all children. Samantha, when working with Denise, her special needs student, realized how often these special children encounter difficulties with pronunciation and phonics. Although she was unable in her short visit to correct Denise's speech difficulties, she developed a strong empathy for the needs of these students. Helen, a middle grades education student shares,

> Helping these special needs children work on their fine motor skills is certainly rewarding, especially when you could see them improving right before your very eyes. The determination of the kids, coupled with my work, is enough to make anyone feel good about what they are doing.

A group of tired looking students sitting nearby chimed in by commenting that the service-learning they had done in the exceptional

children's course was one of the most rewarding experiences of their college years. Kennesaw State University prepares its students to deal with the requirements of special needs children so that they may capitalize on special needs students' strengths to improve their weaknesses. Rather than any reservations about this challenge, students take it up wholeheartedly and often report, as this group did, that working with special needs children is one of the most rewarding experiences of their fieldwork. One student remarks that working with special needs children "taught me patience, which is an absolute necessity for working with all children." "We helped these students succeed," notes Cassandra, a young lady in the program.

> I helped teach some mathematical and calculator use skills to kids who had never had much exposure to these concepts before. Seeing them grasp these ideas and make them their own, seeing that look in their eyes when I knew they had it figured out, that made working with these children so rewarding to me.

Choosing other activities for his service-learning experiences, Odie, a single, African-American male, states,

> I had already worked with regular education students in my introductory course in a classroom setting. For my exceptional children's course, my heart was set on working in the community with underprivileged kids or working with severely physically and mentally impaired children. I chose to work at a community horse farm that has a program for those with special needs.

The journey of service-learning activities continues for students as they progress through their teacher education program. Elementary and Early Childhood Education majors encounter service-learning opportunities in three reading courses that require 20 hours each of reading tutoring in a service-learning capacity for the field experience component. In these service-learning placements, KSU students generally work one-to-one with children who require remediation. Examples of service-learning include listening to students read, reading to students, helping with classroom reading assignments, and assisting with any other reading-related activities. Teaching Reading in the Elementary Grades is

one of the reading courses. This course focuses on the relationship among reading, writing, speaking, and listening in the context of the elementary classroom, grades 3-5. Emphasis is placed on examining diagnostic tools to assess, remediate, and group a diverse student population for instruction, and on the use of technology to extend and support reading and the language arts. Part of the course requirements is a 20-hour field experience. Another reading course is Diagnosis and Application of Literacy Instruction in the Early Childhood Classroom, which includes study and application of diagnostic and instructional activities for the pre-service elementary and early childhood classroom teacher. Part of this course requirement is a 20-hour field experience component, which involves reading tutoring in a service-learning capacity. The course, Teaching Reading in the Early Grades PK-2, examines theories and principles that guide emergent literacy instruction. Focus is on the cognitive development of the emergent reader and how it relates to brain-based research. Students comment on the many opportunities they have to interact with children in the schools. "My heart is really in teaching," states one student. "This is what I had hoped teaching would be like," says another.

Faculty who teach these courses commend their students on the progress made, not only in the knowledge of teaching but also in the heart of teaching. "My students are more responsive to finding out why something did not work and how it can be done better if they do it again, after they complete their service-learning experiences," states one faculty member. "They no longer go through the motions, but are really involved in what is happening with the children they are tutoring."

Education students spend much of their time in Kennesaw Hall working on collaborative projects, presentations, and teaching preparation. While talking with a small group of students sitting in one of the student alcove areas, I observed how on task they were as they prepared a shared project for one of their service-learning experiences in a reading course. I asked them why they worked in this area rather than in the library or one of the classrooms. Jonathon, a retired military officer, one of KSU's many nontraditional students, responded, "Well, it reminds me of working in my family room at home. It's the couches and comfy

chairs, I think." "Do you accomplish anything?" I asked. Julie quickly responded with "Yes, of course. We get our best ideas with these comfortable, shared moments." "Also," she continued, "we can always slip down the hall to ask our professor for help if we need it."

Many of our students volunteer as tutors in the schools as a part of their course work and service-learning. Most continue to volunteer after the course requirements have ended. As Jonathon explains,

> I wanted to continue the tutoring because I enjoyed working with the students and wanted to see the impact I had on their reading. Few things bring as much pleasure as watching their meager skills improve based on my teaching ability.

Enriching the Journey of the Heart: Milestones of Learning

> *[If] We separate head from heart. Result: Minds that do not know how to feel and hearts that do not know how to think.*
> Parker J. Palmer [3]

The fear of entering the world of education is lessened as education students allow their service-learning experiences to become a part of their heart; thereby, the head and heart become one. With this new insight, education students' perceptions of learners broaden to a vision where all children can learn. The culminating service-learning experiences in the Bagwell College of Education occur in conjunction with the methods courses and student teaching. During this time, students are given an opportunity to apply and develop teaching skills while providing a service to a school and the community. They identify their goals for the service-learning in collaboration with the instructor, other students, and the community partner. Education students learn to take control of their own learning, incorporating the heart of teaching while emerging with better-developed leadership and teamwork skills as well as a genuine sense of being a part of a better future in education.

Students are eager to share their stories with a listener such as myself. They drive the message toward their successful experiences in classes, juggling family, school, and work, and how they look forward to

that seemingly mythical "perfect" job when graduating that always seems to elude chasers like a shining modern El Dorado. While walking past a group of students working diligently in the Teacher Resource Activity Center in the Bagwell College of Education, it was heartwarming to hear the students share their service-learning projects for which they were making materials. The flow of conversation revolved around their plans for working with at-risk students to develop holiday gifts for needy, homeless children. Helen, who had previously worked with a communication-handicapped student, was excited about the opportunity to once again help a student with the same disability. Helen shared with her friends,

> I've designed a verse for Tommy to write in his card. All the words begin with the letter "t" just like his name. This is to help him make the connection that the letter "t" in his name makes the same sound in other words. I spoke with his teacher, and she was very supportive, saying that she seldom had time to provide individual, focused attention for Tommy.

Joanne quickly jumped into the conversation, explaining that she was working with a student with muscular dystrophy. "I am making a tool for Chad to use on his computer. The program allows him to go to different Web sites using his pointer and create holiday gift cards for homeless children." Andrew stated that his heart had been won by a special Spanish-speaking 6-year old at his school. As he continued working on his language tapes, he asked Amanda to share some of her experiences in her middle grades classroom.

> My students are currently writing about their recent experience honoring local community members. It is easy to plan and even carry out the service-learning project with my students, but getting them to reflect in writing on their experiences is much more difficult. They would much rather talk among themselves.

Andrew asked, "Have you asked them to write cooperatively? This usually engages most of the students and helps the transition from oral to written language." Amanda pondered his suggestion and responded with a sincere, heartfelt, "Thanks."

Visiting student teachers throughout the semester provide vivid images of the heart of teaching at its best. It is not uncommon to see education students mentoring and coaching children. While working with a student teacher in the library, a small group of ESOL children gasp in amazement as they uncover a startling scientific fact or solve a mystery in a selection of literature. In the teacher's lounge, one student teacher proudly shows the picture she received from her mentee. The picture of a flower had written on it, "You have helped me grow like this flower." She fought back tears of delight realizing she had made a difference in one life.

Faculty and university supervisors encourage education students to share their experiences as they connect service-learning to the college classroom and to their field experiences. Interviews with faculty demonstrate their insights into the benefits of service-learning. One faculty member stated her anxiety of adding one more thing to her course that was already "packed full" of topics and assignments.

> How can I allow enough time for you to talk with the students about their service-learning assignments, and then allow them class time to get everything finished? You are asking me to give up instruction time for the service-learning component.

After only one semester, this same professor commented on the advantage her students had as a result of the service-learning they completed. "It was time well spent. My students could connect the real-life experience to what we were learning in class. The service-learning experience made my class come alive." Another professor, more open to change, commented on the success of his students.

> The service-learning experiences provided my students with opportunities to experience the essence, the heart of teaching. They shared their nightmares, sad tales, laughter, and rainbows of joy during their journey through service-learning. As I facilitated their discussions, I realized that without these experiences, they may have developed the knowledge of teaching, but never the heart of a teacher.

As a result of multiple service-learning field experiences, students make a seamless transition from apprentice to novice as they embrace service-learning as a part of their own classrooms.

The Heart of Teaching: Communities of Opportunities

> *Children exist in the world as well as in the family. From the moment they are born, they depend on a host of other "grown-ups"–grandparents, neighbors, teachers, ministers, employers, political leaders, and untold others who touch their lives directly and indirectly.*
>
> Hillary Rodham Clinton [4]

> *[Therefore] It takes a village to raise a child.*
>
> Old African Proverb[4]

Integration of service-learning into the curriculum continues to be an integral part of teaching as Kennesaw State University students develop into future teachers. Talking with teachers in partnership schools reveals the impact the student teachers have on students and the community. Mrs. Collier, a supervising mentor teacher, described her student teacher as an ambassador for Kennesaw State University and the Bagwell College of Education. She stated,

> William planned his units and individual lessons around service, service by him to his students, and service by the students to their school and the community. Many of the projects were tied directly to our school, the caregivers, and community service.

When talking with William, he described one such project as service within the school.

> I planned the unit around *helping our school.* The students in my class sent out a survey to determine areas of need in the primary grades. Helping young children learn addition and subtraction facts was the overwhelming response. As a result of this request, my students developed a rap melody to assist younger students learn these facts.

As the journey toward professionalism continues, many other players become an integral part of the process. While interviewing principals in our partnership schools, a question about service-learning is easily incorporated into the conversation. I asked,

> In what ways may we support the needs of your school and students? We like to provide our Kennesaw State University students with a focus on the needs of your school and community. This focus will guide them as they develop units and lesson plans during their culminating experience.

In a recent principals' meeting, I collected some of their comments and thoughts. Mr. Grant mentioned that his school has a continuous need for role models for middle grade students. He requested a mentor or buddy system to be incorporated into the student teaching experience. Miss Frost affirmed the need for mentors in her low socioeconomic-level school but asked that we also continue the focus on the buddy reading system.

Passing a parent in the hallway provided additional support for the partnership between her child's school and Kennesaw State University. She said,

> My daughter is always excited when a student teacher enters her classroom. She comes home and tells me about the new teacher in her class. Just last week, she shared a project that the class completed. Jenny told me that they went to a home where there were many grandmas and grandpas. Each one of the students gave their special Grandparent's Day card to one of the residents. Jenny still continues to talk about the experience.

Other parents' comments are similar, always returning to those experiences that relate directly to service-learning and the positive impact Kennesaw State University students have on the community.

This journey opens new doors to future exploration when the students graduate. They take with them an understanding of content that fills their heads and service-learning that fills their hearts. As they meld these together, they can no longer view teaching without acknowledging the critical part that service-learning plays in the daily

experiences as a teacher. They understand the importance of knowledge and skills in teaching, but also realize they can never stand alone. They must be intricately woven in a system that includes the head, the heart, students, parents, and the community.

Teaching Is a Lifelong Journey

To teach is to touch the lives of many and to help us learn life's lessons.

But to teach well is to make a difference in all the lives you touch.

To teach is to be a parent, nurse, friend, and confidant; to be a supporter, a leader, and a motivator.

But to teach well is to be all of these things, yet not lose sight of who you are.

You share a part of yourself with all those lives you have touched.

To teach is to be tender, loving, strong, and giving to all who rely upon you;

To encourage and praise. But to teach well is to believe in what and whom you teach.

A teacher comes to master these many jobs throughout the years.

But those who teach well recognize that there will always be more

To learn in life's journey, and they never hesitate to strive to learn it.

Donna Bulger [5]

End Notes

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Note: Names of all students, faculty, and administrators are pseudonyms.

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Training Teachers to Be Powers for Good: The Benedict College Way

Gwenda R. Greene, Ruby Blair, Tondeleya G. Jackson, Patricia Dixon, and Farida Cassimjee

Benedict College is found amongst the sprawling metropolis of Columbia, South Carolina, in the midst of a revitalizing neighborhood that once bustled with community activism, high achievers, and black pride. The story of Benedict College and this community neighborhood go hand in hand.

In 1868, a tragic fire in Pawtucket, Rhode Island, claimed the life of Stephen Benedict and destroyed his family business. His widow, Bathsheba A. Barber Benedict, then began an odyssey that would connect her dreams with our realities. The journey for Mrs. Benedict began in Pawtucket and ended with her arrival in Columbia; it marked a new era in South Carolina history, as she embarked on her quest to fulfill her husband's vision of educating the newly freed Negroes. When the enslaved Negroes were freed in 1865, there was an abysmal void in terms that Booker T. Washington and others perceived as one that impacted on the very existence of African-Americans. Sorely needed were institutions to allow them to develop necessary tools for economic independence. In 1870, with $3,000 left in her husband's will for missionary purposes, Mrs. Benedict added $10,000 and purchased an 80-acre plantation under the auspices of the American Baptist Home Mission Society. In a dilapidated former slave master's mansion, she set Benedict Institute (as it was then known) on its noble mission.

Benedict Institute opened its doors on December 5, 1870. During its first year, the school enrolled a total of 39 students. Tuition and room rent were free. All the students had to do was provide for their own meals during the 8-month session, or roughly $50. It was reported that many students lived on as little as $1 per week. The mission was to train teachers and preachers; later an industrial department was added offering carpentry, shoemaking, printing, and painting. However, this mission was not to remain static; moving ahead with the aspiring needs of the community, in 1894 Benedict Institute was chartered as a liberal arts college. From its first endowment, Benedict College blossomed with community support, embracing the institution with a sense of ownership which is sustained to this very day. Benedict's credo then and now is for its students to aspire to be "powers for good in society," and this credo is shared by the larger Benedict community, which is presently in partnership with the college.

From an historical perspective, the neighborhood once stood proud. Residents vividly remember a community, lined with a variety of flowers, shrubs, and trees, permeated with a spirit of cooperation and love during an unforgettable era of racial segregation. This thriving community flourished with black-owned businesses, churches, and schools that served residents of the neighborhood and other South Carolina blacks. Educational facilities in the neighborhood, such as Benedict College, were especially significant for their service to blacks when racial discrimination denied many of them educational opportunities equal to whites. Community residents were active in civil rights efforts, and some became local and regional leaders such as civil rights activist Modjeska Simpkins, renowned attorney I. S. Leevy Johnson, and astronaut Charles Bolden, whose mother still resides in the community and works actively to promote education.

Myrtle Gordon, a lifelong resident and retired educator, was born in the area in 1924 and remains an active resident of the community, living only four blocks from her birth home. Mrs. Gordon currently serves as a long-standing member of the Community Improvement Cooperative Council that has been identified as the catalyst for the community's current revitalization efforts. Mrs. Gordon testifies that defining an

exact point when the community began its downturn is not easy. The far-reaching effects of the depression, immigration to the north, and Jim Crow laws had begun in the 1930s; however, she marks the decline of the neighborhood beginning in the early 1970s.

During this period, successful professionals left the area and sold their homes to absentee landlords. This shift in ownership brought in a new element that cast somewhat of a negative shadow over the community. Not exempt, the educational institutions also faced challenges brought on by some of the same conditions. In the midst of these challenges, Benedict College continued to graduate "powers for good" and overcame adversities to help sustain and revitalize this once prominent neighborhood. In the words of Mrs. Gordon, "Benedict has been a blessing to the revitalization of the area. Benedict picked up where the city [of Columbia] left off and is helping to transform the community."

Embracing a vital component of the college's mission to provide public service and impact conditions in the African-American community, the college works to help maintain the rich history of the community. On any given day, the comings and goings of the college's constituents can be measured by the activities that are helping to forge a new chapter in this community and have an impact on teaching and learning to help shape the lives of others throughout the state and beyond. These individuals, regardless of backgrounds, are actively engaged in learning and sharing through various service initiatives that emerge from the college via the established service-learning program.

Campuswide Institutionalization of Service-Learning

In 1995, under the administration of President David H. Swinton, service-learning was institutionalized as a graduation requirement for all Benedict College students. To administer the Benedict College Service-Learning Program, a staff of one with a 75% teaching responsibility and 25% release time was appointed to carry out the then 240-hour graduation requirement mandated by the administration. The summer of 1995 was the inception of the model that was developed to connect community partnerships and service to enhance teaching and learning experiences. Intrinsic in the model were objectives geared toward developing

community partnerships, enhancing teaching and learning, and empowering students through academic-based service opportunities. These objectives were supported by the administration and service-learning became policy as documented in the 1995 catalog:

> Benedict College is committed to using its faculty, students, and administrative resources to provide service to improve conditions in the African-American community. Consistent with this emphasis, Benedict College students are required to participate in service-learning activities. A minimum of 60 service hours per year is expected. A total of 240 hours is required for graduation.

During that year, service-learning quickly became a vehicle for transforming our learning community. Through the strategic planning process, the enrollment goal of 2,000 students by the year 2000 was met in the fall of 1996—the student population soared from 1,862 to an enrollment of 2,138. The growth of the college and the extensive span of service-learning necessitated a matching growth in staffing. In 1996, with additional funding from the United Negro College Fund and the Ford Foundation, one coordinator and an administrative assistant were added to the staff of the Service-Learning Program.

Then, in 1997, two additional coordinators were added to the staff, along with a Service-Learning Advisory Team and Student Coordinators. The Advisory Team is comprised of representatives from each of the academic departments, in addition to representatives from the staff, student population, and community constituencies. The Team assists the Service-Learning Program staff with orientation for other faculty members and provides input to enhance the program's continual development and effectiveness. Student Coordinators are students recommended by faculty based upon their demonstration of leadership and commitment to service. These students work in collaboration with the Service-Learning Program staff to oversee the service-learning outreach programs that were designed to strengthen the model. The addition of these two components marked the official formation of a full-fledged Service-Learning Program center with a staff to effectuate the model. The center's staff is instrumental in the coordination of service activities, assessment, and professional development opportunities for students,

faculty, staff, and established community partners, which demonstrates the college's commitment to sustaining a viable program. The 2001-2003 college catalog reads:

> Students engage in service-learning via Leadership Development Seminar Courses and designated departmental courses. Each student is required to complete 120 hours for graduation with the exception of transfer students. Transfer students are required to complete the total number of hours commensurate to their classification at the time of admittance. A leadership component of the program is the utilization of students as staff members through their service as Student Coordinators and department faculty as Advisory Team [members].

With this solid infrastructure in place marshaling administrative support, the Service-Learning Program has quickly become one of the entities that enhances the service component of the college's mission. Dr. Swinton says:

> Service-learning provides Benedict College students with an opportunity to put what they are learning into practice. It helps them hone their leadership skills and to develop confidence in their ability to provide work of value to society. In addition, it instills in them a sense of personal responsibility for finding solutions to the problems and concerns of society. Service-learning teaches students to take ownership and think in terms of "us" and "we" rather than in terms of "them" and "they." While they learn and serve, Benedict students provide incredible resources to help address important social and community issues.

The institutional commitment to using its faculty, students, and administrative resources to provide service to impact conditions in the community is likened to the quilting process, an icon in the African-American community. Service-learning is the thread that pieces the quilt together. Although service-learning stitches together all the pieces of the quilt throughout the curriculum, each academic department designs its own patterns of service initiatives applicable to their majors and helps to build partnerships necessary to carry out these initiatives. Cut

from each pattern is a patch representing diverse experiences. These patches of experiences combine to create a service-learning quilt that blankets members of the college family, as well as the surrounding community. Upon graduating from Benedict College, each student knows and understands what is meant by "service." Permeated through every fiber of the students' lives is the understanding that "learning to be the best" applies not only to academics, but also to social and civic responsibilities as they migrate into various communities throughout the world as "powers for good."

In helping to revitalize the community, Benedict College continues its own revitalization necessary to be the best. In the midst of constructing new facilities, remodeling existing historical structures throughout the campus, and designing new or redesigning existing curricula, the college spreads further into the community, not only in terms of its physical presence but through its academic program offerings that impact the wider community.

The Journey of Service-Learning in Teacher Education

The journey of service-learning into the Education Department, where students are learning to be "Powers for Good in Schools and Communities," begins with a view of its historical locality.

Bacoats Hall, named after the ninth president of Benedict College who was also a Baptist minister, is one of the oldest buildings on the Benedict College campus. It is situated to the right of the main entrance of one of the fastest growing historically black colleges and universities (HBCU) in the South. Like the rest of the evolving campus, the students stroll across the lush green lawn in front of Bacoats Hall, the former site of the school cafeteria now refurbished to house the Education Department, Enrollment Management, Financial Aid, and Management Information Systems. Young men rush in and out of the double doors on the left of the three-story cordovan brick structure to gain entrance to their living and learning quarters, housed on the third floor. Other students rush in through the two center double doors in front of the building. To the left, individuals may inquire about financial aid and enrollment. To the right, hangs the portrait of Reverend Dr. J. A. Bacoats. His watchful

eyes seem to guide faculty and students through the halls and around the corner to the Education Department.

As in a quilt, the kinds of patch patterns the Education Department designs are reflective of its mission to prepare students for occupations in preK-12 instruction and for further study in education and related fields. Students completing programs of study in the Education Department will be able to acquire and maintain leadership positions in the educational arena related to teaching, research, and service.

The seven programs that lead to certification (Elementary Education, Early Childhood Education, Biology, Mathematics, English, Art, and Music) are all a part of the Teacher Preparation program at Benedict College that ensures that all candidates who matriculate through know their subject matter, can teach that subject matter to any student, and hold the values that ensure the students they teach are provided with the highest quality of education possible. The guiding theme for these programs is "Teachers as Powers for Good in Schools and Communities." The pillars of this framework are teachers as scholars, teachers as reflective decisionmakers, teachers as effective practitioners, and teachers as resources for the community. These are the four pillars upon which the teacher education program relies for direction and coherence. These pillars, along with the guiding theme built from the mission of Benedict College, are woven into the context of the service-learning aspect that is essential in the development of Benedict College graduates.

Because service-learning is a growing trend in the education arena, the Education Department, more than other departments at the college, is instrumental in helping to sustain this growing trend by not only encouraging its students to engage in service, but also its faculty to use service-learning as a methodology to teach content and train pre-service teachers to do the same. During the process of quilting come needle pricks, scissor snitches, missed stitches, or broken threads that sometimes alter the path and create reasons to pause, reflect, and reroute ideas to complete the finished product. But, throughout the process, there are lessons learned.

One lesson learned is manifested through a reflection by Barbara Magwood, a teacher education faculty member who shared her experience of developing an understanding of service-learning and its impact through a project conducted with students in her methods course, where the emphasis is on developing teaching/learning strategies for elementary school instruction. As a service-learning project, she set out to have students learn more about social studies by researching issues of environment and community. The project involved interviewing parents who were tenants of a nearby housing project. She says, "The students were scared to go to the 'projects,' but after going and interviewing the parents, they discovered that the parents wanted for their children the same things the college students' parents wanted for them." Students, like representative sectors of society, entertain perceptual blocks that polarize them from the community, but service-learning effected a change. In the words of one elementary education major:

> My most memorable experience would have to be at Carver-Lyon Elementary. Prior to going into the classrooms in the community, I was told many negative things concerning the school as well as the children that led me to believe that everything was indeed not "up to par," but when I worked [with] each child, I saw that each one was a true gift!

Through experiences such as this, students and faculty gain the essence of the reciprocity of service-learning, in that service is valuable to the one who provides the service and the one who is served. Barriers of the benefactors of service-learning are broken as all who are involved learn in the process of meeting needs. This is illustrated through comments gleaned from one Senior Exit Survey, which is an assessment completed each year by graduating seniors: "I enjoyed helping the students at Lyon Street Elementary School learn to read. I enjoyed it because when you help someone, you can feel good about yourself." Barbara Magwood succinctly brings it all together when she says, "The exposure to instructional skills paired with service-learning activities can only enhance students' development as effective teachers."

Another important lesson was manifested in an action-research service-learning project facilitated by an education faculty member, Dr.

Tina Marshall Bradley. Her Social Science Research in Service-Learning course is designed to enable students in education and other disciplines to become involved in the community in a meaningful way by developing their skills in research, which is often the foundation for developing service projects, but is not often perceived as *service*.

Students are engaged in a service-learning project designed to explore the constructs fundamental to social science research while developing the skills to clearly articulate findings for the development of effective service delivery. When the assignment was given, the students had a hard time understanding how their research could be considered service-learning. They focused on the *service* as an act. According to the instructor:

> A great deal of emphasis [in the field of service-learning] has been placed on students *doing something* to address issues in the community. Many times activities were undertaken because others had suggested that they participate in the activity or the idea just sounded like a good idea. Very little thought was given to whether there was truly a problem or issue based on some type of analyses of data; whether the proposed activity had an impact on the problem or issue; and if there were outcomes, to what extent did the activity undertaken by the student contribute to that outcome. For instance, several of the education majors tutored students in the local schools. When asked how their tutoring impacted their tutees' grades, standardized test scores, or other achievement measures, they were not sure. It was a difficult task to convince students that [researching] an issue was *doing something*.

To achieve this goal, students who were placed at local schools and agencies provided service to the sites, and worked closely with partner constituents to identify issues within the agencies, analyzed existing data in the literature on the problem, and synthesized research in areas related to their studies. The pedagogical structure of the course included outside readings on service-learning in the students' field of study, clarification of social issues addressed by specific community agencies, guest speakers, and technical workshops on Internet resources as well as

using social science statistical packages to analyze data. Students addressed issues such as quality child care, the impact of tutoring on student achievement, the correlation between nutrition and physical and cognitive development, and the effect of unemployment and underemployment on noncustodial African-American males. As a culminating activity, the students presented their research findings in a public forum. According to the instructor, "Hopefully, they and others can use their findings to further impact community needs and activities; in addition, they can now serve as advocates for service-learning with clearer understandings of effecting change." One of the students enrolled in the course applied and was accepted into a summer research program at Brown University. She said, "I am dedicated to being an early childhood teacher. I now know how important research is to what I will be doing in the classroom." The service-learning experience assisted in helping the professor and students bridge the gap between theory and practice.

Freshman, sophomore, junior, and senior seminar courses are the institutionalized curricular basis for routing the service-learning graduation requirement. The courses are designed to enhance students' collegiate, academic, personal, and professional development. All students are required to enroll in seminar courses each semester at each level of classification within their academic disciplines. For example, students enrolled in Seminar I during the fall semester and Seminar II during the spring semester. To earn full credit for these courses, the students must engage in service-learning.

In one Junior Seminar II course, students planned and implemented a Read Across America service project in collaboration with the Richland District One Parent Literacy Council. The service was conducted at the Martin Luther King Junior Community Center. For the project, the college students' primary responsibility was reading to community children. They also designed social and educational awareness activities for parents and their children. In preparation for the project, students selected readings by Dr. Seuss and designed costumes and educational activities with the Seuss motif to motivate the students and their parents to read. Students enrolled in this class are one step away from

beginning their clinical experiences. This Read Across America hands-on activity provided them with the opportunity to gain insight into actual experiences that they may encounter with developing reading skills in the classroom and motivating students to read. The project helped to build their leadership and professional skills. The same students also engaged in Week of the Young Child service activities.

Mrs. Clara Dubard, the class instructor, commented on four issues during her reflections on the activities: leadership development, worthiness, impact on Benedict students, and overall merit of service-learning to her students.

> It [service-learning] was a superb teaching strategy which elevated their [students] experience to impart confidence, affirmation, concreteness (to classroom theory) and the value of a sound education. During the Week of the Young Child activity held at Finlay Park, Benedict students were fascinated with the evolving relationships between them and the elementary school students; they loved the respect that they received from the young people which elevated them to "adulthood." The Benedict College students anticipated more interactions and proposed new activities to inspire the young people. This in turn increased their self-confidence and most key, they found affirmation of self and their career quest.

One student had this to say:

> As I reflect upon my service-learning experiences, I realize that they have proven to be beneficial. Through service-learning, I have been able to meet many of the objectives set forth in my Junior Seminar II class. First of all, my experiences have helped me develop my senior paper topic in that I'm learning how family structure affects school achievement. These experiences have also increased the effectiveness of my resume, and most of all, they have granted me the opportunity to display my leadership skills. Truly, service-learning has provided me with some very rich and wonderful experiences.

Service-learning projects vary, depending upon needs that are identified by the students enrolled in the different sections of designated

departmental courses where students may also earn service-learning credit. One requirement for admission into the education program is earning a passing score on each of the three parts of Praxis. Students enrolled in ED 230B, Historical and Philosophical Foundations in Education, during Spring 2002 were awaiting test results, and others were planning to take the test. These results would determine who would be inducted into the program in the fall semester. The 11 students enrolled participated in empirical research. They surveyed pre-education and education majors. Data from the surveys indicated students' perspectives on the successful completion of the Praxis series as a requirement for induction into the education program and for graduation. Concluding that pre-education majors needed more information regarding expectations and meeting certain standards, findings gathered from the survey were compiled into a brochure to acquaint incoming freshmen with information regarding admission into the teacher education program. These brochures are to be distributed during freshman orientation each semester and will be updated accordingly.

To fulfill the service-learning requirement for Teaching Reading in the Elementary School, teacher candidates were to complete a three-part project that would include conducting a needs assessment of students' reading skills, and working cooperatively with the classroom teacher to create Reading/Character Education take-home bags filled with activities to promote the development of character, citizenship, and reading skills. Reflection and evaluation activities for the elementary students and other family members were to be included. The bags were to be given to students on Thursday, collected the following Monday for assessment of activities, and returned with comments to the students who would receive a certificate of completion. The rationale for choosing this particular activity was to help teacher candidates understand the importance of meshing family life with the children's school career through meaningful experiences.

After attending a workshop on character education and spending many hours gathering data, students began the process of designing a needs assessment instrument. However, before the survey was printed, candidates learned that the school district wanted to administer a needs

assessment designed to identify the needs of families in order to help parents and the district to assist the children. According to Patricia Dixon, the course instructor,

> This was a boost to our educational egos, because we had already identified and independently planned activities to assess and address the needs, the same as the district had planned. To avoid confusing parents, we decided not to send out our needs assessment but to utilize the district's for the same purposes.

With the research completed and some activities already planned, students had less than 9 weeks left to complete their patch of the service-learning quilt. All they needed to decide upon was the appropriate stitches needed to accentuate the texture and color of each piece and to hold it securely in place. Three weeks after beginning alterations to the original, they chose the stitches to complete the patch—double stitches, cross-stitches, and blind stitches. Double stitches would allow two ways of presenting information, first by preparing activities to participate in with the third-grade students during the character education marathon, and then creating a Character Education Activity Book. The cross stitch made it possible for each of the candidates to work with all of the students in small groups. Students were divided into three groups and candidates paired together to present lessons on the identified pillars of character education. As activities were completed, candidates switched rooms to work with a different group of students. This moving of candidates, rather than the moving of students, allowed for smooth transitions between lessons.

The blind stitch was used for the final phase. Activity books, created by candidates, were given to the third-grade students. Students completed critical and creative thinking activities to promote character education and develop reading skills. Because the character education marathon took place on the last day of classes at Benedict, the final stage of the project was entrusted to classroom teachers. Candidates provided the third-grade teachers with answer keys to activities and certificates for the students.

Candidates' reflections on the process reveal their growth and flexibility.

> I really enjoyed the character education activity. It caused me to have to really think and search for information because character education is a topic that I am not really familiar with. I enjoyed developing the activities for the book.

Another candidate continues in the same spirit: "I really enjoyed doing this project for character education. It was a different experience for me that I will never forget. After going over this unit, I see the need for character education in every field." Yet another candidate addresses his same budding perceptions of leadership abilities:

> This class allowed me to explore my teaching skills as well as learn and recognize the different learning styles of the students who were slow readers that had to be guided through the activities. Then there were also those who completed the assignment without any problems. It was very exciting being able to influence these children in such a positive manner. After completing the assignments, the students were able to tell me what they learned, and I was pleased.

Even though a snag may have ripped the single thread on the first try, the pieces were left intact. The different stitches held the squares closely, forming a single scene; and with that, this class's portion of the quilt was complete.

Challenges in Teacher Education

While we have developed the lining for blanketing an ethic of service within the Education Department, we continually wrestle with mending missed stitches. In one missed stitch, we discovered there were not enough core courses presenting service-learning opportunities; the thrust of service-learning was mainly focused in seminar courses as per administrative mandate. The necessary challenge then was to expand service-learning beyond the scope of seminar courses and to infuse it as a methodology in core courses. After assessing the situation, it was noted by an Advisory Team member from the Education Department that service-learning could provide a richer experience to pre-service teachers if infused in core courses. Core courses were identified and the education department faculty was convened to discuss the infusion of

service-learning in suggested courses. The teacher education faculty was reluctant. They did not want additional teaching responsibilities added to the mandates of practicum, student teaching, and course content.

After a series of lively discussions designed to help faculty view service-learning as a part of the course and not a separate entity, the service-learning staff discovered that many education department faculty had already developed innovative teaching strategies in their courses and students were already engaging in activities that were perfect examples of service-learning. Dr. Coker's class, ED 230, Historical and Philosophical Foundations of Education, was a case in point.

The class developed a project with Carver Elementary entitled "Engaging Disengaged Learners." The purpose of this project was to raise the students' aspirations and improve their classroom performance in social studies. The project allowed opportunities for co-teaching, peer teaching, and peer tutoring. The pre-service students planned activities with the teacher in the classroom as well as with their college professor. In her August 10, 1998, letter of commendation, the principal, Dr. James, writes:

> Carver Elementary School experienced a tremendous increase in student achievement on the Metropolitan Achievement Test for the 1997-98 school year. I would like to particularly note the 46% increase in the number of students passing the Social Studies test. I attribute of lot of this success to the work that the students from Dr. Theodore Coker's class did with our students. . . . That . . . work culminated with a trivia bowl that our students *seriously* prepared for. Their knowledge of social studies facts were clearly demonstrated in their test performance.

Dr. Coker's example was persuasive, but to further dispel the myth of service-learning as an add-on and to assure faculty that course content could still be adequately covered, professional development opportunities were created collectively and individually for teacher education faculty for the purpose of getting them to just try a service-learning experience with support through the entire process. At the conclusion of experimenting in three courses, faculty came to the realization that they had covered the material and had satisfied the

service-learning component as well. According to Dr. Tina Marshall Bradley, "Participation in a structured activity that allowed me to interact with other faculty members who were also examining service-learning in their courses helped me to focus and uncover new ideas in ways to structure service-learning in my own course."

To further strengthen the understanding of service-learning as an instructional strategy and to keep current with developments in the curriculum, community needs, and a changing world, the Service-Learning Program provides the opportunity for faculty, students, and community partners to engage in participatory workshops and seminars through in-house workshops, partnerships with other institutions and agencies, and peer mentoring.

Many of these workshops are made available through partnerships with other institutions and agencies such as the National Dropout Prevention Center at Clemson University (partners in the National Service-Learning in Teacher Education Partnership and the National Service-Learning Exchange); Johnson C. Smith University; Clark Atlanta University; The Ford Foundation; United Negro College Fund; Corporation for National Service; South Carolina State Department of Education; Fund for the Improvement of Post Secondary Education; and local principals and administrators from neighboring school districts, primarily Richland School District One.

Peer mentoring has been instrumental in efforts to acclimate new and existing education faculty and others to use the service-learning methodology. Joining an established faculty halfway through a school year can be stressful for a newly hired employee. For Dr. Lenora Majors, joining the Benedict College Education Department meant not only coming to a new school, but also coming to a new state, South Carolina, where service-learning has become a growing instructional strategy.

Dr. Majors was formally introduced to the Benedict College service-learning model when two veteran teachers of the program escorted her to the Service-Learning Program office to acquaint her with the staff and resources available there.

Working closely with another first year education faculty member, Dr. Ram Baral, Dr. Majors planned a technology workshop for the

purpose of sharing with faculty members various ways of using technology in the classroom. Recognizing a wonderful idea and the possibility of an innovative instructional opportunity for students enrolled in ED 430, Teaching Reading in the Elementary School, the course instructor, Patricia Dixon joined Dr. Majors and Dr. Baral in planning and implementing the workshop.

Candidates enrolled in the spring semester reading course participated in the workshop as members of the Students as Experts initiative. Pre-service teachers became extremely knowledgeable of computer programs, search engines, basic operations, and concepts, and they presented explanations of operation and practical uses of technology in the classroom to faculty members. Candidates also had to write a biographical sketch to include in the Students as Experts directory to introduce themselves and describe their areas of expertise, along with email address and/or phone numbers to make them accessible to faculty and their peers who may need assistance in incorporating technology into the curriculum.

Infusing state and national standards into the curriculum of the reading course provided the basis and justification for innovative ways to teach. Addressing nationally recognized standards in the course required students to become active learners. With the focus on candidates as producers of knowledge, rather than consumers, our pre-service teachers are engaging in more research, analysis, and presentation of their findings.

Vision for the Future: Where Do We Go From Here?

As a result of reevaluating facets of the Education Department's teacher education program, a conceptual framework has been developed that is reflective of a shared vision of the stakeholders. The decision is to use service as a methodology for achieving the identified four pillars upon which the teacher education graduates will embody: (a) teachers as scholars, (b) teachers as effective practitioners, (c) teachers as reflective decisionmakers, and, (d) teachers as resources for the community. Therefore, the service provided by teacher education candidates must be in alignment with national, state, and college professional

standards as well as with the needs of the community in which they work. To provide coherence across the program, each department has identified key courses through which the development activities and experiences required for service-learning will be met. The close coordination with the Service-Learning Program and the Office of Teacher Education will provide a foundation for a culture of service that enriches experiences for teacher education candidates.

According to the Service-Learning Program Director, Gwenda R. Greene:

> As we move the Service-Learning Program to greater heights, we shall continually learn from our challenges, failures, and successes but keep our vision ever present before us. At Benedict College, it is our goal to permeate the true essence of "community" through service-learning as it develops reciprocal relationships between the college community and the wider community. Our aim is to help foster resiliency through the active engagement in service activities that are geared specifically toward *effecting change* and *building leadership*.

Dr. Rhonda Grego, an Advisory Team member, says:

> I know that some might think of service-learning as just another "add-on," just another thing to have to do in our already overfull courses and lives. And yes, service-learning projects do require some extra organization on the teacher's part—but, more importantly, they require professors to think about how their "academic," scholarly study connects with the real, everyday lives of people, and with the public and social organizations that serve people's needs. And for me, it has meant connecting with local, specific communities of people and needs both within and just outside the college itself. And really, as Benedict College faculty have begun more and more to talk about and understand service-learning, we've realized there are some things we already do with students to put "learning in action" that are, in essence, service-learning.
>
> I think of service-learning as one of those heuristic places in higher education which works to "reconnect the disconnect"—

reconnecting the world of academia with local human constituencies. Twentieth century academic professionals lost this connection; our increasing focus on specialized study and research methods and publications have focused our attention on theories, abstractions, and global/national conversations. Service-learning is, to me, a great way for myself and students (who are future professors and Ph.D.s) to understand the role of what Cornel West calls the "public intellectual."

Service-learning demands interdisciplinary thinking, a dimension of learning that higher education faculty do not work as much as we need to at the undergraduate levels. Service-learning projects often require students to apply a range of skills, skills which they learn better in context of use. Because such projects involve students in the pragmatics of everyday life, they make academic subjects less clear-cut, messier, but, at the same time, more real and immediate. Such applications also challenge those of us faculty in the academic area as we engage in the much more complex arenas of everyday life through our service-learning projects; they force us to realize the limits of our academic theories and knowledge.

Benedict College is a place where *community* is viewed in a broader context and service-learning is valued as an innovative teaching methodology. Community empowerment, professional development, and leadership are the residuals of moving service-learning from theory to practice. These are things that we can be proud of to continue our historical commitment of service beyond the campus. Intrinsic social, educational, and historical principles are the foundations which characterize who we are as an institution of higher education that believes in training its students to be leaders who effect change. Service-learning is strengthened each year as new patches are added and old ones are mended in the quilt that blankets the campus and the community.

Acknowledgments

Special thanks to the administrators, faculty, students, and community constituents whose voices echo throughout the portrait.

It Takes a Whole Campus to Grow a Service-Learning Program

Paula W. Flaherty

Perched on the banks of the Kanawha River, directly across from the gleaming gold dome of the state capitol building, is a small private university with a rich and lengthy history in the state of West Virginia. The University of Charleston (UC) was founded in 1888 as a small Methodist seminary in rural West Virginia, but has evolved over the last 114 years into a forward-thinking enclave of student activity firmly seated in West Virginia's state capital city.

The mission of the University of Charleston is to "educate each student for a life of productive work, enlightened living, and community involvement." This newly-revised mission statement is taken very seriously on campus and can be recited from memory by all faculty members and most students. It is from the "community involvement" piece of this statement that a service-learning movement on this campus has arisen within the last 7 years.

The small compact campus that educates less than 1,500 undergraduate and graduate students is the consummate community-involved institution. The university's calendar of events is heavily laden with such events as meetings of civic organizations, openings of community art exhibits, guest speaker series, community forums, youth camps, and many more similar events that bring the community and the university together in a variety of ways.

While the university had espoused the idea of "service to and with the community" for some time, there had never been much thought given to turning community service into service-learning and using it as an instructional pedagogy until this very topic began to be discussed with the local school district in 1994. That was a turning point for teaching and learning at UC. Since those initial discussions, a great deal of infrastructure has been developed to validate and support the service-learning movement: a partnership with the local school district; the creation of the West Virginia Service-Learning Consortium at the University of Charleston; a faculty resolution to create at least one service-learning intensive course in each major; the creation of a student organization to support service-learning; a faculty service-learning fellowship program; and acquisition of AmeriCorps members, VISTA members, and federal work-study students as staff members.

Slowly but surely the University that is the namesake of the West Virginia state capital is changing the way it educates students. There has been a real academic transformation of late that stresses authentic student-centered learning with performance-based assessment techniques. Service-learning fits into this model like a hand into a glove and can help drive many of these campuswide initiatives.

On a snowy Saturday morning in January of 2001, when no one was paying much attention to this beautiful college setting, I was assisting a group of students as they conducted a workshop on service-learning at the University of Charleston's annual All Campus Leadership Conference. As the student-presenters probed the audience of their sleepy, somewhat less than attentive peers about their experiences with service-learning, a hand went up in the back of this very large room. I wasn't even sure who was speaking, but what he had to say came across loud and clear. Ben Beakes, a senior political science student, told this group of about 50 of his fellow students that service-learning had changed his life. He went on to say that as he volunteered at Sojourner's Shelter as part of his Social Problems class, he began to see life in an entirely different way. In his completely unsolicited comments, he explained how homelessness took on a whole new meaning for him when he saw it firsthand and had a chance to interact with people living at the

shelter. As he explained specific examples of his experiences at the shelter, he emphasized with great compassion that his service-learning experience in this class had allowed him to view multiple perspectives concerning the complex social issue of homelessness. Since then a really incredible thing has happened. In the spring of 2002, as a senior at the University of Charleston, Ben Beakes ran a credible, but unsuccessful, race for a seat in the West Virginia House of Delegates. I would like to think that his service-learning experience had something to do with his desire to engage himself politically so that he could help make a difference in important issues such as those he studied in his Social Problems class.

Hearing Ben Beakes' comments was an "aha" moment for me. I have worked with the service-learning program at the University of Charleston as Executive Director of the West Virginia Service-Learning Consortium at UC since its inception in 1994. I must admit that I have "prepared" many students to make comments publicly about their experiences with service-learning, but never had I heard such a dramatic statement coming from one of our students in such a completely unsolicited way. I went home that day knowing that service-learning had not only taken root, but had begun to flourish at the University of Charleston.

Partnerships

Belief System

If service-learning has taken root and is flourishing in 2002, then it might be said that we were only beginning to select which seeds to plant in 1994. I intentionally use the word "we" because the service-learning initiative at UC was actually conceived as a partnership with the local school district (Kanawha County Schools) and the United Way of the Kanawha Valley—not unlike several other partnerships between and among these three influential community entities. Through the years, all three partners have contributed both financial and in-kind support to the service-learning partnership.

What the three partners shared most of all was a belief that service-learning was important and necessary for today's students. As a matter

of fact, I remember quite clearly the day that I approached then United Way President, Jack Blair, concerning participation in and financial contribution to the service-learning endeavor. I had barely finished the first paragraph of my well-prepared speech about the benefits of service-learning for today's young people when Jack politely stopped me to say, "Yes, we will participate. How much money do you need?" This attitude of true cooperation and shared understanding has characterized the service-learning partnership that has become known as the West Virginia Service-Learning Consortium at the University of Charleston.

This partnership was unique because among its executive board members were decisionmakers from each of the three institutions: the United Way president, the school district assistant superintendent for curriculum, and the university dean of students (and later the provost). There was a unique shared trust among these partners that has allowed the group to successfully collaborate on issues that relate to policy, administration, and programming for the service-learning program. The quarterly meetings are always characterized by convening in the university's nicest boardroom, sharing snacks, and chatting freely before the meeting began. Doug Walters, who was dean of students and served as chair of the executive board on several different occasions, often commented that he has rarely seen a partnership that has been so collaborative over such a long period of time.

Through the years, the executive board began to nurture the service-learning seedlings by creating a vision and specific policies to support the service-learning program in each of the two educational institutions. As evidence of the progress facilitated through this cooperative arrangement, the university went from practically no understanding of service-learning among the faculty in 1994 to a place in 2001 when the faculty passed a resolution to create at least one service-learning intensive course in each of the 22 majors. A special icon is listed next to each of these service-learning intensive courses (SLIC) in the University's course catalog. Before a course can receive a SLIC icon, it must pass vigorous scrutiny by the Citizenship Roundtable and meet specific guidelines created by this group of seasoned faculty members. The faculty member must present a syllabus that responds to the SLIC

application guidelines dealing with documentation of the service-learning component—including preparation, action, and reflection. Presently, one-third of the 67 faculty members have integrated service-learning into their course work, and the first SLIC icons were granted in spring 2002.

With regard to the school district, I face a wonderful misconception on a regular basis as I discuss the service-learning program with parents and community members. As recently as last week, I had someone challenge me when I said that community service was not a requirement in Kanawha County Schools. A fellow member of a local civic organization was sure that her daughter, who was starting high school next fall, had some sort of community service requirement for graduation. Service-learning has become so much a part of the fabric of the school system because more and more teachers are using it as a teaching methodology. It seems that many people think there is a community service requirement for graduation, when instead there is a *service-learning* component in many of the middle school and high school classes. Instead of a requirement, Kanawha County Schools provide incentives for student participation in community service and service-learning. Students participating at different levels may wear an honor cord at graduation, receive a special seal on their diploma, or receive a certificate from the superintendent.

In addition, one outstanding student is chosen annually in each of the school district's nine high schools to receive the coveted Superintendent's Community Service Award. To further illustrate the collaborative nature of this K-H partnership, a prestigious awards banquet is held in honor of these students in the magnificent Rotunda at the University of Charleston.

Infrastructure

Many service-learning initiatives may claim to be successful, but not very many claim to have adequate funding. Such is the case with the University of Charleston program which has had to be very creative in developing resources. The office of service-learning is housed in a very large room in Riggleman Hall, the oldest academic building on the campus.

The exterior of the building is majestic and grand and certainly architecturally significant, but the service-learning office space itself smacks of 1980s carpeting and paint. Fortunately, it is blessed with large windows and an open floor plan that accommodates a variety of creative furniture arrangements. The furniture has been begged, borrowed, and stolen from a variety of locations throughout the campus, but manages to meet the needs of the office staff. Large colorful poster-size photographs of students engaged in service-learning projects dot the walls as well as personal effects belonging to the myriad of staff members.

Creativity reigns supreme in the UC service-learning office, which is staffed by six full-time people and seven part-time people. In addition to myself as the executive director, there are four Service-Learning Specialists who are AmeriCorps/VISTA members, four Service-Learning Assistants who are part-time AmeriCorps members, three federal work-study students, and a collaborative coordinator who facilitates the service-learning collaboration with Kanawha County Schools.

Faculty members report that the four Service-Learning Specialists are one of the most helpful resources provided to them—the reason being that faculty members are incredibly busy as part of the academic transformation going on at UC. For the most part, they teach four classes each semester and serve on several committees and a roundtable. The role of these Specialists is to become a partner with the faculty members and assist them with implementation of service-learning. UC is not able to provide financial remuneration for the development of new service-learning courses, but the assistance of a Service-Learning Specialist seems to be the next best thing. Dr. Mark Hornbaker, a music professor, said that he would have never been able, nor would he have tried, to create his service-learning course without the help of Leah Pajarillo, his Service-Learning Specialist. He reports that Leah provides real organization for the service-learning component of his *Applied Voice* course. Mark's students have partnered with the Charleston Area Performance Academy, an organization that provides instruction and mentoring for African-American high school students who have college-going ambitions. Several students within the organization have chosen voice as their emphasis area (among many offered), and they visit the University

of Charleston on a weekly basis for voice lessons provided by Mark's students. Mark and Leah have arranged for the high school students and their college mentors to perform in a variety of settings. Most recently, I was privileged to see them perform at the Kanawha County Schools Superintendent's Community Service Awards banquet. Not only was their performance superb, but the hugs and "high fives" generated among the sets of partners was really touching. As I watched their performance and the follow-up behavior, I saw a variety of things going on—personal connections, improved skills, and increased familiarity with the college setting for the high school students.

Each Service-Learning Specialist is assigned to as many as five faculty members in any given semester and does whatever it takes to ensure a high quality service-learning component. At various times, their work has included recruiting community agency partners, providing service-learning training for students, conducting reflection activities, and general organizing of the service-learning component through paperwork, telephone calls, and scheduling.

Federal work-study students have also played a vital role in the promotion and operation of service-learning at the University of Charleston. The campus financial aid office tries to assign work-study students to the office of service-learning who have previous experience with community service and/or service-learning. Therefore, when these students are given such high-level tasks as creating a weekly newsletter that highlights volunteer activities in the community, they are much better able to relate to that task and have a personal interest in the assignment. Federal work-study students have assisted with a variety of tasks including interviewing professors for newsletter articles, contacting community agencies about upcoming events, developing a database of community agencies that use youth volunteers, and compiling and editing a booklet of reflection activities created by K-12 teachers.

Teacher Education

Not coincidentally, the West Virginia Service-Learning Consortium office is located right next door to the teacher education offices and classrooms at UC. I guess you could say that I am the connection point

between the two programs because I split my time between the two. I have taught between one and two classes each semester over the last two years and also coordinated the service-learning initiative on campus which means, among other things, overseeing the staff that was mentioned earlier. My service-learning involvement on campus started much earlier than my teaching duties, but they are definitely complementary to each other.

As a faculty member, I can actually model service-learning pedagogy on my campus which goes a long way toward helping fellow faculty members understand the concept and how it relates to syllabus construction, assessment, and a myriad of other similar issues. My syllabus and several others have been placed on the university's Web site as a model for other faculty members who want to integrate service-learning but don't know where to start. Several faculty members have borrowed materials from me that I use to deliver and assess service-learning in my classes—not because my work is necessarily better, but because I have been involved with service-learning for a much longer period of time, and I have many more resources at my command.

There are a variety of reasons why the connection between service-learning and the teacher education program makes perfect sense. First and foremost, it only seems logical that a program on campus that deals with the very topic of how to teach and that explores ways to improve student learning should have a direct connection to the teaching methodology of service-learning that is being espoused by the university.

Secondly, I hate to say it, but faculty members seem more receptive to my overtures about service-learning now that I am among their ranks. I am sure it has something to do with my increased ability to communicate in a way that better relates to their way of thinking.

The plan to create a partnership between service-learning and teacher education at the University of Charleston may seem to be intentional. The fact of the matter is that service-learning in the teacher education program makes me think of a quote from a favorite poster of mine, "Miracles come after a lot of hard work." Let me begin by saying that Dr. Jo Blackwood is the chair of the program and has been a strong

advocate and practitioner of service-learning since the late 1960s when she was teaching high school English and journalism classes. In addition to being bright, articulate, and politically savvy, she is a whirling dervish of energy and enthusiasm unmatched by just about anyone on campus. Because Dr. Blackwood understood and had used service-learning, she became a strong advocate for this new pedagogy when the faculty began examining it. At about the same time, I began teaching two classes each semester within the education program and integrated a strong service-learning component into three of the classes. I can't say I was the best teacher that first year, but from the very beginning, my students gave their service-learning experience very high marks. The mostly sophomore level students in my Survey of Exceptional Students course were serving 20 hours each semester as classroom volunteers with special education students and felt they learned so much more firsthand than they ever would have from the textbook or from the more traditional classroom observation techniques that had been used in the past. Unlike teaching a lesson or observing in a classroom, my students were interacting directly with the special education students and felt they really got to know what these students were thinking.

One of my students, Amanda Bostic, wrote the following in her journal.

> When I was assigned to work with mentally impaired students at Capital High School, I did not know what to expect out of the experience. I was nervous, excited, and apprehensive at first. However, my experience at this school has proven to be one of the most profound learning experiences I have ever had.

My students worked in small groups and spent time in two different classrooms during the semester. One group of my students was so enthusiastic, they brought some of the students from the behavior disorders class to our class and jointly made a presentation with them and their teacher about what they had been working on during the semester. One of my students who worked with the behavior-disordered students was Kelly Borck. In her final assignment for this class, Kelly reflected on her experience with these students.

> As I become a teacher, I think I am now so much better prepared to handle students with special needs. I worked with an amazing teacher who showed me that connecting with each student in a special way is what they need in order for them and me to really understand.

Still other students were so affected by their experience that they decided to become special education teachers themselves. Amy Cottrill made a very strong statement in her journal.

> To me, being a teacher isn't about teaching the students who already have good study habits and a good family support team, or the students who are so bright that it comes to them naturally. To me, a good teacher is the person who strives to teach the students everyone else is afraid to teach or doesn't know how to teach. That's what I want to do. My service-learning experience this semester has opened my eyes to special education and all that it has to offer. These are the students who truly need a teacher who is willing to work with them and teach them everything that nobody else wants to. I think that is where I need to be.

My most vivid memory of a student being truly affected by his service-learning experience deals with a nontraditional student who was enrolled in my class. Keep in mind that most students in the teacher education program at the University of Charleston are right out of high school and come from homes within a few hours of Charleston. Unlike these students, Tim Conley is a husband and father and is employed as a full-time evening supervisor for United Parcel Service. For one of his service-learning assignments, Tim had chosen to become a classroom volunteer with orthopedically-impaired students at Capital High School—a tough inner-city school with approximately 1,600 students. Tim wrote often in his journal and spoke frequently in class about a particular wheelchair-bound student named Celeste who had actually been featured in a recent newspaper article focusing on the fact that she had been shuffled around among several different foster homes and was now living in a nursing home for lack of a better situation. Tim spoke often about how he felt as though he had really become Celeste's friend

and about how she had confided in him on several different occasions. In a journal entry, Tim said,

> This experience at Capital High has taught me more than any other classroom experience I have had at UC. I have learned more than anything else that you have to put yourself in the other person's shoes before you can ever make a judgment about their situation.

On the last day that Tim was scheduled to visit with Celeste, he told me that he had purchased a Pittsburgh Steelers sweater for her because it was her favorite team. Sadly, Celeste was absent from school on that day. Tim learned later (again through a newspaper article) that a permanent placement had been found for Celeste and that she was living happily with a couple in Charleston.

There seems to have been a service-learning spillover effect in the teacher education program because of my involvement. Because of my enthusiasm for service-learning, I am constantly introducing service-learning where appropriate in our program meetings. Therefore, when West Virginia Campus Compact research grants became available last spring, Dr. Cara Turner, an associate professor in the teacher education program, decided to tackle some much needed research about the use of service-learning at UC. She was awarded a small grant to investigate the effect of the use of service-learning on the teaching of eight different professors on the University of Charleston campus. That research will take place during the 2002-03 academic year.

One by one, the three main professors in the teacher education program, Dr. Blackwood, Dr. Turner, and myself have adopted service-learning and are using it in our teaching and/or in our research.

Champions of Service-Learning

Faculty

There are a variety of types of faculty support for service-learning at the University of Charleston, and I am often pleasantly surprised by new behaviors and attitudes I see demonstrated by faculty members. Aaron Settle is an instructor in the sports management program and had a grant from West Virginia Campus Compact during the spring 2002

semester to create a service-learning course. I had worked with Aaron on the general design of his course and one of our Service-Learning Specialists had arranged a community setting in which his students could work. But it wasn't until I heard him speak as part of a West Virginia Campus Compact panel at a statewide meeting that I knew how Aaron really felt about service-learning. In a loud, booming voice he proclaimed that he was new at service-learning and didn't profess to know very much at this point. He went on to say that, in spite of his naiveté, he has realized one very important thing this semester. In his concern about the quality of his students' learning of the course material through the use of service-learning, he had given less than adequate attention to the community aspect of the project. Now he was wondering if the middle school, where his students provided service, thought his students' work was useful and/or meaningful. In his straightforward but humble sort of way, he shared with his colleagues that he was going to be sure to design some sort of instrument to gauge the value of his students' work in the community. What may have seemed to some to be a simplistic assessment of the situation was, in fact, an indication that Professor Settle was beginning to understand the delicate balance between service and learning with which we all struggle.

Dr. Steven Jones was chair of UC's political science program and just recently left the University of Charleston for a position in the national Campus Compact office. During a wonderfully reflective telephone conversation last month, we discussed many deep and thoughtful issues relating to service-learning at UC from his new perspective at Campus Compact. Before we concluded our conversation, Dr. Jones related to me that before he had left our campus to take his new position, he had been struck by what he observed one day as he responded to an e-mail from Jo Kerr, who is chair of the interior design program. Jo had invited all faculty and students to view her senior students' exhibit in the UC Art Gallery. Many well-known artists from throughout our state exhibit their work in this small gallery located on the second floor of the Student Activities Building, but the month of April is always reserved for the interior design students' senior projects. Late one afternoon, Dr. Jones took her up on her invitation and, after viewing this annual

exhibit which is always interesting, he realized that the design plans done by these students were all for public nonprofit spaces. A local community center distance learning lab and conference center and a meeting room in an historical home owned by a nonprofit organization were among the projects that made him realize this was a shift from previous years' projects that had included design projects for for-profit businesses. The interior design program has, in fact, incorporated a strong commitment to service-learning led by its chair, Jo Kerr. That strong commitment was dramatically evident in the work of these students.

Also during the spring 2002 semester, nursing professor Debra Mullins sent me a memo with an attached syllabus for a new service-learning course that she had developed: Nursing Care for Older Adults. As I reviewed her work, I was utterly astounded. I had not assisted her in any way, but what I saw before me was a textbook perfect service-learning syllabus—one that I would be happy and proud to distribute in any service-learning circle. In addition, she had tied the service-learning pedagogy to all the new initiatives that are currently being emphasized as part of the academic transformation at the University of Charleston—outcomes-based instruction with innovative/appropriate assessment and student-centered learning.

It's these kinds of behaviors, only a few of which I have mentioned, that demonstrate the growing understanding and acceptance of service-learning as a valid instructional strategy at the University of Charleston.

It seems like champions of service-learning among faculty members fall into several different categories. Jo Kerr and Steve Jones were those classic "early adopters" in the service-learning movement at the University of Charleston. They both had a strong personal belief in the value of service to their community and brought that to their work with service-learning. Steve attended Brigham Young University where community service was highly valued and a normal part of campus life, whereas Jo has been an active community volunteer in the Charleston community during her entire adult life. Both these professors have been able to inspire and motivate their students to understand and appreciate the ethic of service as they connected important classroom learning to their

meaningful work in the community. In addition, both Jo and Steve participated in the West Virginia Service-Learning Fellowship Program in the early years when UC was just beginning to consider service-learning as valid. Therefore, in addition to their personal beliefs, they are articulate advocates of service-learning and use their knowledge to support service-learning in many different arenas on campus. Jo and Steve have won the UC Faculty Service-Learning Award in successive years, 2001 and 2002.

I would characterize nursing professor Debra Mullins and radiology professor, Eva Hallis as examples of the quiet champions of service-learning. They are not the type of faculty member who you would see delivering long treatises about service-learning at faculty meetings. But they have done voluminous amounts of research and developed exemplary service-learning courses that allow their students to learn their course material in a very relevant manner through meeting authentic needs in the community. In her Nursing Care for Older Adults class, Debra Mullins' students divided themselves into small groups of three and visited residents in a designated nursing home at least 7 times. The students interacted personally with the residents using sing-a-longs, pet therapy, arts and crafts activities, and reminiscence therapy. In addition, the students planned and conducted a health fair for the residents. Senior Nursing student, Cassie Scofield spoke with me about her experience in this class and said, "Service-learning at Riverside Nursing and Rehabilitation Home really increased my understanding of the elderly population. I enjoyed this experience and finished with a sense of tremendous accomplishment."

While there are overt and covert champions of service-learning on most campuses, there are also the risk takers who just jump in and see what it's all about. I consider Suzanne King, an accounting professor, to be a risk taker as she championed service-learning with the Jones Division of Business at the University of Charleston. That became very clear to me one rainy day last year. When no service-learning courses had been forthcoming from the Business division, I requested to attend one of their division meetings. I had hoped to get a few minutes on their agenda to inspire some interest among the business faculty. Little did I

know as I entered Benedum Hall for that meeting that, when I left about an hour later, I would feel like I had been roughed up and tossed out the door. The dozen or so faculty members who were crowded into this very small conference room told me in no uncertain terms that they had no time for service-learning. They were extremely vocal and cut me off more than once as I tried to suggest the types of service activities that might connect with their curriculum. One faculty member was so outspoken as to say that she had no objection to service-learning, but she certainly wasn't going to be "the one" to do it. The poor department chair was caught in the middle. He was cognizant of the fact that at least one service-learning intensive course had to be developed in each of the majors in the business division, but none of his colleagues was exhibiting any interest. The next thing I knew, Suzanne King said, "I'll give it a shot." She knew service-learning and had been through the Service-Learning Fellowship training many years ago, but hadn't really used service-learning in quite a while or with the type of courses she was now teaching.

Suzanne was willing, as she said, to give it a shot. She didn't know if it would work, but she was willing to put something together and try. I guess the bottom line was "how will you ever know if you don't at least try?" Suzanne has been awarded a West Virginia Campus Compact service-learning course integration grant for next semester. Her accounting students will be developing presentations and pamphlets for residents of local halfway homes and retry centers that focus on personal finances—reconciling and maintaining bank statements, preparing a budget, obtaining credit, and ATM transactions.

Administration

When a new provost arrives on campus, things are bound to change, and they did at the University of Charleston in the summer of 2000 when Dr. Meg Malmberg joined the administrative staff. Dr. Malmberg's previous experience at Unity College in Maine shed great light on service-learning at UC. It seems that Unity was a totally service-learning oriented campus and had been chosen as a national demonstration site. Therefore, Dr. Malmberg had very high expectations for service-learning

at UC and informed me right away that we, as a campus, were only exhibiting service-learning in the very beginning stages. I must admit those comments were a bit deflating after the work we had done over the last 6 years. But what I began to realize over the next several months and years was that Dr. Malmberg truly believed in service-learning and its benefits for faculty and students. She was instrumental in convincing the President that joining Campus Compact was a necessary thing and for the first time allocated money (albeit a very small amount) out of her academic budget to pay a portion of my salary to coordinate service-learning on the UC campus. Previously, I had been raising soft money from a variety of sources to pay my salary.

While we have not yet been able to completely stop considering soft money as a funding source for the primary service-learning staff position, a shift in that funding has begun to occur. It had always been my responsibility to seek out and submit grant applications for service-learning. I must admit that I enjoy grant writing, but as I became familiar with Andy Furco's (1998) research at the University of California, Berkeley, I began to realize that, some of that grant writing responsibility had to begin shifting to the institution itself. Seeking external funding for service-learning at the University of Charleston had to be part of the overall grant writing done by the university and had to be included in the bigger ideas and initiatives that were being presented to funders—outcomes-based teaching/learning, student-centered learning, etc.

I am pleased to say that at this time I am collaborating on a major grant proposal with the Assistant Dean of Student Life that focuses on service-learning as a way to engage our faculty and students in a partnership with the Charleston Housing Authority around needs the residents have identified—youth substance abuse, elder care, and job readiness. Part of the funding will be allocated for service-learning training for faculty and service-learning staff salary at UC.

What our provost did was jump-start service-learning at the University of Charleston. I can honestly say that she and I haven't always agreed on where we are with service-learning at any given time, where we are going with service-learning, or how we should pay for service-learning staff, but there has been this underlying sense that we both

truly believed service-learning was the right thing for our faculty and for our students. In addition, she has emphasized to the university president that service-learning is appropriate and desirable and should be a part of how we articulate our mission of "Educating each student for a life of productive work, enlightened living and community involvement."

My lengthy interview with Dr. Malmberg while collecting data for this chapter was a meaningful and much needed reflection upon service-learning at UC. We actually exceeded the time we had allotted for the interview and had to schedule another time in which to finish. As we sat in her light-filled office with large windows that overlooked the impressive state capitol building, we talked about a variety of things and covered many topics. I was pleasantly surprised to hear her say that a dream she had for service-learning at UC was that the university become a statewide, regional, or perhaps a national training center for service-learning—for both K-12 and higher education.

I have found that administrative support can take many forms and needs to be multidimensional in order to really fertilize and nurture the service-learning growth at an institution. Our assistant provost, Alan Belcher, is the director of teaching and learning at the University of Charleston. His mission is to implement the academic transformation that has been and still is a main focus on campus. He has agreed to develop a service-learning course in his field of information technology (IT) and will be one of the West Virginia Campus Compact course integration grant recipients for fall 2002. He has proposed that his IT students assist local K-12 schools in assessing their technology needs as well as reconfiguring computer hardware to better meet the schools' needs.

I expect that Alan's willingness to participate firsthand in service-learning will shine some important sunlight on the use of service-learning among the faculty. I use the word sunlight for a couple different reasons. Not only is Alan well liked by the faculty, but his personal involvement in service-learning sets a great standard for the rest of the faculty. As faculty members witness his direct involvement with service-learning, I expect they will understand that this must be important and worth trying. In addition, Alan will be able to speak to service-learning issues that arise among the faculty from a personal perspective.

There are also what I call the "behind the scenes" administrative supporters of service-learning. A perfect example of this type of person is Dr. Jo Blackwood, whom I mentioned earlier as chair of the teacher education program and the social sciences department. While she is certainly influential on campus, she is not actively involved in the service-learning crusade as so many others are that I have mentioned. Her time is completely consumed with her "chair positions." What she does so well, though, is support service-learning very articulately whenever the subject comes up. She has enthusiastically supported my use of service-learning as I teach in her department, and she integrates a module on service-learning into one of her own courses, Integrated Methods.

In her position as chair of the division, she has gone to bat more than once for me with the provost regarding the amount of time and money devoted to my salary and the time I can allot to coordinating service-learning on the University of Charleston campus. Together we have made a strong argument that the key service-learning staff position on campus cannot come solely from soft money. Jo felt so strongly about this that she has paid for a portion of my salary out of her own budget. Service-learning needs all kinds of heroes. Dr. Jo Blackwood is certainly one of them.

Students

I started this chapter by describing a service-learning "aha" moment I had that involved a student's declaration about how his life had changed based on his involvement in service-learning. As I began to make notes for this chapter, I realized that many of those moments that made me stop and think had, in fact, involved students.

There are several students who I can honestly say have been champions of service-learning at the University of Charleston and whose efforts have caused students, professors, and administration to stand up and take notice. The first of these is a group calling themselves SLIC (Service-Learning Igniting the Curriculum). They were unaware that when they were naming themselves while attending a conference at Clemson University in the summer of 2000, the UC faculty was also

going to use the same SLIC moniker as a way to describe the service-learning intensive courses being developed on campus.

The SLIC student organization grew out of an opportunity for a group of students to attend a Service-Learning in Teacher Education Institute at Clemson University two years ago. The University of Charleston has been a partner with the National Dropout Prevention Center at Clemson University in the National Service-Learning in Teacher Education Partnership for the last several years. While these pre-service teachers engaged in a planning process with several UC faculty members who also attended the Clemson gathering, they began to envision a student organization that advocated service-learning with both students and faculty members on their campus. Those original SLIC members have since graduated, but they have certainly left a legacy of student activism around the topic of service-learning that continues to gain strength.

There are currently a core group of about six members of SLIC who have carried the message far and wide about service-learning. The first time I truly understood the depth of understanding among these students was during the annual UC All Campus Leadership Conference that I alluded to in the very beginning of this chapter. They presented a 90-minute workshop on service-learning and its benefits for students. I had functioned as their faculty advisor during the planning phase of the presentation, but I was amazed at the depth of understanding that they exhibited as I stood on the sidelines and witnessed this phenomenon. Not only were they accomplished presenters, but their grasp of the topic was showstopping. I was stunned. It become very clear to me at that moment that at least some of our service-learning seedlings had truly matured. These students really understood service-learning and its benefits along with its challenges. They were able to speak from their own most personal experiences and share their thoughts and feelings with the 50-75 students who were present in the room. These students were advocates of service-learning in the truest sense of the word. Perhaps this passion for service-learning that they conveyed is what encouraged Ben Beakes to make his heartfelt comments about his experience.

Two of these same SLIC members made a poster presentation about their organization at the National Society for Experiential Education conference in Orlando on the fall of 2001. Again they were articulate advocates of service-learning.

There have been many other isolated incidents where a particular student has risen to the occasion. And it seems as time goes on these incidents are becoming more and more commonplace. Liza Snyder, a work-study student in the West Virginia Service-Learning Consortium office, told a group of faculty, administrators, and community partners gathered for a luncheon that teaching local elementary students about basic first aid techniques was a much more powerful way for her to learn the Sports Medicine course content than practicing the techniques on her peers. Rebecca Green, an art history student, was asked to participate on a West Virginia Campus Compact opening panel for a statewide meeting of all service-learning grantees. She reported that teaching art history lessons in the elementary school was greatly appreciated by the fourth graders, but it also really got her interested in the topic and caused her to delve much deeper into the content in order to prepare herself as a teacher of these inquisitive youngsters.

Conclusion

Much research has been done concerning the success of service-learning programs on college and university campuses, but I think two very crucial elements—partnerships and champions—have been described here that are essential in the success of any service-learning program. Partnerships create the synergy and oftentimes provide financial, motivational, and moral support for an initiative. But it usually takes a champion at the forefront who firmly believes in the initiative and is constantly promoting its benefits.

The University of Charleston's partnership with Kanawha County Schools and the United Way of Kanawha Valley has provided the fertile ground within which our service-learning seeds have grown and matured—each partner providing an essential element for a well-balanced growing medium. Within that rich growing environment, it then took someone who believed in the outcome to monitor the progress and

gently (and not so gently) encourage and guide things along during the growing season. The multitude of service-learning champions who have emerged throughout this process could be said to have played a variety of vital roles as they watered, fertilized, staked, and pruned the ever-growing service-learning initiative. As a seasoned gardener myself, I know that each growing season is different, exhibiting its own characteristics based on rainfall, temperature, and a variety of other factors. The same is true for our service-learning initiative. Each new incarnation provides a surprise and usually a new challenge. As a gardener learns to appreciate each new growing season with its distinct joys and challenges, I think I have finally learned to understand, appreciate, and value each new modification as it appears within our service-learning program—knowing that growth and maturity provides strength and longevity.

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Part Three

Service-Learning Self-Portraits: Collaborative Leadership

Collaboration is only as effective as the partners' commitment to sharing, learning, and supporting each other in the partnership. The four portraits presented in this section of the book represent distinct ways to use Pre-K/Higher Education service-learning partnerships to enhance and strengthen each partner's educational venue while also transforming their work into collaborative arenas for total community improvement. One of the goals of the national Kellogg project, "Learning In Deed," is to foster total integration of service-learning into the school-community fabric.

The portrait of the Clemson University/Anderson School District One partnership shows how Professional Development Schools (PDS) can be an excellent venue for creating service-learning collaboration. Bea Bailey tells how the university and the school district used their multiple talents to craft many rich service-learning activities. In particular, Clemson University is in the process of developing an "interns as substitutes" program that holds great promise for bringing service-learning into the middle of learning while serving. In fact, Dr. Bailey notes that "Clemson's 'Serving as Substitutes' model may catch on and aid not only secondary site mentors within the Clemson area, but also the future of collaborative inquiry among experienced educators in the state and beyond."

The partnership portrait presented by Furman University and Pickens School District shows how the dynamic use of professional development activities with faculty and students at Furman and Pickens School District has created a foundation for ongoing collaboration. As noted in their portrait, they hope their partnership will indeed change the very fabric of school/university/community service-learning partnerships. "The product? Hopefully it is a tapestry of tightly woven, integrated, and meaningful service-learning experiences within our two educational institutions that will stand the test of time and change the lives of students, teachers, and communities forever."

The collaborative effort that is impacting the Coastal Carolina area of South Carolina involves three partners: Coastal Carolina University, Marion School District 7, and Horry County Schools. The key elements guiding this service-learning partnership are planning and working together, sharing resources, gaining wisdom from all the voices in the partnership, and learning through service-learning. Sally Hare, Sandie Merriam, and Jerry Pace say it well in their portrait, "The Whole is Greater Than the Sum of Its Parts": "The Center's (meaning the community and parent learning center at Coastal Carolina University) own slogan led the way: It takes a community to educate a child—but it often takes a child to educate a community."

Finally, the University of South Carolina/Richland School District Two partnership is presented. Four themes link the various service-learning efforts: rich and helpful relationships, planned shared learning and service, creative continuing education (courses, conferences, workshops), and strong policy-making and administrative support. The results have been a comprehensive engagement of USC faculty and students with the faculty and students of Richland Two in crafting and implementing high-quality activities like collaborative mini-grants, community service efforts that are linked to academic studies, and ongoing policy and development work that assures long-term institutionalization. As the portrait notes in its closing statement: "Communication, cooperation, collaboration, and commitment have been the threads that provide the strength and holding power for the USC/Richland Two Kellogg PRAISE partnership."

Clemson Nods: Service-Learning Within Professional Development Schools

Bea Bailey

When people visit Clemson University, they often use Tillman Hall as their beacon. The imposing bell tower with its wise, time-telling face orients alumni, prospective students, and rival athletic fans. In front and center of this landmark stands a statue with the dignity of Abraham Lincoln. Seated on his throne-like chair, the rock-hard profile of our university's founder, Thomas Green Clemson, rules—contemplative and enduring. Daily, it seems, this visionary considers undergraduates and graduates in the School of Education as they pass en route to their classes in Tillman Hall.

What might this imposing presence make of current initiatives within the field of education? Would service-learning, for example, have a proper place within Green's founding mission? Would service-learning within Clemson's even newer Professional Development School (PDS) initiative make sense? A brief history of the university and its School of Education, as well as a peek into the school's efforts with service-learning within PDS provides some clues.

As federal reconstruction failed within the South, Thomas Green Clemson bequeathed his lasting wealth to his adopted Palmetto state. Without living heir, this northern mining engineer chose in the 1890s to launch a seminary of higher learning that would be unique in using applied science within a liberal arts tradition to rebuild the agrarian upstate, the fertile foothills of South Carolina. In so doing, Clemson

hoped, in part, that this novel educational approach might imbue the citizenry with a renewed understanding of and respect for their abundant resources, both cultural and agricultural. Today, in just over 100 years, Clemson University is a land-grant university that still draws strength from its benefactor's mission as it aspires to be a unique research university, one that blends the liberal or freeing arts with helpful scientific and service-oriented innovations.

What is now called the School of Education is a part of the rather new College of Health, Education, and Human Development. First launched in the early 1960s as one of nine colleges, what has become Clemson's School of Education generates research, teaching, and service within an interdisciplinary field of educational studies. Drawing on a liberal arts tradition, engaging in applied science, and providing ongoing public service make the School of Education consistent with Clemson's founding perspective. Currently, the School of Education's mission statement pronounces this history and focus:

> The mission of the School of Education is to prepare outstanding, reflective practitioners in education, counseling, and human resource development through the provision of diverse experiences with content, methods, and research that empower professionals to be effective members of the communities in which they live and serve.

Within Clemson's School of Education, service-learning has been a teaching method for nearly a decade. About 10 years ago, a few education professors began to work with the National Dropout Prevention Center at Clemson University. With little funding and few resources, these experimenters wondered if service-learning might be a means of helping students, especially reluctant adolescent ones, to stay in school. What, in other words, might happen if students were invited to serve the community in ways that helped them also learn needed content and thinking strategies? With high hopes, these applied scientists went into the school districts and classrooms to see if other educators might also see the potential of such an approach and want to study its effect. With steady perseverance, these and other professors began to recruit interested leaders. For example, leadership within Anderson District One, a

school district in a rapidly changing agrarian community near the textile city of Greenville, South Carolina, agreed to try the innovation. Within a few years, District One provided professional development in the form of graduate courses that were focused on the theory and possible applications of service-learning. K-12 teachers could get this free support within their own district as they collaborated with Clemson. Teachers from fields as varied as art and physical education, mathematics and history, and home economics and English chose to take hold of the possibilities. They shared their experiences, listened, planned, and then carried out service-learning projects with students both gifted and challenged. Then, collectively, the invested professionals took stock of what had happened. This reflective work, published in a variety of forums, paved the way for Anderson District One to become a national leader in the service-learning movement.

The district's Wren High School, for example, is currently distinguished as a National Service-Learning Leader School. Wren's service-learning coordinator, Erin Darnell, a dynamic, young social-studies teacher, was able to truly understand the pedagogy of service-learning when she enrolled in a district graduate course offered through Clemson. She returned to her social-studies classroom and worked on the approach with her classes. Steadily, she noted the ways in which her students became motivated when they left the classroom for a dose of civic service in the local community. Erin reflects on the impact this course had on her teaching:

> I was teaching the service-learning classes at the high school before I took the course from Clemson. I wish I would have taken the course sooner, though. It was an excellent class, especially for people new to service-learning, and even for those who had experience. Upon completion of the course, I completely revamped the way that I taught my course at Wren. Several other teachers implemented service-learning projects into their curriculums the following school year as a result of taking this course.

Other teachers joined Erin in implementing this teaching methodology. For example, within her own school, with the help of an innovative

art teacher, Ann Bishop, Wren students decided that they could build a garden much like Monet's, one that could become a contemplative setting for painting and conversation. Using background from the service-learning class and with Erin serving as a supporter, Ann worked with her students to devise a plan, to seek funding from the community, and to build support within the school. Eventually, the art students were seen outside the studio toting beams and rafters, placing plants near the goldfish pond, or measuring the leaning bench to make sure it would support teen artists who needed props for their lengthy sketching exercises. The students gave freely of their time and talents as they learned about the life and ways of artists from as far away as France. One student who was instrumental in the project reflected as he took in the impressive artists' retreat: "We came to school and worked on this without pay. We put hours into it because it was something we wanted. We can now see why artists need a special place to work."

As a service-learning coordinator within a National Service-Learning Leader School, Erin was in demand at professional conferences and workshops. In the summer of 2001, she participated as a Learning In Deed/PRAISE Project partner with Clemson's School of Education in the National Dropout Prevention Center's Service-Learning in Teacher Education Institute. This institute supported teacher educators who wanted to make service-learning a richer part of their teacher education programs. At this meeting Erin worked with education faculty from Clemson who were not only involved in service-learning but also interested in developing Professional Development Schools (PDS). Erin became intrigued with the PDS vision that follows and eventually agreed to help start a Professional Development School (PDS) at Wren High—one that would recruit interns interested in service-learning.

As Holmes and Goodlad's research evolved, with Goodlad's Network for Educational Renewal (Sirotnik, 2001), NCATE (National Council for Accreditation of Teacher Education, 1997) became interested in Professional Development Schools. They worked with key leaders to draft, test, and refine an accrediting process for PDS that has recently been approved. Clemson University chose to participate in NCATE/PDS work through the encouragement of the South Carolina Department of

Education when the state chose to provide modest stipends to colleges that would begin to build partner schools and networks in alliance with PDS standards. There are five standards:

1. The PDS is a learning-centered community characterized by norms and practices which support adult and children's learning.
2. A PDS is characterized by joint work between and among school and university faculty directed at implementing the mission. Responsibility for learning is shared; all participants share expertise in the interests of adult and children's learning.
3. The PDS is accountable to the public and to the profession for upholding professional standards for teaching and learning and for preparing new teachers in accordance with these standards.
4. The PDS uses, processes, and allocates resources and time to systemize the continuous improvement of learning to teach, teaching, and organizational life.
5. A PDS is characterized by norms and practices which support equity and learning by all students and adults.

Currently, Clemson's School of Education has four funded PDS sites that are still in NCATE's "Threshold Stage" of development. For example, the secondary program area has three PDS sites and is (a) moving toward undergraduate double majors to ensure sound subject area preparation, (b) launching year-long internships, (c) hosting an online mentoring seminar that will share ways to support interns within PDS, (d) employing clinical faculty to help with the PDS, and (e) engaging in inquiry projects at site schools.

Wren High was an ideal candidate as a PDS site. As coordinator of the secondary PDS initiative, I had visited potential sites, garnered contracts with superintendents and principals, organized meetings, educated Clemson and school faculty, and became an advocate for the NCATE/PDS mission. I naturally sought collaboration with Wren since the School of Education already had a rich partnering relationship with them via service-learning.

Clemson's PDS partners are hopeful about a new line of collaborative inquiry. We hope to discover whether a service-learning project that involves interns at Wren and two other sites will enable the university

to more fully realize NCATE's PDS goals. What follows is a glimpse of the "Serving as Substitutes" that is being tested and institutionalized at Clemson.

In 2001, interns from Clemson became certified to serve as substitute teachers while they also completed their internship requirements at Wren High's PDS site (and two other local high school settings). Amazingly, Clemson's interns chose to become substitutes as a service to both their mentor *and* their students. As shared, a key component of the PDS enterprise is collaboration among various stakeholders—a noble agenda but a difficult one to realize in harried school cultures. How could we get mentors at the schools to meet with faculty in the School of Education and beyond to build this PDS network? Meet after school? Hold early morning breakfasts? Host summer retreats? Pay for release time for about 30 site mentors? After struggling with the concern, a possibility emerged—one that did not exist in the PDS research literature. Could Clemson prepare interested interns to become substitute teachers so that their site mentors could be freed, on occasion, to leave school *during* the workday to collaborate within the PDS Network or to engage in other professional work? "Oh no," some softly shouted.

"Schools will take advantage of the interns. They will be 'subbing' for every teacher in the building."

"The site mentors won't be around to help the interns."

"Who will pay for their training?"

"Will the interns really benefit?"

Despite these legitimate concerns, PDS participants knew the revolution in teacher education must continue. At this point, some were willing to take risks. Clemson's Secondary PDS Network decided to prepare a representative group of interns as substitutes. After all, the group considered the benefits as well. Among those, it seemed, interns might have a chance to "solo" in well-known contexts and then reflect on that experience with the feedback from mentors who truly cared. Furthermore, the students might fare better under interns who knew them, the curriculum, and their current teacher.

The paperwork and pathway to this initiative were convoluted. Thanks to a patient coordinator of field experiences, Bill Millar, the

interested interns met at the police station to be fingerprinted as required by state law. While there, they completed several pages of application materials that were unique to each school district which had been gathered by the field coordinator. All interns had to be checked for TB, and a few had to take "Substitute Training." References were required in all instances. Once newly certified, the interns reported to the field. The only difference between them and "real" substitutes was that they could not be paid as substitutes since state law did not allow undergraduate education students to receive pay while student teaching. As substitutes, however, they did have the legal rights to manage a classroom without supervision, but each had to agree to substitute as a service. This is where service-learning comes into the picture.

Within a PDS seminar, interns were reintroduced to service-learning. Some had heard about it or had experienced service-learning in other education classes. Interns watched a video produced by the university's Service-Learning Collaborative (*Learning That Matters*, 1999). It shared in visual detail what service-learning was and how service-learning is infused in many Clemson University courses, from building construction to psychology to horticulture. Interns also received an overview and a book from the National Dropout Prevention Center's *Linking Learning With Life* series, entitled *Upcountry Stories: Students Serve Through Writing* (Galati & Bailey, 2001). This piece helped interns see how service-learning could be realized in the context of an English or *Writing Across the Curriculum* unit. Finally, they considered ways that they could provide service as interns and still meet myriad professional requirements. One option that was presented was the one suggested within the PDS network. Having spent considerable time with site mentors in their fall apprenticeships, the interns realized that they could truly help and learn quite a bit about teaching by serving as substitutes. They agreed to give it a try.

After all, the interns realized, who in the great wide world of education provides more free service than site mentors? For decades these faithful leaders have prepared countless interns by helping them (a) find the copying machine, (b) nudge reluctant students, (c) prepare first unit designs or (c) write critical reflections about their growth as teachers.

Rarely does a highly educated and experienced mentor receive more than $100 for a year's worth of collaboration—collaboration that will help a young protégé begin to design, implement, and then document the effectiveness of his or her own students' learning. Do other professionals in other fields provide such *true service* (meaning "with little pay")?

Realizing this injustice, the interns decided to take action to begin "right"-ing this wrong. Instead of thinking and acting in terms of "supervisor" and "student teacher," both parties were invited to see their relationship as a collaborative one in which both benefited—not just the beginner. In exchange for support and encouragement from an expert in the field and the right to experiment in their classroom contexts, the interns, in turn, agreed to become certified as substitutes to give their mentors some much needed professional development time.

And substitute they did. For example, in a variety of English classes from honors to Tech Prep, interns served and as a result grew as professionals. What follows are two glimpses of secondary English interns practicing at Wren High School. Our first intern, Sean McKinney, hails from urban Chicago. While at Wren, this athletically inspired gentleman also volunteered to serve as a pole-vaulting coach for the track team. An intern who prided himself on being a teacher within a larger school mission, Sean sought ways to work beyond the classroom by serving as a master of ceremonies for the student talent show and by attending service-learning exchanges with visiting British teachers after school and on weekends. In his teaching portfolio, he explained his perspective in this way:

> It is our duty to do everything we can to provide the necessary support to change a student's life. Our role as educators extends well beyond any sort of curriculum that is laid out in a school's handbook. We not only have to make students great thinkers in the academic world but in the real world as well.

When I visited Sean's classroom, he was introducing students to a poetry unit. His site mentor, Beth Gambrell, moved in and out of the classroom as desired since Sean had substitute status. For the most part, however, Sean was in charge. Unlike most substitute teachers, Sean was

able to craft the physical environment for his classes. His students often gravitated toward his wall to see who had excelled as writers and in what category. For example, Sean gave published recognition to students in every class for all kinds of writing capacities. Some received the Best Peer Editor or Best Descriptive Writer award.

With this backdrop of student recognition, the class seemed open to Sean's invitations. "What does the word 'poetry' mean to you? What comes to your mind when you see this word?" He then lights up the overhead projector, places a transparency on it and simply prints the word "poetry" with a red marker. He then circles it. Instead of hearing loads of pedestrian and predictable one-line blurts, Sean crafted his learning sequence to avoid this. Students first brainstormed independently and quietly by making written lists. They then shared these in small groups.

In my group, the students had all sorts of insights about dimensions of poetry. One Appalachian youth with an accent to verify it shared how much he liked narrative poems about history, especially ones about the Civil War. He liked sharing that most of what he knew about poetry came from a history book and his history class. Another Appalachian youth had attended a Poetry Jam in Detroit with *his parents!*

Eventually, several admitted that they wrote poems on their computers. Very few substitutes have the expertise to help students dialogue meaningfully in small groups. Sean, having crafted a comfortable learning community over the weeks, was able to do this quite well without immediate mentor assistance. The small groups then morphed into two larger ones before representatives from each group shared long lists of associations. Sean modeled his listening by publishing each insight on his growing transparency. What was at first a text with one solitary word became one filled with the collective wisdom of the class response to this cue. Impressively, the group then moved toward an overview of the unit that would be an exploration of American poetry and the devices used to produce it.

Clearly, Sean was in charge of the curriculum and the classroom climate. He came across as if he were truly a substitute teacher, not just a sit-in adult who was unprepared to craft meaningful lessons without

step-by-step guidance from the regular teacher.

Right down the hall was another intern, Sally Rice of Marietta, Georgia, who also agreed to serve as a substitute. A Clemson Calhoun Honors student with a demanding marching band schedule, Sally willingly chose to serve as a substitute and in so doing helped the mentor who had helped her. With English teacher Donna Chandler, Sally devised units related to the research paper and American Romantic writers.

When I visited Sally's classroom, its physical environment had her personal touch as well. An interactive bulletin board helped students weigh perspectives related to the War Between the States as they analyzed multiple primary source images and texts from both sides of this American struggle. She also graced the room with student projects that were spawned from this inquiry into the Civil War research unit. Some students displayed posters of period costumes and uniforms while others reminded us of the wartime rations and menus.

Donna was freed to work with half of the class in a nearby computer lab since Sally had her substitute credentials. Sally, then, was able to work one-on-one with students as they crafted thesis statements, gathered notes from primary sources, or revised paragraphs for their reports. Like an established pro, Sally managed the disparate efforts of the students as she roamed from desk to desk. She would squat by a student's desk, listen for a concern, and then provide suggestions for possible solutions. With whisperings, she reminded students of previous lessons and reinforced them in the context of their own writings. Within an hour's class, Sally worked with 15 students independently. In charge, yet by their sides, she supported independent inquiry without her mentor playing disciplinarian in the rear of the room.

Sally had a chance to test a writing workshop approach while her mentor helped students in the computer lab. This could not have happened without Sally's service. One-on-one teaching within a class of over 30 students rarely transpires, but Sally Rice as substitute made this possible. Many were blessed.

The other four secondary English substitutes at other PDS sites helped in many ways as well. Two interns helped stage a Renaissance

Festival for the entire school as their mentors prepared their National Board for Professional Teaching Standards portfolios. Another substituted for almost a month as her mentor recovered from a leg injury. They corresponded via email as the intern helped students explore the Holocaust and their own folk tale traditions. While one teacher worked overtime to help the school receive an Exemplary Writing Award, her intern helped students develop novel strategies for learning new vocabulary words. Rarely have I witnessed such enthusiasm for words as students participated in this real substitute's motivational vocabulary games and practices.

These six interns were invited to share their insights regarding their work as substitutes within Clemson University's campuswide Service-Learning Celebration held in late April. With a colorful PowerPoint show, they made it clear that the service benefited them, their mentors, and most importantly, their high school students.

While the interns were serving as substitutes, the site mentors and university faculty actually collaborated. The site mentors involved in the study met for two extended professional meetings *during* the school day. Together, university faculty and the mentors lunched, laughed, whined (not "wined"), and strategized as they became professional buddies. Among the topics considered were these: (a) how to aid interns with critical reflections about student learning, (b) how to institutionalize a welcome and "welcome packet" for each intern at each school site, and (c) how to best support interns by giving them the feedback they need. While the site mentors were collaboratively imagining, interns tried on their new roles as certified personnel who can truly substitute.

The data are not all in as the experiment related to "Interns Serving as Subsitutes" continues; yet, the data seem promising. This fall, for example, the coordinator for field experiences will solicit applications from 90 interns who may want to serve as substitutes within our Secondary PDS Network.

Constructive change in teacher education is as slow as the evolution of popular opinion about the worth of the teaching profession. Still, the process is well worth the wait. Clemson University's teacher education program must continue to seek ways to provide experienced and beginning

professionals room enough and time to become the active inquirers that we want our students to be. Clemson's "Serving as Substitutes" model may catch on and aid not only secondary site mentors within the Clemson area, but also the future of collaborative inquiry among experienced educators in the state and beyond. After all, it appears that the five major tenets of the NCATE/PDS movement are being addressed with this unique blend of service-learning within the PDS model.

The teachers or site mentors are gathering now to refresh themselves, develop ways to help their interns, and, indirectly, find better ways to support students' learning. The sharing and joint work are realized as site mentors share with education faculty ways to help the university enhance its teacher education program. Education faculty, in turn, can share in the task of educating diverse youth via its interns and action research projects at the sites. By conducting and publishing this research on the benefits of this service-learning initiative, the School of Education is remaining accountable to the public and the profession for upholding high professional standards. Much time and procedural overhaul were in order to make this experimental service-learning initiative work. This fall, all secondary interns will be invited to serve as substitutes in hopes of systemizing the continuous improvement of learning to teach. Finally, this particular service-learning initiative within the PDS network is giving site mentors more control and leadership in the preparation of interns. Equity among all partners is a key in this service-learning initiative.

Would Thomas Green Clemson find favor with a unique institutionalization of service-learning within a PDS network? Would these service-learning experiences represent the kind of reconstruction he thought possible when he envisioned his seminary of higher learning? Now that the press of the academic semester is behind me, I pass Clemson's statue with confidence. He almost seems to give a little nod of late. Surely, he would appreciate the School of Education's efforts to bring about constructive cultural change through a peaceful service-learning mission realized in ever-evolving egalitarian Professional Development Schools.

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Note: Sally Rice is a pseudonym.

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Spinning Service-Learning Into the Tapestry of Secondary and Higher Education

Lorraine DeJong, Kathy Newman, Martha Shaleuly, and Vicki Porter

Tapestry: *A heavy handwoven reversible textile . . . characterized by complicated pictorial designs* (Webster's Ninth New Collegiate Dictionary)

Situated under blue skies between the rolling green hills and the Blue Ridge Mountains of the upstate region of South Carolina, lie the educational institutions of Furman University and Pickens High School. Although we are geographically separated by over a dozen miles and serve different populations of students, in many ways we are a seamless cloth. A very important thread that runs between us is the commitment to provide the very best education we can for our students that includes development of the mind, body, heart, and soul. In recent years, faculty in the Furman Department of Education and at Pickens High have come together to weave a special relationship that focuses on the infusion of service-learning into the fabric of each of our academic programs. We have come together because we believe that it is only through strategies such as service-learning that a student's total growth will truly flourish.

Since the beginning of our relationship, we have learned that what we spin in service-learning depends greatly on the voices, collaboration, and visions of many creative individuals who make up our institutions,

including their authority, knowledge, and wisdom (Lawrence-Lightfoot & Davis, 1997). As we tell our story, we hope to identify and describe what our service-learning tapestries look like so far, record and interpret the voices of those who have experienced it along with us, and share our creative vision for how we hope to continue to spin our cloth in the future. To begin, let's first look at the rich history of our "textile" community and the educational institutions that naturally brought us together.

Our Community Heritage

The wide white porch, the squeak of wood rockers, the backdrop of blue fall skies, and the cool of a breeze that blows down the valley from the northwest corner of the Blue Ridge Mountains, bring together the voices, the yarn spinners, and the tales they will tell. These are the tales of the golden threads and the beautiful tapestry, woven together over time, through the history of common goals and the courage of risk takers who brought those dreams together.

Following the close of the Civil War and its days of Reconstruction, citizens nestled in the foothills of South Carolina, just above the Keowee River, found themselves with little money or goods but full of pride for family, community, and heritage. With a panoramic view of nearby mountains, Pickens County was named for Andrew Pickens, a Revolutionary War hero. By the late 1860s, the area was peopled with more than 100 permanent dwellers, who could be described as peaceful, moral, and hospitable.

With the practice of religion as a primary function of their new community, the Methodist, Baptist, and Episcopal churches were soon established. These churches provided viable sources of community interaction from the very beginning evidenced by one good citizen who opened her home for Pickens' first school, one that met only when weather and crops permitted. From its earliest conception, the mission of Pickens' schools was to foster the total development of each student, including that children would be taught to contribute to their communities. Farming became the major industry of folks from Pickens who

quickly drew commonality with the citizens of the Piedmont as they transported cotton into Greenville supporting the fast developing textile community there that thrived well into the 20th century. Early settlers desiring permanent residency began to take advantage of the excellent natural resources along Reedy River. One such risk taker, Vardy McBee, built two flour mills on the site of Richard Pearis' original trading post. Later cotton, woolen, and paper mills were constructed on those same banks, beginning the industry that later gave Greenville and its surrounding areas, including Pickens, the name "Textile Center of the World." McBee also gave land on four corners for the establishment of the first Baptist, Methodist, Presbyterian, and Catholic churches. His generosity was also responsible for the opening of the Greenville Baptist Female Academy, later the Greenville Woman's College. Joined with the former Furman Academy and Theological Institution for Men, these two institutions came under one board as Furman University in 1933.

From its beginning, Furman was governed by the Southern Baptist Convention, and it was not until 1992 that struggles over the governance of the institution resulted in a break. However, from its heritage and the desires of its founders, Furman has continued to "challenge student, faculty, and staff to grow both in knowledge and in faith. The chapel and active chaplainry, its program in church-related vocations, student religious organizations, and a nationally recognized community service program reflect this commitment from its history" (Furman University Catalog, 1996, p. 6).

Grounded in a rich cultural and historical heritage that includes service to the community, in 1996, faculty at Furman University and Pickens High School began a dialogue to discuss the potential role of service-learning on each of our campuses. Inspired by those who came before us, our hope was to create beautiful "tapestries" that would offer rich educational experiences that included service-learning. Primary, secondary, college, and graduate school students could experience regular academic achievement, maintain their motivation to learn, and develop lifelong values that include compassion for others and a sense of civic responsibility. Our dialogue began between two creative and

visionary artists, one a guidance counselor at Pickens High and the other an administrator at Furman University.

The Artists: The Beginning of Our Partnership

Kathy Newman, a Pickens High School guidance counselor, sparked the spinning of service-learning initiatives into the fabric of the curriculum at Pickens High and also contributed to the vision of doing the same within the teacher education program at Furman University. A friend and colleague describes Kathy as one "who embraces the idea that each of us must do what we can to make life better for others." Even before she became a guidance counselor and before the pedagogy of service-learning had its name, Kathy empowered her French students to perform acts of kindness. Some even observed that she was "directing youth group activities" albeit in a manner acceptable to the public school setting. Her overall philosophy has always been " be kind to others." As an extension of her philosophy and demand from students to carry this initiative further, a civic responsibility class was born. The class flourished and eventually became a 3-year sequence of courses. Through the success of these courses and networking with other school groups with similar goals, Kathy found sources for funding to extend the initiatives. With contacts established from these relationships, she connected with state and national level service-learning advocates who recognized her efforts and affirmed her work by providing monies. Yet Kathy knew that she and her colleagues alone could not spread the word about service-learning to the greatest number of teachers in our state. At this point a partner in higher education was needed to fulfill some of the goals of the specific grants applied for to educate more teachers on the service-learning pedagogy. As she searched for a quality relationship with a university administrator who was receptive to new ideas, Dr. Hazel Harris immediately came to mind. Dr. Harris would support and maintain the momentum that would keep the spinning of service-learning in motion.

Kathy says of Dr. Harris,

> I first met Dr. Hazel Harris, Director of Graduate Studies at nearby Furman University, when I was a graduate student at

> Furman in the 1980s. I was very impressed with her professionalism. So, a few decades later, when I had the opportunity to invite a higher education partner for a service-learning grant, I thought that Furman would be a wonderful match due to the leadership and vision that I knew Dr. Harris had, and also for the characteristics that Furman stood for—I knew from being a student there. Furman also is a smaller institution, and I felt that we might be able to achieve our goals more quickly in a smaller institution. So in the fall of 1999, we were very happy to invite Furman to be our higher education partner in a PRAISE [South Carolina's Learning In Deed] grant application, and Hazel embraced the invitation.

By accepting Kathy's invitation, Hazel Harris became the second artist who would guide the spinning process of our service-learning tapestry. Hazel shares her reflection of the invitation,

> Furman accepted Pickens' invitation to be a part of the PRAISE partnership because we had worked with Pickens to offer a service-learning course to teachers for credit for at least one semester prior to 1999. We felt our partnership would be a great fit and would strengthen, deepen, and enrich our already well-established relationship. Knowing Kathy, I had confidence that this partnership would result in a quality program and that's what Furman would want to be a part of.

Hazel's acceptance resulted in Furman affirming and validating Kathy's vision to integrate service-learning throughout our curriculums in ways that would enrich the educational experiences of students at both our institutions. Yet we believe it is Kathy who has made our partnership especially unique. As a member of the faculty in K-12 education, she provided the initial creative energy that Furman needed to begin to spin its own cloth. Although Kathy and Hazel now continue to provide the long-range vision of what is possible at each of our institutions, we know creative ideas are not enough to make things happen. To create a finished tapestry, we must have a strong and efficient loom and spinner that will help us take our ideas and turn them into lasting works of art.

The Loom and Spinner: Our Partnership Mission Statements

The artists of our service-learning partnership soon realized that the mission statements of the School District of Pickens County and Furman University would be an important part of the process of spinning out our programs. They served as the metaphorical structural loom from which all of our creative efforts to infuse service-learning would turn. With them, our tapestries could become strong and vibrant. Not surprisingly, the mission statements of both Furman University and Pickens High School reflect a commitment to providing diverse learning experiences for students.

Since its original draft in 1996, Furman's strategic plan has included a section entitled, "A Community of Engaged Learning." Here Furman places in writing its commitment to make engaged learning a priority. As a direct result of Furman's mission, the university now demonstrates its commitment to service-learning by describing examples of how students can participate in specific projects in all of its marketing literature and video materials. Further, there is an academic center on campus directly responsible to support faculty and students in their participation of engaged learning strategies, including service-learning. Glen Halva-Neubauer, Director of the Christian A. Johnson Center for Engaged Learning recalls the following:

> When the university decided in 1997 to apply for a grant for the Christian A. Johnson Center, service-learning was a key component along with undergraduate research, internships, active learning, and technology. That helps when you have a foundation funding some of the work you do. The center also brought some respect and legitimacy for all of our academic areas to reach out into the community. Service-learning is now one of our five pillars of engaged learning, underlying its importance at Furman University.

According to English teacher Vicki Porter at Pickens High,

> Throughout its history, faculty at Pickens High School have recognized the importance of educating world citizens who utilize their knowledge to make the world a better place. We

> believe that rigorous academics must be integrated with ideas of social responsibility for our community, our state, and nation.

Guided by these beliefs, in the mid-'90s, the mission of Pickens High School was drafted and established by faculty, parents, community members, and students. Today it reads, "The mission of Pickens High School is to provide diverse learning experiences in a safe and nurturing environment in order to prepare students to be reliant, responsible, and productive citizens."

With its roots of strong moral values and civic responsibility, and its clearly stated mission statement, Pickens High School, with a total of 1,262 students and 84 faculty members, strives to use service-learning as a teaching and learning method to connect meaningful community service experiences with academic learning, personal growth, and civic responsibility by involving 75% of its students and 56% of its faculty in that work.

The mission statements of both Pickens High School and Furman University clearly give us the go-ahead we need to create and develop new initiatives in service-learning that will benefit all our stakeholders. Our loom is in place for our artists to take their designs and fibrous mass to spin into yarns that will weave into beautiful tapestries!

Raw Material: A Desire for Change

What is the raw material an artist needs to spin a tightly woven, colorful tapestry cloth? What is it that motivates educators to do things differently? What makes them change the way they teach and/or redesign their programs? Those of us at Furman and at Pickens High ask ourselves, "Why should we make service-learning a priority in the design of our K-12 and teacher education programs?" For us, the raw material needed to spin our tapestries is the desire for change that comes as a result of watching and listening to our students. The following is a reflection of what Kathy Newman learned about the needs of her Pickens High School students in the 1980s.

> Students were saying to me all the time, "Why do we have to learn this stuff?" What they meant was that the content they

were experiencing in many of their classes was often meaningless to them. At that time we were teaching concepts and subjects in isolation without real-world application. In the early to mid-'80s, it was hard for me to explain to students why they had to learn concepts if they never had to use them. I started thinking how important it was that we let students apply what they were learning immediately rather than years from now when they entered a profession. We would have to change how we taught in order to make school much more meaningful to students.

By the 1990s, Kathy, in her role as guidance counselor, recognized another facet of student needs.

> We certainly knew that we wanted to address some of those needs of our at-risk students because 30% of them were not finishing high school. When we designed our first service-learning professional development course for teachers, we actually called it, Service-Learning as a Prevention Tool. In my own classes in civic responsibility, I could see that if you provide service-learning to students, it can help them enhance their own self-esteem. A lot of times when students concentrate on other people's problems, theirs don't seem so bad. It makes a teenager go outside him- or herself, and I don't think many would have that experience unless it was provided for them. A lot of our students are not involved in church or youth groups where they might have some of these experiences.

At Furman University, Dr. Lorraine DeJong, Assistant Professor of Education, shares her observations and insights of students she sees in teacher education:

> The students I work with are not generally at risk for dropping out of school. Yet many share in class that they have lived financially comfortable and sheltered lives before coming to college. This concerns me because this background can potentially influence their professional attitudes and behaviors as teachers in the classroom. I think many of my education students may be at risk, not for academic failure, but for being

unable to identify with others from different family and/or community backgrounds. This lack of empathy may limit their willingness and ability to vary and adjust instructional approaches and/or establish partnerships with all families. In teacher education, we often provide college students with "textbook experiences" in diversity, but unless they have real-life experiences that force them to confront, understand, respect, value, and most importantly, feel and relate to the points of view of others from different cultural, socioeconomic, ability level, and/or religious backgrounds, they may experience a tremendous amount of difficulty working with individual colleagues, parents, and students.

Just like the students in Pickens who seek relevancy in their classes, I also think today's college students are motivated by experiences that allow them to apply what they are learning in the classroom to real-life situations and problems they will encounter in schools. For example, I see my students become highly motivated to teach when they experience real success with children. Although there will always be some students who are happy to depend on their professors to "feed them knowledge," increasingly more students are looking for us to help them become more self-efficacious, reflective, and independent.

For us, the raw material we need to create our tapestries is the desire for change our faculty are increasingly experiencing independently at Pickens High School and at Furman University. This desire for change is prompting our artists (and their apprentices) to reflect more deeply upon ways we can weave meaningful service-learning experiences into the fabric of our programs. It comes as a result of knowing our students are dropping out of school, listening to our students speak of how meaningless school seems to them, witnessing their foreclosed attitudes and uneasiness around people who are different from themselves, and seeing their motivation to learn improve when the responsibility for learning shifts from instructor to them, and when they have opportunities to engage in and reflect upon tasks that they perceive are meaningful.

The Yarns: Factors of Institutionalization

How does an experienced weaver take raw materials and spin it on her loom to produce a sturdy, colorful, and intricately designed tapestry? How can a visionary educator, seeing a need for change, use the institutional mission statements to weave service-learning initiatives into the fabric of the curriculum? As any fabric maker will tell you, raw materials must first be spun into strong and pliable yarns before they will eventually become woven together in uniquely integrated ways in the creation of cloth. In our story, there are unique organizational factors we believe are the metaphorical yarns we must use to our advantage to spin in the creation of our service-learning tapestries. Three of the most important of these include the presence of powerful advocates and sponsors on each of our campuses, a perceived fit between service-learning and our local needs, and the growing evidence of high quality implementation of service-learning initiatives at each of our schools.

Powerful Advocate

Without the presence of powerful advocates, efforts to institutionalize service-learning into the fabric of an educational program are more challenging. Fortunately for us at our institutions, there are powerful advocates who are clearly helping us move forward. Since assuming his role as president of Furman University, Dr. David Shi has been a strong supporter of engaged learning, and in particular, of service-learning. As a result of his support, Furman University not only has a special center devoted to engaged learning strategies including service-learning; it also has a campuswide faculty development program in place that regularly offers workshops on how to infuse service-learning across the disciplines. Most recently, as a result of Dr. Shi's support, a new Director of Community Relations professional staff position has been created and appointed on campus to recruit more community agencies to partner with faculty on service-learning and other community-based initiatives. In the words of President Shi, "By helping others through service-learning, Furman students get a healthy dose of real-world experiences.

In the process they learn a lot about themselves, their academic coursework, and the dynamics of social problems and public policy decisions."

Dr. Glen Halva-Neubauer knows how important Dr. Shi's leadership has been in empowering others to broaden the use of service-learning on the Furman campus.

> It was clear that as David began his presidency in 1994 and Furman was beginning to develop a strategic plan that would carry it into the 21st century, David sought to determine what Furman's "niche" was in higher education—in essence how Furman was unique! With David's blessing to use the monies provided by a grant from the Christian A. Johnson Educational Endeavor Foundation of New York City in a flexible fashion, I began to put my own imprimatur on the notion of engaged learning and define what are now called its pillars: internships, undergraduate research, active learning in the classroom, appropriate use of technology, and *service-learning*. Today a broad program of service-learning and active volunteerism coexists on our campus. I think we need as many venues as possible for students to serve on campus, and service-learning provides this opportunity for many.

Finally, when Dr. Denise Crockett came to Furman in the fall of 1999 as a new faculty member in the Department of Education, she saw firsthand just how powerful an advocate for service-learning President David Shi was.

> I will never forget the first time I heard the president of Furman speak. He talked to my soul. Dr. Shi shared his vision as a leader of Furman and the commitment of Furman to engaged learning and one integral part—that of service-learning. By listening to and absorbing all of my surroundings at Furman in those early days as a new professor, I felt like I had come home and put on a pair of comfortable slippers. Those slippers are symbolic of similar values and beliefs that I cherish, nestled here in this southern liberal arts college.

At Pickens High School, newly appointed for the 2001-2002 academic year, principal Marion Lawson is an avid supporter of service-learning. He not only attends many of the monthly meetings of the partnership, he supports release time for faculty and staff at Pickens High to attend meetings at Furman University to develop and implement new initiatives that will benefit students. In his own words,

> I was pleased to see that service-learning was already incorporated into many classrooms at Pickens High as a teaching methodology when I arrived. I wasn't very familiar with service-learning as a teaching tool, but I have always believed that each of us is responsible for making the world better. Service-learning provides a vehicle for students to learn and apply academics, but even more importantly, it affects student character development. It instills in them the value and practice of helping others.

Perceived Fit With Local Needs and Culture

Faculty and students at Furman University and Pickens High School have many opportunities to participate in meaningful service-learning experiences because there is a wide range of needs that exist in our community. For the past 25 years, Furman has been meeting the needs of over 75 agencies in the greater Greenville area. These agencies have contacted Furman for help by way of its 25-year-old student volunteer organization, the Collegiate Educational Service Corps. We believe one reason why students over the years have been so receptive to meeting these needs through active volunteer work is because the students who come to Furman largely embrace the rich historical and religious heritage of Furman University that includes service to the community.

With the establishment of the Christian A. Johnson Center for Engaged Learning in 1998, increasingly more of our community's needs are now being addressed through volunteerism *and* service-learning opportunities incorporated into academic classrooms. Currently the community agencies that have specifically reached out to faculty in Furman's teacher education program for students to help address specific human service needs include programs that provide direct

service with senior adults, exceptional children and adults, as well as preschool, elementary, middle, and high school students in a variety of school and after-school community settings. Tracy Foss from the Salvation Army After-School Program shares,

> Each semester, the Furman students from the human development class add so much to our after-school program. With them, we are able to provide our school-age students with individualized help with homework and offer many more one-on-one social enrichment opportunities. The kids love seeing them, and they have been a great help to us. We wish they could stay all year!

The town of Pickens and its surrounding area is a rural setting with many services available to the people who live here. However, many of these residents work outside the vicinity of Pickens and thus must commute to and from work. This leaves very little time for citizens to volunteer. Agencies offering services to residents throughout the county rely on Pickens students to help provide the needed manpower. Last year alone, 10,410 Pickens County students gave 39,979 service-learning hours to local needs. At minimum wage, this accounts for a savings of almost $200,000. Time is the most valuable resource, and Pickens students are fulfilling that need! In the words of Lou Ann Johnson, Director of Behavioral Health Services, "The partnership between Pickens High School and Behavioral Health has produced an army of student participants and volunteers that have collectively strengthened our agencies and community."

Pickens High School students and their families embrace service-learning because it is helping students succeed and because it supports many of the historical values of the community. As members of a largely agrarian community where religion, home, work, and service to the community have been and continue to be highly valued, the citizens of Pickens support service-learning because it offers youth the opportunity to develop high moral values, practice the work ethic, and demonstrate civic responsibility while receiving a quality education.

High Quality Implementation

Guided by our artists, supported by our mission statements, and motivated by our desire for change, the teacher education program at Furman University with Pickens High School is well on its way to establishing a well-coordinated set of educational initiatives that make service-learning an integral part of each of our programs. As increasing numbers of students and faculty share their positive experiences with colleagues and peers, increasingly new initiatives in service-learning continue to spin at each of our institutions and more students have opportunities to participate.

At Furman, we currently provide a set of developmental experiences for all undergraduate students enrolled in our education major. Further, graduate courses in best practices in education that include service-learning are now offered to practicing teachers seeking credit towards an advanced degree in education or to maintain and/or enhance certification. According to Kristen Rausch, a teacher of industrial technology at Byrnes High School in Spartanburg District Five and participating graduate student at Furman University, "With service-learning projects, students find more reasons to fight the hassle for the tassel."

Gina McManus, also a graduate student and a Greenville County elementary school teacher, remarks,

> As a child and young adult, I didn't actively participate in many service-learning projects, and I believe it has made me blind to the fact that there are many needs out there in my community. By not becoming active in my community at a young age, I did not feel the need to really serve as an adult. I realize now, that as a teacher I want my elementary school students to feel a connection with their community that I lacked with mine as a child. I am glad I now know more about this important pedagogy.

All candidates in both elementary and secondary education take ED 20—Human Development—as part of their coursework in teacher education. In this class all students participate in a 20-hour service-learning experience related to the level of certification they are seeking.

While undergraduates identify and reflect upon milestones in child growth and development related to a specific age child, they provide direct services to students and teachers in a Head Start, Salvation Army After-School, or Teenage Parent program. As part of this introductory field experience in the teacher education program, undergraduates have the opportunity to experience all four stages of service-learning including preparation, service, reflection, and celebration. They are provided content that makes them familiar with research on the theories of learning that include constructivist teaching practices such as service-learning. In a personal reflection from his experience, one student, Joesph Dion, shares the following,

> Although the children's behavior at the Boys and Girls Clubs was sometimes similar to actions I have seen of other school-age children I have worked with in summer camps, through this service-learning experience, I had the opportunity to gain a better understanding of the reasons behind student behavior. I was able to understand that the reasons why young school-age children get so mad when they are hit by accident is related to their level of moral development, and they do not fully understand the motives of others. I was also able to have reasonable expectations of children instead of holding them to unfair standards they would be unable to abide to even if they wanted to.

Another undergraduate, Beth Milam, shares what she learned through her service-learning experience working at a Head Start Early Childhood center.

> As sheltered as I was, I learned that people have different values, and that even though I may not understand why they believe what they do, I need to accept and embrace these differences. It was an amazing experience for me because I was forced to go outside my "comfort zone." It was an experience that truly satisfied my desire to make a difference in the lives of others.

Whereas in ED 20 students experience service-learning themselves as participants, in ED 60—Enriching the K-12 Curriculum Through Service-Learning—they have the opportunity to learn about service-learning as a

specific instructional pedagogy for teachers. Students who enroll in ED 60 are declared majors in education who have had several methods courses in the content areas related to their chosen level of certification. Within this one-credit course, students receive in-depth content (provided through numerous readings, videos, and presentations from teachers in the field) in the four stages of service-learning, the types of service-learning projects available for students to participate in, and how teachers can infuse state curriculum standards into service-learning experiences. In addition, this course provides the opportunity for students to analyze how projects in service-learning can not only benefit children but can also help teachers to demonstrate teaching competence as measured by the State of South Carolina's teacher assessment system, known as ADEPT. Because mostly seniors enroll in this one-hour course, students have the opportunity to apply the stages of service-learning to the design of a service-learning project suitable for the children they will work with during their student teaching. Presently efforts are being directed at finding ways for students to implement these projects during the senior block experience and/or during their induction years in the schools.

Other courses in Furman's teacher education program provide additional content and experiences with the service-learning pedagogy. Students choosing to certify in early childhood education enroll in ED 25—Teaching and Learning: The Early Primary Years. In this course, knowledge about the pedagogy of service-learning is included within the content strand of social studies. Students examine the relationship between service-learning to the content strands of social studies, particularly character education. Specific service-learning projects that could be meaningful for children ages K-3rd grade are studied, viewed, shared, and discussed. Because not all students in the major take this course, in the years ahead our efforts are to assure that all students benefit from this stage of application and analysis of service-learning as a pedagogy through additional methods courses in our program.

Service-learning at Pickens High School is broad-based and pervasive! Approximately two-thirds of our teachers are presently involved in

service-learning and most students who attend Pickens High School participate in some form of service-learning experience.

As part of a graduation requirement, the entire senior class participates in a senior "hero" project, in which the students emulate the epic heroes they study in school by being a service-learning hero to someone in their community. All foreign language students participate in service-learning through teaching elementary students a target language. Spanish students have adopted a Spanish church in Easley and have done direct and indirect projects with and for them. Chemistry students perform chemistry "magic" for the elementary feeder schools and have produced a children's science book. Chorus, drama, and art students produce the "Jazz Ball," a senior citizen's prom. One-third of all ninth graders participate in "Read to Me," a program to put books on tape for day-care centers. ROTC cadets remember veterans on Memorial Day by placing flags on their graves and conduct blood drives in their school. Child development students take local day-care children trick-or-treating at the high school to promote Halloween safety. Geometry students construct kaleidoscopes to teach middle school students geometric principles. The horticulture class landscapes and maintains the grounds of a historic home in Pickens. The special education class reads to elementary school on "Dr. Seuss Day." Finally, the leadership classes are involved with projects that include prevention, tutoring, and mentoring.

According to a Pickens High School student,

> Service-learning has really opened my eyes. There was a time in my life when I was totally oblivious to the plight of others. I was unaware of the extent of poverty-level housing in my community. Once you become aware of a need in one area, such as housing, you become aware of other needs as well. Through my service-learning project, I became aware of many ways the environment can have an impact on life. I realize that we do not live in a vacuum, and that all of life is interconnected.

Students are not the only ones at Pickens High School who are pleased with what service-learning has to offer. Glenda Lofink, a teacher at Pickens High shares her experience.

> Although I have been involved in community service for a long time, I never realized what a great teaching tool service-learning could be. I have watched some of my students who would do nothing become very involved in a service-learning project, and for me this has been amazing!

According to teacher Ann Cleveland,

> Service-learning makes teaching exciting! With the pressures teachers face each day to make all learning fit the state standards, service-learning has put back some of the "fun" into the education process. Teaching for the educator and learning for the student becomes increasingly enhanced as we learn together through service-learning projects. In my experience, it has been easy to align curriculum and instructional activities to the state standards and is very rewarding for all. Being able to see students develop into caring individuals is wonderful.

Our Tapestries Today

Back to the wide porches, the rockers still squeaking, the skies of blue, and cool breezes still blowing, the weaving goes on. With multicolored visions of endless possibilities, two committed institutions stand as strong as efficient looms, providing the fibers of courage and excitement, as the changes become apparent in the sturdy threads that weave their product. The product? Hopefully it is a tapestry of tightly woven, integrated, and meaningful service-learning experiences within our two educational institutions that will stand the test of time and change the lives of students, teachers, and communities forever. Today our tapestries are a bit small, and the weave in them is not as tight as we might like, yet we are still producing beautiful works of art, and the spinning goes on. Further, we believe that through our special service-learning partnership, we have created institutional structures on both our campuses that enable students to touch lives and be touched by lives in ways that can only be described as "works of art" with strength and glory in their colors. As representatives of a new generation of risk takers committed to strong communities and a quality education for all

who live in the Upstate, we believe our historical roots will serve us well. Our efforts to spin service-learning into the very fabric of all that we do in teacher education at Furman University and at Pickens High should continue for many years to come.

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The Whole Is Greater Than the Sum of Its Parts

Sally Z. Hare With Sandie Merriam and Jerry Pace

They say stereotypes are born in truth. I'm sure there's something to that when I hear the negatives about Southerners—but I also bristle with defensiveness.

Slow, stupid, unaware, old-fashioned, rigid, stuck-in-the past, racist . . . I've heard it all.

People think they are complimenting me when they say, "But you don't sound/look/talk/act like you're from the South. . . . Where were you born? Where'd you grow up?" I don't take that as a compliment. I hear it as a warning of *their* bias.

I was born in South Carolina. I grew up in South Carolina. I'm a product of South Carolina public schools, from first grade through doctorate. I like to say I'm a South Carolinian by birth and by choice.

I have a strong sense of place. Dr. Charles Joyner writes in *Shared Traditions* that "a sense of place is the necessary compass that people carry within themselves, a compass that enables them to find the universal in the particular" (Joyner, 1999, p. 11).

I love the South's beauty and her value for history and art and manners and graciousness. That deep sense of value has led to preserving historic buildings and constructing streets around 100-year-old oaks, often taking the more expensive option rather than sacrificing history or beauty. People in the South understand that not everything that counts

can be counted. I love the hospitality, the warmth of the people as well as the climate.

Surely there are shadows in the South's past and present. No one moves into a new paradigm easily, and certainly not in a mere 137 years. Following the Civil War and Reconstruction, the South had to move into a new way of being, a new economy, a different education system, a different way of living—healing from deep wounds at the same time she created a new identity. This region has struggled to move away from an economy based on a few crops and a small number of wealthy plantation owners, built on the backs of slaves and the shoulders of a strong patriarchy. A legislators' battle last year succeeded in moving the Confederate flag from the top of the State Capitol only to another place on the grounds, creating ongoing boycotts of the state by the National Association for the Advancement of Colored People (NAACP).

South Carolina today is still very rural. The population is 67.2% white, 32.8% people of color. Blacks are the largest minority, but there is a growing Hispanic population. Tourism has replaced agriculture as the mainstay of the economy. South Carolina ranks near the bottom in the nation in education, but first in newborns affected by syphilis. (According to the Centers for Disease Control (CDC) report in July, 2001, 44.5 of every 100,000 babies born in South Carolina in 2000 have been exposed to the disease.)

There is a strong tradition of oral and written storytelling, of handing things down from one generation to the next. There is also a rich folk culture. Dr. Charles Joyner, in his *Shared Traditions*, explains how that rich folk culture has emerged from the traditions of Europe and Africa and Native America and has given the American South "a distinctive culture of great strength and of great beauty, a folk culture that unites all the South's people, perhaps in deeper ways than we even yet understand" (Joyner, 1999, p. 9). It is a culture which requires that its people understand at a deep level that the whole is greater than the sum of its parts.

That culture provides the context in which I want to tell you about how service-learning has changed the lives of individuals and communities. It's the story of two very different school districts—and of their

higher education partners. It's the story of how we learned that the whole is greater than the sum of its parts and how we came to understand that not everything that counts can be counted.

Coastal Carolina University has joined hands with Horry County School District and Marion District #7 to form the Coastal Carolina Service-Learning Commission. A collaboration between a growing university, a very small, impoverished, rural public school district, and a large public school district in an area that has been heavily rural and is suddenly turning into a major tourist attraction has provided many opportunities for learning. Together we have made service-learning part of our institutions in ways we could not have done alone.

Horry County Schools

Horry County is the largest geographic county east of the Mississippi. The single school district of more than 29,000 students includes Myrtle Beach, a fast-growing resort and retirement town on the Atlantic Ocean—and areas west of the Intracoastal Waterway where Hispanic immigrants now crop tobacco and pick the crops that African slave descendants picked not long ago. Many of these immigrants now join the African-Americans who travel at dawn each day by buses, often called twentieth century slave ships, to the hotels and tourist attractions at the beach to make the beds and clear the tables and sweep the floors.

Although the Myrtle Beach area is experiencing an economic boom in tourism, the large rural surrounding area of Horry County and the education system are not benefiting from that growth. Over 50% of the children in Horry County Schools (more than the state average, and almost double the national average) participate in the free and reduced price lunch program. The area faces major environmental issues with the impact of huge numbers of tourists and a population explosion (43% increase from 1980-1990, and another 36% in the past decade—double the rest of the state), more than 100 golf courses, and massive ocean-front development. We are seeing the creation of minimum-wage no-benefit jobs, destruction of the natural beaches and salt marshes, and a climate catering to male golfers and gamblers with emphasis on topless

waitresses and stereotypes of "dumb blondes" to advertise everything from golf clubs to rental cars. There has been a 300% increase in juvenile crime in the last decade.

Marion District #7 – Britton's Neck

The other school district, Marion County District #4 when the partnership began, has now been combined with a neighboring area to form Marion District #7. The original school district was in the small community of Britton's Neck—and included one elementary school and one high school, a total of 410 students. The new district has 980 students.

Britton's Neck High School is the smallest and also one of the oldest in the state of South Carolina, dating back to the 1920s. The land was donated, and the lumber was sawed in the local sawmill, adjacent to the high school property. Members of the community actually built the school. In recent years the superintendent has lived across the street from the school in "the teacherage," originally built to house the single women who taught in the school. Parents often stop by the teacherage on their way home from work, knocking at the door to share a concern or complaint, sometimes just to chat.

Britton's Neck has suffered as the state has turned from agriculture to tourism. The unemployment rate is high. There are inadequate decent-paying jobs, and young people are leaving the community when they graduate from high school. Many of the parents head to work in the tourist industry before their children are awake, riding buses for almost 2 hours to Myrtle Beach, as the folks do in the western part of Horry County. Others travel about 30 minutes to the small town of Johnsonville where they too often work for minimum wages at Wellman Industries, making polyester products.

Coastal Carolina University

On the evening of July 23, 1954, a group of citizens met in the Horry County Memorial Library to discuss a daring proposal—the creation of a

local college. Coastal Carolina Junior College opened September 20, 1954, as a branch of the College of Charleston. Fifty-three students were enrolled, taught by a handful of part-time faculty, with classes meeting after hours in Conway High School.

Coastal Carolina became a regional campus of the University of South Carolina a few years later, moving into its first building in 1962. Located 10 miles from the Atlantic Ocean, between Myrtle Beach and Conway, South Carolina, the small college has grown over the past 48 years into a comprehensive state university with more than 5,000 students. The South Carolina Legislature established Coastal Carolina University as an independent, public institution in 1993.

Coastal Carolina Service-Learning Commission

To outsiders, the three form an unlikely collaboration. Horry County Schools, Britton's Neck, and Coastal Carolina University appear to have little in common. But the relationship began as friendships often do—with individuals, when one person reached out to another. A teacher in Britton's Neck, Jerry Pace, talked with a teacher in Horry County, Sandie Merriam. And the two realized their common passion for teaching and for learning—and for the potential of service-learning to make a difference in their communities. They found an ally in Sally Hare, professor of education at Coastal Carolina University.

Soon the three were meeting regularly, inviting other colleagues and students to join them. The Coastal Carolina Service-Learning Commission was created. Fifteen to 20 students and adults gathered around a large table in Coastal Carolina's Center for Education and Community for late afternoon discussions every few months. Signs and posters around the room set the tone:

"Home is where the start is."
"Children are as parents do." — Jim R. Rogers

"Let the Beauty you love be what you do." — Rumi

"Don't ever think that a small group of individuals can't change the world. Indeed, it's the only thing that ever has." — Margaret Mead

From the outset, the space in the Center's parenting and family resource room continuously reminded the participants that parents had to be included, that community was intergenerational, that inclusivity and mutuality were basic tenets. The Center's own slogan led the way: "It takes a community to educate a child—but it often takes a child to educate a community." Pizza and poetry were an important part of creating the space for the exchange of ideas. As the adults listened to the students, to each other, and to themselves, anything seemed possible.

Britton's Neck Fire Station

A community survey by Britton's Neck students revealed that public safety was the most pressing need in their town. Examining the need even more closely, the students identified fire safety as the area of greatest concern and decided to build a fire station in their town.

Within a few months, a student's grandmother had donated the necessary land, and the students had surveyed the lot and were ready to begin building. Students entered into every aspect of the project, from writing grants to acquiring equipment to arranging for fill dirt to be hauled to the site.

They worked with county officials and community members to gather needed resources and to prepare the property. The agricultural education class analyzed the land and arranged for drainage. Art classes attracted attention with signs on the property: "Service-Learning Project: Future Site of Britton's Neck Volunteer Fire Department." English classes wrote articles for the local newspaper and developed brochures to promote the project. Math classes helped to compute the quantities for materials, basing their calculations on the size of the building and the dimensions necessary to house the fire equipment.

Through their work on the fire station, the students explored careers in brick masonry, electricity, plumbing, air conditioning/refrigeration, construction, land surveying and excavation. The students' work and

their learning were integrated into every aspect of the curriculum, affecting classes in math, science, English, social studies, and art. The students also spent hours after school helping with painting and clean-up. In the pre-building phase, about 100 students participated in the project. By the project's end, every high school student was involved. Many of the elementary students also participated in the project.

A grant of $12,000 from the Learn and Serve America Program bought supplies and materials. The entire community became involved. The local fire department committed to purchasing two new fire trucks for the station before construction had even begun! The State Highway Department donated time and funds. Various community partners, including Rotarians, the Pilot Clubs, area churches, and the Farmers Grange provided funds, time, and support.

Many of the results of the project to build the fire station are tangible:

- A new fire station allows citizens in the area to purchase adequate fire insurance on their homes and property at reasonable rates.
- Many individuals who were ineligible for fire insurance before are now able to get coverage.
- Local financial support and homeowners' contributions to the fire department have dramatically increased.
- Greater cohesiveness in Britton's Neck schools has resulted from teachers working together across different areas of the curriculum, and they continue to collaborate on special projects.
- Writing of rural development grants has increased due to greater pride in the community.
- Career opportunities for students have been created, as some students have become members of the local volunteer fire department, while others are paid firefighters in adjoining counties.

High school teacher Jerry Pace reports,

> We have seen changes in students' lives and the way they look at education. Education doesn't just take place in the classroom or in a textbook. If you can tie English, science, math, and social

> studies to real-life situations, you will make learning come alive for your students. Service-learning develops leadership and communication skills.

"Service-learning actually saves lives," adds Superintendent Dr. Milt Marley in describing how service-learning has turned some students around in high school. He sees that service-learning helped these students make a "connection" with their school and prevented their dropping out and facing a questionable future.

Students have their own reflections. Ashley Pace, Britton's Neck graduate, now a Coastal Carolina University student, reflects:

> You have to get things started. You have to have ideas about what to do. You have to get out there and see what needs to be done, and think of things that would help benefit everybody—not just a certain group—but everybody as a whole, and get everyone involved.

Franklin Davis, Britton's Neck graduate, now a Clemson University student, recalls:

> This experience has taught me to be more civic minded; it has taught me to have more pride in my community, and it's taught me just to be a better person. I mean, for some of the experiences I've had, I've had to work with different people, people who didn't talk like me, people who didn't look like me, but people who still had that same love for their community. . . . I think that's the biggest thing that I got from the experience—the ability to value people. . . .That's what service-learning does: it gives kids new eyes.

The Britton's Neck High School Mission Statement expresses the school's strong commitment:

> Service-learning provides the opportunity for students to "learn by doing" while at the same time meeting critical community needs. Every student at Britton's Neck High School has the opportunity to participate in service-learning through numerous projects. The projects are developed by teachers and students and are integrated into the curriculum. The projects make

learning come alive and students are developing leadership, citizenship, and cooperative skills.

Britton's Neck High School graduates continue to work with service-learning in college. Joel Rogers, a freshman at Lawrence University, serves as the national youth representative on the National Commission on Service-Learning. Clemson University student Franklin Davis serves on the South Carolina Commission for National and Community Service.

Recently high school teacher Jerry Pace, who has been worrying about what will happen to his role of steward of service-learning when he retires, reported that he received a call from Clemson from Davis. The young man called Pace to say that he knew what he wanted to do when he graduated: "I want to come back to Britton's Neck and take your place. I want to teach agriculture and continue your work in service-learning."

Service-Learning in Horry County School District

As you would expect, service-learning looks different in Horry County, in this huge land mass that spans both sides of the Intracoastal Waterway. The 44 schools serve an area with a population of 196,692. The entire Britton's Neck community could fit into one of Horry County's high schools.

There is growing diversity in the county—and a growing gap between the upper and lower socioeconomic classes, between the haves and the have-nots. The politics of a large retirement community appears to pit retirees against children for tax dollars. At the beginning of school this year, 17 languages were spoken by children in classrooms across the county. Year-round schools have been defeated by a strong business lobby that needs teachers and teenagers to work in restaurants and amusement parks and other seasonal businesses. State legislators from Horry County are currently leading a battle to change the start dates of schools across the state to begin after Labor Day, to better serve the tourist industry.

A survey here is not likely to identify one pressing need, but rather a varied list. Topping the list are decent-paying jobs (unemployment rates are relatively low, but parents often work two and three jobs to meet

their families' basic needs); roads and lack of public transportation; inadequate affordable healthcare and housing; isolated elderly; and environmental issues.

In an area of such diversity, service-learning seems to change school culture, to build community. One teacher's class in a school begins a small project, perhaps feeding a needy family for Thanksgiving—and soon another teacher is working with her. As children move from one class to another, they encourage teachers to let them visit the nursing home—"we did it last year" —or to plant a garden—"we made our other class look so pretty." In the process, they begin to know others in their community, others whose seeming difference once separated them.

Teachers at North Myrtle Beach Elementary claim they can no longer remember who started service-learning: "It just seems like someone here has always done it." Their enthusiastic description is one of an environment of abundance—where people working together can do more than individuals working alone. "We don't know how we do so much. In fact it doesn't feel like so much. We just do one thing—and then someone starts something else—and pretty soon, everyone is involved."

Parents are an important part of that involvement. One new teacher, who was a parent at North Myrtle Beach Elementary School for many years before becoming a teacher there, shares her journey:

> Since the beginning, NMBE has always played an important part in my family's lives. Whether I was participating in Art in the Yard or chaperoning field trips, I have always been actively involved in the school. The closeness and family atmosphere that existed then continue to be an ever-present source of strength to me now.

Service-learning is integrated into every aspect of the curriculum, but it also spills over into attitudes outside of school. Test scores are increasing in many of the schools, dropout rates are decreasing, but it's hard to measure other results.

"Not *everything* that counts can be counted," read the sign on Albert Einstein's office door at Princeton. "And not *everything* that can

be counted *counts.*" No test scores show the increase in empathy, in students' ability to care, in the development of civic responsibility in students. Quantitative measures can't show some of the largest and most important gains.

Elementary students reflect on helping others in their own words (and their own spelling and punctuation, or lack of it), indicating that they have internalized that service increases their feelings of self worth. The message of the importance of helping others has carried over into their families and communities, as well as in service-learning projects in school.

Annie reported:

> There are people in are community last year they felt like family to us. I helped Sara and Marks grandparents by bring food for her grandmothers dinner because right befor that there Grandfather Bill died and Rita their grandmother was in a weelchair and Sara, Mark and there Mom wanted to go out and have some fun so my mom and me stayed at her house and watched TV. I read to her and she read to me. We ate pizza with her too. I felt so happy that we could help her. She felt good to have great frends next door.

Trey wrote:

> One time I helped someone was when I raised money for jump rope for the heart. I raised 30$. It helped peple with research and it may have saved people from dying. I hope the people at the American Heart Association felt proud of me because I did!

Projects in the district are as varied as the schools and the communities they serve and underscore the Horry County Schools' mission to "guarantee that all students are fully prepared, successful contributors in a rapidly changing global society." A few examples of service-learning illustrate how students have responded to the diverse needs:

Peer teaching. Students taught others skills they had mastered. Students worked with each other before school and when they had completed regular classwork.

- "I feel very excited about Peer Teaching. It makes my life better knowing I helped."

Banners for New York rescueworkers: Ten giant welcome banners were made by art students to display in hotels and venues where visiting 9-11 rescue workers and their families came to take advantage of relief vacations donated by the Myrtle Beach community. Two banners even greeted visitors at the airport.

- "I felt it was neat to work in a group on the 9-11 banners and cooperate and do things without fussing. I love working together in a group."

Valentines for Veterans: Patriotic valentines were created to honor our veterans and sent to various hospitals and bases, including some in Afghanistan.

- "When we made those valentines for the vets I wanted to cry. I am proud I am doing this for the vets."
- "I felt great that our school helped people who fought for us."

Art in the Yard: Students created an art festival to share their newly-learned art techniques with younger students, preschoolers, and parents.

- "I felt happy and fun because art can help people and keep them alive. It feels great."
- "Isn't it neat that Art can save people's lives? I never knew it." "Art is spiritual."

Beach Sweep Clean Up: Students volunteered to pick up litter on the beach. Science and social studies teachers used the opportunity to discuss the Earth's fragile environment and the role of the beach in our tourist economy.

- "I help my community by cleaning up our beaches. I feel that it is needed to help first of all yourself and then the people around you."
- "I hope by explaining what we are doing people will stop throwing their trash and be more aware of how to take care of the Earth."

Coastal Carolina's Involvement in Service

A college campus may seem an unlikely place for an elementary and middle school conference on racism and race relations. But *Calling All Colors* is celebrating its 10th anniversary at Coastal Carolina University this year.

The unusual conference resulted from a visit of a local third-grader to the Dean of Graduate and Continuing Education in 1991. Eight-year-old, blonde-haired, blue-eyed Anisa Kintz expressed interest in a recent conference for teachers, Healing the Wounds of Racism: Education's Role, and said she felt such a conference was needed for children.

"I think it's a good thing the college did that conference for teachers," she told the dean. "But it's too bad you didn't have any kids there. This is our problem, too."

At the time there was visible racial tension in the community. What had begun as an incident over a high school football player quickly escalated into such racial tension that the KKK (Ku Klux Klan) was marching on Friday nights and the NAACP was marching on Saturdays for several months. The campus conference was an attempt to bring educators together to talk, to begin the healing process among ourselves, and to decide what steps we could take to combat this disease in our community.

The 8-year-old and the college administrator formed a friendship as well as a working team. That first Calling All Colors conference was attended by more than 100 elementary and middle school students, and the work continues today. In response to interest generated by news articles, the children produced a video and helped other communities create their own conferences. More than 2,000 videos have been distributed, and the conference has been held in Florida, California, New York, Michigan, Alaska, as well as in Canada and South Africa.

That little girl is now a college freshman and that dean is now a founding member of the Coastal Carolina Service-Learning Commission. Dr. Sally Hare currently holds the Singleton Endowed Professorship and has created the Center for Education and Community at Coastal Carolina University. When Britton's Neck teacher Jerry Pace and Horry County teacher Sandie Merriam shared their service-learning vision, Sally recognized the opportunity to work with like-minded colleagues.

The work was a good fit with the college's mission statement expressing a commitment to involving students in service-learning and to partnering with the public schools:

> The University facilitates student participation in the community through internships, community service, and cooperative learning, as part of a comprehensive educational experience that renders students competitive for entry-level jobs or graduate and professional training leading to practical and productive careers in business, the public service, the professions, and education. . . . Toward this accomplishment of its mission, Coastal Carolina covenants its cooperation with its sister public institutions (and) with the public schools.

The college had its beginnings in the local community, even meeting after hours in a local high school. Many Coastal students are the first in their families to graduate from college. The early days as a commuter college established a strong local feeling, a bond between residents of the county and the college they helped create—and Coastal students were often actively involved in community service.

As the college grew into a comprehensive university with residence halls, 36% of the students came from 46 states, and 3% of the student body came from 49 countries. A faculty who once all fit at the same lunchtable in the cafeteria had now grown so large that people were strangers to each other. Service-learning seemed to be isolated in the classes of certain faculty members, with little support from the institution.

The Coastal Carolina Service-Learning Commission created a space in which Coastal faculty and students could join students and teachers from Horry County Schools and Britton's Neck Schools—and share ideas. Meetings became a hothouse for ideas, a place where seeds could be nurtured—and where the gardeners of ideas also supported and nurtured each other. Enthusiasm for service-learning was contagious.

Service-learning projects at Coastal Carolina took many forms, from reading tutors in schools and Boys and Girls Clubs to building houses with Habitat for Humanity and working for peace with Amnesty International.

Students' comments reflect their learning and show the University's mission statement in action. JC, a volunteer at the cardiac unit in the hospital, stated, "I learned that when you're feeling sorry for yourself

that there is always somebody worse off than you. Plus, my job affects the patients more than any other position in the hospital."

CD, who volunteered at the Humane Society, reflected,

> During my time volunteering at the humane society, I was overwhelmed with emotions. I could not believe that there were so many animals there that just wanted love and attention. I wanted to take each and every one of them home with me.

JR, a volunteer at a Service Fair, noted,

> I learned not to take on too much when starting a project. At first I took on too many tasks with the service fair. In the end, I completed only the things I had time for and had to hand over most of the other original tasks. I learned a big lesson with this project—never take on too much!

VE, a volunteer in a high school English class, recorded,

> I learned that a teacher must be firm in her classroom, but would receive better results if she used the steps of servant leadership. The students respond better when they are in a one-on-one situation and the teacher is speaking to them like a human, having compassion and respect. I have always been interested in teaching, and I still am.

The Whole Is Greater Than the Sum of Its Parts

Britton's Neck didn't need Coastal Carolina University or Horry County Schools to build their fire station.

Horry County Schools didn't need Coastal Carolina University or Britton's Neck Schools to create their various service-learning projects, from Beach Sweep to banners welcoming the New York firefighters and police.

Coastal Carolina University gave birth to Calling All Colors and numerous service-learning projects without the other members of the Service-Learning Commission.

But members of the Commission talk about the importance of the partnership between higher education and public schools in words that sound like the ideal marriage: "We aren't here because we need each other. We come together because the relationship makes us better."

Other comments heard at a recent meeting include:

"We can do and be things together that none of us could do or be alone."

"Our vision of service-learning has changed because of the Coastal Carolina Service-Learning Commission. We no longer worry that someone will make us stop doing service-learning—or that we won't continue next year."

"We give each other the strength and power that only comes from knowing you are not alone."

Students and faculty agree that the power of the relationship comes in the ways in which service-learning has become part of the institutions, the ways in which it no longer belongs only to Mr. Pace or Ms. Merriam or any individual teacher, but rather, is now a legitimate expectation in the curriculum, a meaningful way of teaching and learning.

"When we go to meetings at the university," one of the teachers reflects, "that gives us and our work a different kind of credibility."

It's hard to say what is cause and what is effect, but the teachers and students give the Service-Learning Commission credit for at least influencing if not being directly responsible for the following:

- Service-learning is part of Horry County Schools' strategic plan.
- Courses in service-learning are offered for graduate credit.
- Portraiture workshops have allowed teachers to think about different ways of evaluation and of telling their stories.
- College students who work in service-learning projects in the schools often decide they want to get certified to teach.
- More pre-service and in-service teachers are aware of service-learning and the benefits.
- Elementary and high school students who work with college students often decide college is in their futures.
- Service-learning is an integral part of the Honors Program at Coastal Carolina University—and is showing up in many other places, from English courses to Spanish and education courses and in the Wall Fellows program in the College of Business Administration.

- College faculty join hands across the curriculum in service-learning projects, and K-12 faculty form bonds with college teachers.
- The hierarchy is flattened as teachers learn from students, adults learn from children, and people with money and degrees learn from those with less money and less education.
- We believe in ourselves and our community, that the solutions are within rather than somewhere on the outside.

As we said earlier, it's hard to know what happens because of the higher-education/K-12 relationship. We only know that students and teachers get together around that table and magic happens.

That magic for us is the knowledge that service-learning has changed not only the lives of individuals and communities, but also the lives of our institutions.

That magic for us is the institutionalization of service-learning into our educational programs, both K-12 and at the university.

Through this partnership of two very different school districts and their higher education partner, we have all grown into something different, something more, something that will outlast any of us as individual students or faculty members. The whole *is* greater than the sum of its parts.

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Empowering Each Other Through a Service-Learning Partnership

Kevin J. Swick, Beverly Hiott,
Nancy Freeman, and Michael Rowls

Columbia, South Carolina, is an historic city of interlocking super highways, airport runways, and other transportation systems where government, business, the military, education, and human services foster a rich and compassionate culture of caring citizens. The continued growth of this dynamic city is seen in the developing north-east corridor that includes several outlying communities in Richland School District Two.

Educators in Richland District Two recognized that this community growth of caring citizens presented a golden opportunity to build a community service movement that could connect to the academic lives of the children of that community. The eclectic neighborhoods in Richland Two offered tremendous potential for developing community service and learning opportunities for area children. Service-learning consequently became a vehicle for making this connection. The service-learning seed was planted in this diverse community in the early 1980s, and it flourished nowhere better than at Spring Valley High School, changing the very culture in which high school students were educated.

Service-learning is also recognized as a powerful method in the preparation of teachers. Faculty in teacher education at the University of South Carolina (USC) began to see how embedding service-learning in their students' academic experiences had many positive effects upon the

nature and kind of teacher they became. The development and growth of a partnership between educators in Richland District Two and educators at USC was, perhaps, inevitable. Together, the partners and their resources are "gifts" that empower them and their respective communities.

The Foundation for Empowering the Partnership

Both Richland Two and USC faculty used four attributes to build a foundation for Pre-K through higher education service-learning: *communication, cooperation, collaboration,* and *commitment.*

The Richland School District Two service-learning program grew from a model first developed by staff and students at Spring Valley High School under the leadership of teachers Beverly Hiott and Marianna McKeown and Assistant Principal Sharon Buddin. Hiott and McKeown earned fellowships with the National Society for Experiential Education aimed at institutionalizing service-learning in high schools across the nation. They gathered valuable resources and developed instructional and assessment tools for use with high school service-learning students.

Through a service-learning in teacher education grant from the American Association of Colleges for Teacher Education, the College of Education enhanced its community service component into an authentic service-learning structure. A participating student speaks to how service-learning is empowering:

> I found that my weekly visits to Hand Middle School, where I tutored two children in various subjects, awakened in me a feeling of care and desire to reach out to others I had not previously experienced. This whole experience has helped me reshape my career goals to include the possibility of becoming a teacher.

In Richland School District Two, students like Gregory Branch had life-altering experiences. Greg, a former Spring Valley High School student, says:

> My service-learning experiences engaged me in leadership development situations I never would have had—in turn these experiences helped me to see that education was a key role for

me. Now I am enrolling in more education courses and hoping to gain a teaching credential.

From a strong sense of commitment to service-learning, the people-rich environment at USC Columbia and Richland Two provided the momentum for developing the *collaboration* essential for empowering the partnership. For example, USC professor Janet Mason crafted and implemented a unique undergraduate service-learning assignment where students learn about important community resources. She notes, "The students are always amazed at how they feel about their service in the community. They emerge as more confident, more caring, and more knowledgeable persons."

Likewise, Richland School District Two draws upon the people-rich relationships they have nurtured through their youth leadership development projects and innovative professional development with staff and faculty. For example, at Spring Valley High School, seniors are trained in leadership and mentoring skills to mentor incoming freshmen.

These people-rich relationships run deep, beginning in the elementary school. At Pontiac Elementary School, Bonnie Iseman, a kindergarten teacher, tells how her young children brighten the lives of senior citizens at a nearby nursing home. Through gardening and lunch-time interactions, these children learn how they can be an important part of the lives of these seniors. She tells how parents, the children, and their *commitment* to others makes a difference and also becomes a key part of their early learning habits.

Collaboration Strengthens the Partnership

Both within their respective institutional settings and in their partnership work, *collaboration* is a process that has empowered USC and Richland Two individually and as partners.

Three collaborative activities of the partnership help to highlight the empowerment focus.

One case is where Janet Mason and Beverly Hiott have collaborated in creating a systematic scope and sequence of service-learning integration into Pre-K/Higher Education curriculum areas. Janet observes, "The work Bev and I have accomplished is really just a beginning. But it is

really powerful because of the helping relations we use to make this a living scope and sequence."

At some points in the process, the activities connected students at all levels in an intergenerational partnership around common themes of education, literacy, environment, and human services, among others. Beverly adds:

> The more Janet and I examined these common activities, the more we were able to help bring Pontiac, Summit, and Spring Valley teachers and students together in deliberate and meaningful ways. This created a Pre-K/Higher Education model that we were later able to strengthen as part of our Kellogg Learning In Deed work.

Another case of *collaboration* is where USC teacher education faculty and Richland Two faculty serve on each other's advisory and development teams. Sometimes the most important thing that evolves in this arrangement is the ongoing, informal meetings they hold to "get the business of service-learning accomplished." Kevin Swick reflects:

> I have met regularly out in the schools of Richland Two with Beverly Hiott, Julie Amoth, Wendy Harris, and many other teachers. It is always renewing and invigorating because we always achieve our tasks and set new goals. It is about getting everyone involved in relationship building and strengthening through service-learning.

The third case is represented by the sharing and optimizing of each other's resources and talents. Through mini-grants, shared planning, and other partnership work, the power of service-learning is better realized at USC and in Richland Two.

Perhaps the best example here is where USC and Richland Two *collaborated* in developing, funding, and implementing a service-learning course for teachers for graduate credit. In this way teachers in the district who had mentored student interns could take the course at minimal cost, earn graduate credit, and become highly proficient in service-learning knowledge and skills. Michael Rowls, a USC professor who helped to put this effort together puts it well:

> This is an amazing story because it truly evolved from weekly planning sessions of USC and Richland Two faculty. Bev Hiott provided the leadership for Richland Two, and our USC team came through with the needed support—a real professional growth course made possible because of the partnership actions of USC and Richland Two. It is indeed service-learning at its best.

Relationship Building at the Heart of the Partnership

In many respects, a tapestry of helping relations empowers the service-learning partnership. It is the "we can help with that task," "sure we can talk with your students tomorrow," and "certainly let's meet and plan that out" type of effort that has really served as the heart of this partnership.

It is the spiritual fabric that evolves in helping relationships that brings dreams into a reality. The faculty-student teaming at Spring Valley High School that produces Winter Days is often far more powerful than the outcomes may suggest. The helping relations of everyone involved is enhanced. As a parent of a Spring Valley High School student noted:

> He is just more sensitive to what is happening in other people's lives now. Service-learning—and in particular Winter Days—has really changed his understanding of what is happening in the lives of other people. He is more able to relate effectively to others.

Likewise, the ongoing partnership efforts of key leaders in this process helps to create a model of *cooperation* that is key to strengthening the fabric of their helping relations. Three examples help to highlight these efforts:

1. At least once a month over the past year Beverly Hiott, Michael Rowls, and Kevin Swick met to discuss, plan, and initiate various service-learning projects.
2. Pontiac Elementary teachers and administrators plan and implement a "Book Buddies" reading mentor program where older children help younger children learn to read.

3. Undergraduate student researchers at the University of South Carolina study how a service-learning culture is developed in selected schools in Richland Two and in the process learn how they themselves can become more committed to this pedagogy.

The theme of helping relations is highlighted by the HATS Project at Summit Parkway Middle School. It is a hands-on form of service that helps middle school students see and feel the needs of others—of their same age—who are ill and yet have many wonderful talents for the world. These students learn the real meaning of helping relations, not to mention math and language skills needed to fully participate in the project. Here is the voice of one student in the HATS Project:

> When I was making our hat, I just thought this is real nice and some kid will really enjoy this. But then I was part of one group that took our hats to the children at the hospital, and I found out just how much this really helped them. They really loved us and thought we were really something. I found out I like this and learned how I can help others in the future too!

A web of helping relations is stronger than any written policy on service-learning. Consider, for example, how 25 university students in an undergraduate course have empowered families and children in need through their service-learning work. Or, visit Pontiac Elementary School and see how fifth grade mentors learn more than the first graders they are helping. Better yet, visit an environmental cleanup project at Pontiac where parents, children, teachers, administrators, and other citizens (some grandparents and some just caring people) make an entire section of a nearby highway look neat and clean.

Building Service-Learning Policies Through Partnerships

Written policies are important to having effective service-learning partnerships because language provides us with symbols to guide our daily work. Yet it is also the routines and rituals that comprise the actions of service-learning that give meaning to such policies. In the case of Richland School District Two and the University of South Carolina Columbia, both have created routines that show the value of service and learning within their educational programs.

For example, at the University of South Carolina Columbia, the College of Education has had a strong service commitment since its inception. In the 1980s, it formalized this commitment by creating a community service requirement where all teacher education students complete at least 50 hours of community service work. This requirement was expanded in the mid-1990s as the College's Service-Learning and Teacher Education (SLATE) team advocated to change the focus to service-learning through efforts such as the following:

- Creation of a SLATE faculty and student team to guide the continuing service-learning work of the College of Education.
- Upgrading of the undergraduate community service course to focus more on service-learning.
- Development of a new graduate course on service-learning to strengthen the service-learning knowledge and skills of experienced teachers.
- Joint offering of continuing education workshops and projects on service-learning with Richland District Two and other districts.

Richland School District Two has a strong service-learning program with a history of ongoing involvement in character education, leadership development, and innovative teaching.

For example, one of Richland Two's strengths is their continuing involvement in professional development that has created a well-educated and committed administration, staff, children, and parents in relation to using service-learning. They have also organized an advisory group that is now crafting new policies for integrating service-learning into all aspects of the educational program.

Over the past decade the district's service-learning efforts include:

- A plethora of engaging and highly beneficial service-learning activities like Winter Days, The House That Richland Built, Energy Patrol, HATS, and Environmental Cleanup.
- Administrative and school board leadership in adopting policies that place a priority on service-learning.
- Student involvement in using service-learning as a means to develop and/or strengthen their leadership skills, character, community involvement, and their academic learning.

- Student teaching interns who applied for and were awarded mini-grants, initiating them firsthand into the very real benefits of service-learning, even with young children.
- Teacher leadership in crafting high quality service-learning projects throughout the district's programs.

Together, the University of South Carolina and Richland Two have developed the needed cooperation, communication, collaboration, and commitment to create and continually nurture policies and practices that assure the use of service-learning in effective and enriching ways.

In the South Carolina Learning In Deed Kellogg (PRAISE) programs, three themes have emerged that underscore a powerful partnership: (a) nurture and support each other in various growth activities; (b) share and collaborate in optimizing each other's resources; and (c) engage in various shared-learning activities. The activities that comprise these themes represent the means by which the partners are indeed institutionalizing service-learning.

Engaging in each other's policymaking groups and functions has been one way Richland Two and USC have strengthened and enriched their partnership. For example, Beverly Hiott, Julie Amoth, and other Richland Two staff have served on the University of South Carolina SLATE Advisory Team. Through these *cooperative* efforts several things have happened: creation of a new graduate course on service-learning, development of new funding possibilities, better integration of service-learning into the teacher education program, and awareness of service-learning in the Professional Development School structure. In a similar way, University of South Carolina faculty like Janet Mason serve on advisory and management teams in Richland Two. They have developed a Pre-K/Higher Education service-learning curriculum framework and field-tested parts of this framework through their activities.

Through sharing resources, talents, and ideas, the service-learning work of the partners has been further strengthened. The relationships in this sharing process are unique in that everyone's goal is to empower the learning process. Funds are shared through mini-grants to enhance the children's service-learning and at the same to empower the teacher education process. School district contributions to this sharing come in

various forms: providing professional development activities, serving as a service-learning laboratory for USC students and faculty, and being an active Professional Development School partner. Nancy Freeman, a faculty member at USC, noted that the student teachers who received service-learning mini-grants reported that "it (the opportunities the grants opened up) was like we had a totally new chance to motivate the children and to provide them with a richer learning environment."

Likewise, the University of South Carolina Service-Learning and Teacher Education team has fostered a similar partnership sharing effort. For example, Professor Michael Rowls leads a group of undergraduate student researchers in their study of service-learning pedagogy and programs in various Richland Two schools. With some of their Kellogg PRAISE funds, USC has also funded mini-grants in the schools to promote more integration of service-learning into the curriculum.

Shared learning is the most powerful part of any partnership. In every facet of the Richland Two/USC partnership, learning is the key. For example, university students doing service-learning in their internships in Richland Two schools are both learning new ideas for teaching and contributing new perspectives and support to this effort in the district's programs. Likewise, coaching teachers have modeled effective service-learning practices for the interns. Indeed, a look at the Book Buddies program at Pontiac Elementary shows how this "serve and learn" idea is happening. Two USC student researchers note:

> The Book Buddies program is yet another ongoing project at the school (Pontiac Elementary). On one particular day I visited Pontiac, I got to see the fifth grade "book buddies" listening to and helping the second grade "book buddies" read. Ms. Harris has the program organized very well. She has big beanbag chairs in the carpeted hallway outside her room where there are also several bookcases and a round table. The partners sit on a beanbag chair together and do their thing. The older students gain the feelings that come along when you help somebody as well as reinforce their own reading, language, and communication skills, while younger students are able to get their much needed help in a safe, cozy, and friendly environment.

The theme of learning from each other and with others is also prevalent in the partnership. Copresenting at conferences, curriculum development work, informal networking, and regular meetings are venues used to strengthen learning among all of the service-learning team. As Kevin Swick notes:

> When you plan and prepare a workshop with several other service-learning leaders, you gain more than you give to others. It becomes a continuous learning and growing process. You become addicted to these opportunities to just sit back and learn from the many teachers and faculty who have such a wealth of knowledge about service-learning as pedagogy.

Over the years, small teams of USC and Richland Two staff have facilitated workshops sharing ideas, experiences, and resources with others interested in the growing district/university partnership. Yet, the power of that partnership and the depth of accomplishment was never so clear to Beverly and Marianna as it was in the District Two/USC presentation at the 2002 National Service-Learning Conference in Seattle. Bev Hiott remarks:

> Our 11-member presentation team represented District Two administration, USC College of Education faculty, as well as elementary, middle, and high school teachers. The Seattle conference audience was one of the largest and most engaged of any such presentations we had previously conducted.

"What intrigued me," says McKeown, "was the size and diversity of the audience. They represented all levels of education, state administrative officers, and community organizations."

Hiott has been particularly impressed with the service-learning curriculum profiles developed by Summit Parkway science teacher, Cheryl Timberlake, and her team in the graduate course, adding, Hiott says, to the exemplary work in which Summit was already engaged. Timberlake and two of her colleagues served as middle school facilitators at the district/university presentation in Seattle. In a note to Hiott, Timberlake says:

> I had a wonderful experience at the conference in Seattle. When considering my limited experience at such things, I felt very

much at ease with the manner in which you arranged our presentation. Comments from our participants were very positive and complimentary, as well. They liked, in particular, the informal groupings that allowed personal contact with the different representatives. Our participants were also pleased that the teachers who had written the projects were there to discuss and answer specific questions concerning the creation and implementation of the projects. I would not have been a part of this experience if I had not taken your graduate class, ED 626. So thanks for the opportunity and for the support of the service-learning project that came about as a result of your initiative.

Strengthening the Teaching and Learning Process Through Service-Learning

Richland Two and the University of South Carolina have empowered their academic teaching and learning through service-learning. This means simply that each involves students in authentic community service activity that is closely linked to academic study, and the outcomes include enhanced achievement and inculcation of an attitude of community service.

A good example of the empowerment of teaching and learning is Beverly Hiott's work with her service-learning students. In Beverly's use of service-learning and other leadership experiences, students become teachers in helping others learn through their service efforts. She does this by involving the students in mentoring, tutoring, and other teaching roles. This same teaching and learning paradigm is seen at work in Pontiac Elementary where teachers and children work jointly in environmental cleanup projects and where older children become true book buddies to their younger peers.

Nancy Freeman at USC and the staff at the USC Children's Center offer a similar and powerful service-learning venue where children read and share books with senior citizens. Often undergraduate students, parents, and others are engaged with the children in this "book buddy"

program. These 4-year-old children extend their teaching by passing on the books they use to other children at a nearby elementary school.

In yet another context, Kevin Swick notes how students grow through the service-learning work they do with children and parents in high-risk situations. They do this service-learning as a part of an undergraduate course in early childhood education. Kevin says, "Their observations about course content (Family Life in Early Childhood) is much more sophisticated. Reflections take on a more realistic tone as the students test out their ideas in real-life service-learning."

Indeed, teaching and learning are woven through all of the experiences of students from the preschool years through the entire school district curriculum. At Pontiac Elementary, for instance, children learn unique ways to serve each other as well as the community, while at the same time strengthening their academic learning. An undergraduate researcher from USC describes the Energy Patrol service-learning at Pontiac:

> The students in the Energy Patrol Team go around the school each Wednesday and check each room and hallway for wasted energy. If there is no one present and they find a light on or a computer, the students mark down the room, the time, and the violation. That is the service part. The curriculum part comes in when the students meet with the coordinating teacher to make up their monthly report. They actually calculate the wasted kilowatt-hours.

At Summit Parkway Middle School, a Book Buddy program offers many teachers and students opportunities for enhancing their teaching and learning. In this program the middle school students care for and mentor younger children as they learn to read and develop good study habits. The key is that they are responsible for these young learners. One of USC's undergraduate researchers observed,

> One of the reasons this program is so effective is because the seventh graders are really treated like adults during the class in which they meet and work with their book buddy. They learn that to be a teacher is really important and challenging work.

It is similar for the students at Spring Valley High School who tutor children in an after-school program. They too exhibit this maturity of responsibility and take their service-learning work very seriously. One tutor comments:

> My child really counts on me being there to help her out. This is serious and not to be taken lightly. We tell incoming tutors to take on this role only if you really plan to be there each week.

Service-learning partnerships also enhance the content and the venues of academic learning. Through their creativity, the USC/Richland Two Kellogg PRAISE partnership has increased the access of learners to more relevant content experiences. For example, Janet Mason at USC engages students in community service-learning where they introduce children to computer technology skills they might not otherwise experience. This is also true when Richland Two teachers mentor USC preservice teachers in the details and nuances of planning service-learning activities in the real world of the classroom.

Likewise, the venues for student learning are greatly expanded and enriched. Seeing how your reading skills can help senior citizens enjoy their lives more fully is certainly a rich avenue for practicing early literacy skills for preschool children. One child's comment to his teacher after sharing his book with a senior citizen tells the story: "She (meaning the senior in the nursing home) told me how great I was. My book made her very happy!" In a high school Spanish class, students use their Spanish to help migrant families negotiate the various stressors that come from not having learned English yet. These students gain a new sense of language and culture they could not have otherwise experienced.

The Power of Service-Learning Partnerships

Witness the elements of empowerment in these participants' voices from the Richland Two/USC partnership.

Jean, a middle school student, states, "By working together, our HATS project has helped to brighten the lives of many children who are sick. But we are also better for it—we see ourselves as able to be real community helpers."

Ed, the parent of a high school student, muses,

> I never thought about my high schooler learning about commitment from service. But he has really grown in being more sensitive to the needs of others and has taught me a lot about my need to be more like him. What else can I tell you—service-learning is power!

Tim, an elementary school teacher, observed, "I see real gains in our children's learning—they have experienced how their working together (to build a garden) can also help them gain or practice new knowledge and skills."

Beth, an elementary principal, reflected, "Our faculty have really strengthened their collaboration skills and passed this on to the children by example. I heard a student the other day tell another student that everyone needed to help with the Book Buddies—even the teachers!"

Sharon, a family shelter director, shares her praises: "The university students who do their service-learning with us reach far beyond the minimum. They are committed to really helping change the community not just the shelter—they truly want a better society."

Michael, a university faculty member has noted: "Our 'Meet in the Middle' undergraduate student researchers grew tremendously from beginning as practitioner researchers to becoming true service-learning students. They went beyond what Kevin and I originally thought and became real participant/observers and even more—real service-learning advocates."

Tina, an undergraduate student, exhibits her growth:

> Working at the Children's Garden (a preschool program for homeless children and their families) showed me a new side to myself. I now see that I really am more caring than I thought and that I love working with children and families in need. I learn so much from them and they really are appreciative.

Communication, cooperation, collaboration, and commitment have been the threads that provide the strength and holding power for the USC/Richland Two Kellogg PRAISE partnership. We see these four threads of empowerment in these voices of the children, parents, teachers, administrators, citizens, and the higher education faculty and

students who were active in the partnership.

Acknowledgments

Special thanks to all of the students, faculty, parents, citizens, administrators, and others in the communities who made this portrait possible, in particular Janet Mason of USC, and Marianna McKeown, Julie Amoth, Wendy Harris, and Tim Swick, all of Richland Two.

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Portraiture: A View From Across the Pond

John Potter

In England, service-learning is being introduced to our schools. In the past, we have had plenty of community service, but little connection between service and learning. The change has come about through the recent government requirement for high schools to link the new citizenship education mandate with community involvement and social action. From September 2002, citizenship education is *compulsory* for all young people aged 11 – 16. Further, teachers are required to assess and accredit the subject. To prevent citizenship education becoming just another academic subject like civics (which was never popular or effective), teachers are being told to *measure* what they *value*, not simply to value what they can easily measure. This has come as something of a shock. In recent years measurement has chiefly meant testing pupils mainly through written tests. The challenge is to find more flexible and effective ways of bringing people together to evaluate personal achievement and develop school policy around the new subject.

Portraiture at Clemson University

I had the pleasure and privilege of taking part in portraiture seminars at Clemson University in the summer of 2002. The method was clearly and imaginatively explained to us, and I readily grasped the central point that here was an approach to research that gives academics, teachers, and

students a paint box with which to create a gallery of word pictures around a specific theme (central guiding question). We were shown texts, "portraits," created by practitioners who had used the method to describe, record, and analyze specific aspects of their work with students and community partners. These portraits proved to be sensitive, lively, and engaging word pictures of people engaged in learning through service in new and sometimes challenging situations. As my American colleagues teased out the guiding questions for their portraits of service-learning in their schools and universities, I became increasingly excited at the ways in which this approach might be used to support, shape, and enrich citizenship education in England. It seemed to me that the method offers a framework for both individual and corporate reflection and, potentially, assessment and evaluation.

Three Demonstrable Strengths

As a research technique, portraiture has three demonstrable strengths. First, it is democratic. It allows many voices to be heard and faces to be seen. Second, it is sensitive to mood and motivation as well as to more traditional "output indicators" such as attendance, test scores, and five-point scales of satisfaction. And third, it is attractive and in the hands of a skilled artist (and a skilled artist is necessary), makes compulsive reading and fosters a climate of shared intellectual discovery that is accessible to everyone. Portraitists who value the occasional use of statistical data can invoke such data, but they are required to give it context, texture, and a clear place in the larger picture that is being drawn. This surely, I said to myself, is one way in which we can begin together to "measure what we value."

Action Research and Personal Assessment

Portraiture, suitably developed, offers an opportunity for both teachers and students to describe, record, and assess their experiences of service-learning, i.e., citizenship education. In doing this, methodology can inform policy as well as shape the life and learning of individual students and faculty. My hope is that as citizenship education gets

under way in England, and perhaps the whole of Britain, approaches such as portraiture will be used to harness action research to personal and civic development.

Lessons Learned

Marty Duckenfield and Kevin J. Swick

A Gallery of Portraits in Service-Learning: Action Research in Teacher Education is a collection of stories which have taken you to 10 campuses, meeting faculty and students from their colleges and universities but also from their neighboring schools and communities. It is also a collection of strong research-based findings, where data were collected and written up by participants engaged in the very processes that each of these institutions has set in motion as they move towards the goal of institutionalizing service-learning as a part of pre-service teacher education. The richness of these findings provides a goldmine of information for those who seek ways of integrating service-learning into their educational programs.

As editors of this collection, we also found that there were many additional lessons learned from our colleagues about the status of teacher education and service-learning and particularly its impact on future teachers. We shall explore these findings as well.

Lessons Learned About Institutionalization

Recall again the framework for our research, the work of Miles and Ekholm (1991) which listed five indicators of institutionalization and several factors that facilitate it. Our findings show that these elements are indeed present in the experiences of these ten campuses, and

although the language we use to describe these elements may differ, the concepts are the same.

The chart below captures the factors that we saw in each of the portraits related to the process of institutionalization, and the narrative that follows this information is our interpretation of these findings.

Lessons Learned	BJU	OSU	AU	KSU	BC	UC	CU	FU	CCU	USC
Builds on pre-existing programs	●	●	●	●	●	●	●	●	●	●
Ongoing professional development offered		●	●	●	●	●		●	●	●
Provides support of a campus service-learning center				●	●	●		●		
Leadership of committed people, at all levels		●	●	●	●	●	●	●	●	●
Strong community partnerships		●	●	●	●	●	●	●	●	●
Student voice leads or guides		●	●	●	●	●		●	●	●
Relationships fostered and changed		●	●	●	●	●	●	●	●	●

Key: BJU = Bob Jones University, OSU = Oklahoma State University, AU = Auburn University, KSU = Kennesaw State University, BC = Benedict College, UC = University of Charleston, CU = Clemson University, FU = Furman University, CCU = Coastal Carolina University, USC = University of South Carolina

Build on Current Programs

As we look across the collective research generated by our 10 participants, we see that all wisely are finding ways to build on existing programs. Service-learning is a natural fit into so many initiatives found in a school of education. For example, with mission statements that support service in the community, efforts to integrate a service-learning component into a pre-existing community service program can be an

excellent first step towards a positive experience, and much of the up-front work will already be in place. Just integrating the components of the service-learning framework can prove to enhance the learning experience for all. As newcomers attempt this first step and find that the outcomes are positive for their students and the community, their interest may be piqued, and they will have gained the confidence to try something further.

Likewise, incorporating service-learning into other ongoing programs or embellishing a course that already seems service-oriented with sound service-learning pedagogical principles is also proving effective. As participants see the good fit service-learning has with their current activities, they are more comfortable proceeding towards institutionalization.

Ongoing Support Should Be Provided

Whether faculty members have the support of a campuswide or schoolwide service-learning center or opportunities for professional development, ongoing support seems to be making a significant difference in the quality of the service-learning incorporated into a teacher education program. Such support also allows faculty to have the courage to try something new, with a network of individuals at their own institution ready to assist in a variety of ways—from providing faculty with contacts in the community to teaching them how to promote good reflective practice with their students. In addition, outside professional development opportunities have opened the eyes of many to what the possibilities are for service-learning within a teacher education program, how to make it a strong component of a learning experience, and what its impact on students at both the K-12 and pre-service levels might be.

Strong Administrative Support

It was also clear from these researchers that those institutions that had administrative support, especially from those at the highest levels, enjoyed the benefits of these ongoing support structures to a far greater degree than those who did not. This factor translated into a substantially

stronger effort towards institutionalization within those colleges or universities. The goal of getting powerful advocates on board will accomplish much for the service-learning advocate. This one factor has jump-started many a service-learning program in our collection of portraits.

Leadership by Committed Individuals

There is no way to overstate the importance of the truly committed service-learning advocate. We found these advocates in all of the portraits, at all levels, from presidents to deans, from teacher education faculty to K-12 teachers, from college students to high school seniors. In different ways, these advocates make it happen, whether through persistence, relationships with others, or the proof of excellence in the learning.

Many service-learning faculty advocates have had to be patient, starting small with their own class or their own program. Their student outcomes begin to speak for them, as students showed a greater expertise in working in arenas outside the classroom as they mastered content at the same time. Additionally, reaching out to other educators (or being sought out by others), teacher educators are able to expand service-learning in their own programs—one new course (or one new advocate) at a time.

Partnerships and Relationships Are Important

One of the strongest threads seen in the portraits is the one forged through collaboration, or effective partnerships. Often these partnerships have begun with a conversation, then a preliminary effort, between two or three people who have somehow found each other, having heard that these nearby colleagues shared an interest in service-learning. Begun simply as a relationship between friends or like-minded educators, these portraits show how strong partnerships can grow to become powerful forces for change within a public school and a school of education.

Student Voice

The power of the student voice is shared in so many of our portraits. The learning that happens for these pre-service teachers, as well as their K-12 counterparts, through experiencing service-learning is clear when the student tells his or her story. Sometimes these first-person stories provide the most overwhelming evidence to the skeptic. Students have also shown leadership in driving the institutionalization of service-learning on their campuses. Involving students in any efforts to foster service-learning is both empowering and productive.

A Fostering of New Relationships

New relationships created through service-learning partnering activities have the potential to completely transform the relationships of education faculty, pre-service teachers, K-12 teachers, parents, and young people into new dynamic structures. Teacher education faculty, in particular, are finding innovative ways to work with each other which had not been obvious before, initiatives that have led to new pathways in research and service, as well as teaching.

It was also clear that with these new relationships, graduate courses co-planned and team-taught received strong support from both school and university administrators. Hundreds of teachers have been empowered in service-learning through these service-learning in teacher education courses.

The outcome of these new relationships is especially empowering for all who are truly engaged in the process. All become learners, learning from each other as well as teachers of each other, and greater goals than imagined before suddenly become attainable.

Teacher Dispositions

Interestingly, several of the findings that emerged in these portraits have some unique characteristics due to the focus of our work: pre-service teacher education. We have observed the development of certain desirable dispositions in these students. The connection of

impact on teacher dispositions to institutionalization would certainly be found in looking at Miles and Eckholm's (1991) criterion of legitimacy.

Therefore, we can specifically ask these questions in reference to teacher education: Does service-learning work? Does it show results? Does it prepare pre-service teachers better than the more traditional approaches? From these portraits, the authors have provided some promising evidence to support the idea that integrating service-learning into pre-service teacher education does increase pre-service teachers' (a) commitment to the profession; (b) ability to work in diverse settings with children, family, and communities; (c) readiness to be in charge of their classrooms; and (d) fuller understanding of curriculum applied in real-life settings.

Pre-Service Teacher Dispositions	BJU	OSU	AU	KSU	BC	UC	CU	FU	CCU	USC
Reiinforced commitment to teach		●	●	●	●	●	●	●	●	●
Students experience diversity	●	●	●	●	●	●		●	●	●
Pre-service teachers readiness enhanced		●	●	●	●	●	●	●	●	●
Deeper learning of curriculum		●	●	●	●	●	●	●		●

Key: BJU = Bob Jones University, OSU = Oklahoma State University, AU = Auburn University, KSU = Kennesaw State University, BC = Benedict College, UC = University of Charleston, CU = Clemson University, FU = Furman University, CCU = Coastal Carolina University, USC = University of South Carolina

Commitment to the Profession

These portraits introduce the reader to student after student whose commitment to teaching has been strengthened through service-learning experiences, from a special education setting to a tutoring experience to a full-blown classroom responsibility. Students placed in situations that build on the skills and knowledge learned in the college

classroom are finding that the human connection can have a powerful impact on their desire to teach and help others.

Ability to Work in Diverse Settings

As students participate in service-learning experiences throughout their pre-service years, they are given innumerable opportunities to work with diverse populations of students and their families, better preparing them for their future challenges as members of the teaching profession. As they understand these children and their diverse learning needs as well as the context of their lives through greater exposure during their pre-service years, their ability to succeed with them in the days to come is enhanced.

Readiness to Be in Charge of Classrooms

An array of student relationships with K-12 teachers and children, with community members, and with their own professors has dramatically enhanced their readiness to become teachers. In addition, the number of service-learning experiences in a variety of classrooms and other community settings throughout their pre-service years reaps the benefit of producing more confident teachers. Student teachers also seem to have come to value the experience of hands-on or active learning and, in particular, the potential of service-learning for their own students. This confidence and a predisposition to be innovative teachers bodes well for their future in the classroom.

Fuller Understanding of the Curriculum

Understanding of the curriculum by these pre-service teachers also seems to be enhanced. The reflective component of service-learning has enabled students to better connect the theory of the college classroom to the reality of the classrooms in America's schools. The portraits exhibited a learning that showed a depth and sophistication not usually observed in pre-service teachers.

Potential Barriers

Of course, we have also read of barriers to success in these portraits. Certainly the lack of administrative or institutional support, the absence of funds to provide for professional development activities or resources to carry out the program, the promotion and tenure review process ignoring service-learning as an important criterion, the skepticism of many faculty new to the concept, and the need for more research showing service-learning's effectiveness in achieving academic outcomes for all students—these and so many other issues surface as we look towards the future. But many of these barriers present us with tantalizing challenges, ones that we are confident that service-learning advocates will take on successfully in their own educational settings.

Some Final Thoughts

We conclude by stating that we believe the process of portraiture has provided us with a means to mine a rich lode of gold, with lessons learned that could not have been learned through a more stringent research method. The lessons we needed to learn had such human dimensions that we chose a research process more conducive to bringing those out, and the results have surprised us with their depth of information and meaning.

We encourage readers to take this information to heart as they work towards institutionalization of service-learning into their own teacher education programs. We also hope that some specific areas of research have captured your interest. We would like to suggest a few that we feel could be very important:

- In what ways does the integration of service-learning into a teacher education program impact the commitment of future teachers?
- How do service-learning experiences in a teacher education program affect the number of years new teachers stay in the profession?
- What kinds of professional development experiences seem to be most effective at involving teacher education faculty in service-learning?

- How does service-learning help teacher education programs meet accreditation standards, such as NCATE's?
- What are the components of the most effective service-learning partnerships?
- How is service-learning affecting the pre-service teacher's ability to work with students who are most at risk of dropping out?

We invite you to consider these questions or develop your own, through whatever methodology seems appropriate. And, as John Potter discussed in the previous chapter, we have seen that portraiture has the unique ability to provide the reader with something that can be read with both intellectual interest as well as enjoyment. The outcome has proven to be even more informative than we had imagined, and we were very optimistic. We have also learned that the process of portraiture itself is one that fosters many of the features of good service-learning: reflection, collaboration, partnerships consisting of solid relationships, youth voice, and reciprocal learning—it clearly is a research method well matched to the pedagogy of service-learning.

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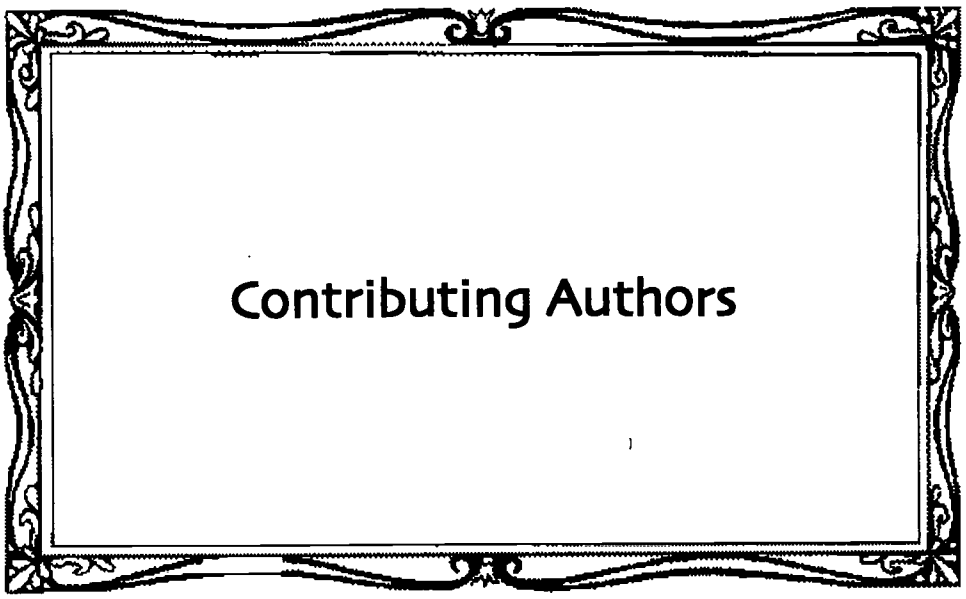

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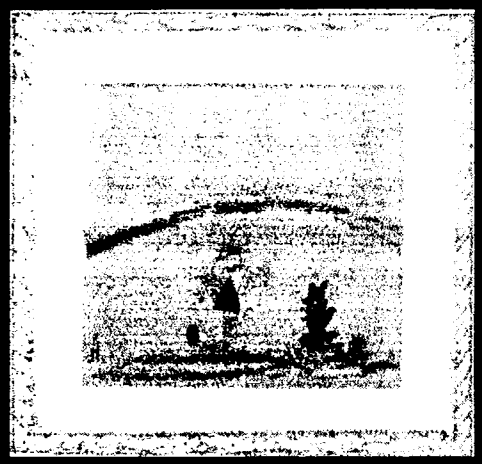

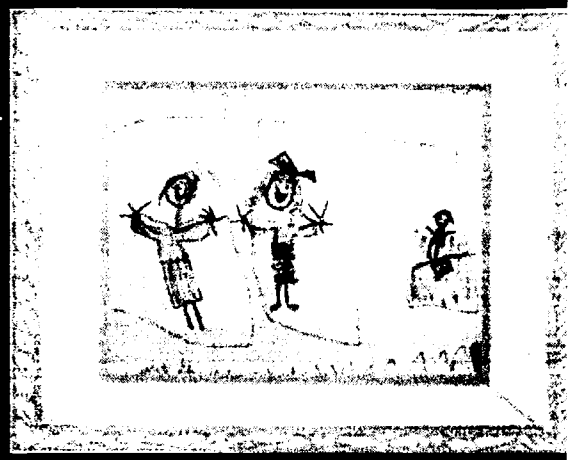

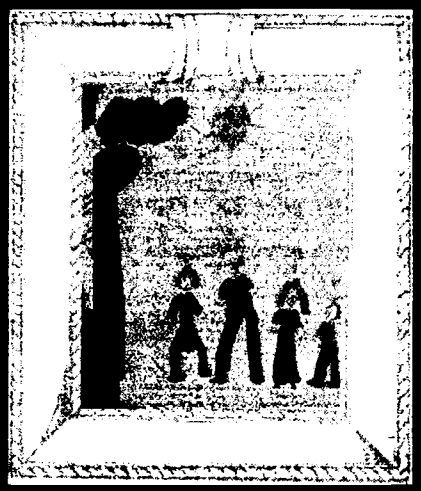

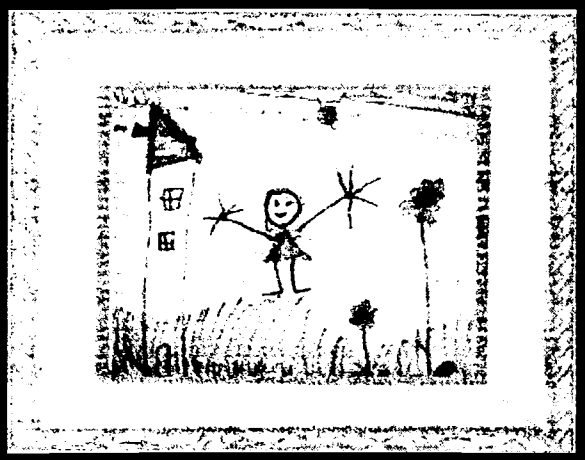

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