

Chapter 3

Teacher Education Service-Learning: Assessment

Douglas Ball, Ph.D., Salisbury University

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[Author's note: I was the project evaluator during the three years of the TECSL grant. Annually I gathered data from pre- and post-assessments to evaluate our progress toward specific grant goals, which shifted from service-learning basic training during the first year to full-blown implementation of service-learning projects in 15 courses across three participating universities' courses by our third year.]

THE BLIND MEN AND THE ELEPHANT?

One can't help but notice after reading the project descriptions in the previous chapter that service-learning doesn't look quite the same in any two courses. In fact, taken collectively it becomes difficult to discern what service-learning actually is. Is it volunteering or clinical experience or community service? You also might wonder, how could preservice teachers learn to implement service-learning by merely observing in an assigned classroom for three to four hours per semester or by looking up the definition of service-learning on the Internet? Furthermore was having them reflect on these types of experiences at semester's end a sufficiently robust assessment of the impact of their so-called service-learning experiences? ¿*Quién sabe?* The literature on service-learning tells us that the term "service-learning" is used inconsistently and that assessing and evaluating its impact can be problematic.

Service-learning programs are *distinguished* from other approaches to experiential education by their intention to equally benefit the provider and the recipient of the service as well as to ensure equal focus on both the service being provided and the learning that is occurring (Furco, 1996). Thus service-learning programs must integrate service into course(s) and *be tied to measurable objectives* that assess as well as enhance both the learning and the service. (Shastri, 1998, p. 5, italics added)

The purpose of this chapter is to help beginners develop a perspective on the complexity of service-learning, specifically for measuring the impact of service-learning projects conducted within teacher education courses. In the first section of this chapter, I will discuss the related literature, then using this background, I will map a manageable assessment process. In subsequent sections, I will discuss how the participants in our service-learning consortium managed planning and assessing their projects. I believe their experiences will offer valuable insights about many aspects of service-learning in teacher preparation courses, especially during initial implementation stages. I suspect there is a lot to be learned from our shortcomings, our shortcuts and our substantial accomplishments—how each of us learned in our own way how powerful, compelling and complex service-learning pedagogy can be.

APOLOGIA

"Preparing teachers for service-learning ... is easier said than done," (Shumer, 1997, p.1). I had to learn this the hard way. During the first year of our grant, I was asked to make a presentation about assessment and service-learning to the consortium participants, those professors who would pilot a service-learning project in their teacher education courses. So I conducted a search of the relevant literature, only to find a handful of refereed articles and ERIC documents. The Internet proved more fruitful and fortunately I was subscribing to the Colorado service-learning listserv (see resources at

the end of this chapter). From these sources I discovered that assessing a service-learning project requires considerable and comprehensive planning. "Service-learning is a complex process that requires careful planning, implementation and evaluation to be successful" (Driscoll et al, 1998, p.8). Finding a way to represent this complex process to the consortium professors was a challenge. I did my best to provide an overview of the literature through various flow charts that I had designed to help them at least visualize the work that lay ahead. (See Appendix A, Figures 1-7.) I tried to help them see that it would involve a series of careful decisions and maneuvers, which had to be developed simultaneously with their service-learning project plans. I don't think they were ready for the full extent of what I was trying to convey (at that early stage they probably were trying to envision how on earth they were going to actually "fit" a service-learning project into their courses). I suspect that they regarded evaluation as an all together separate consideration from their planning process, not integral to it.

Yet they were certainly not clueless about service-learning assessment. They had learned during our first year of service-learning basic training that reflection plays an integral role in the service-learning process (i.e., the "Plan-Act-Reflect" loop), and as teacher educators they were accustomed to having students reflect on their learning experiences. Furthermore, one participant was anxiously discussing his plan to use a rank-order instrument, called a Q-sort, to assess the impact of service-learning on students' attitudes, particularly their feelings about doing service in a mandated context. So initially the consortium participants had conceived service-learning assessment as measuring attitudes and by gathering students' continuous reflections, but was that going to be sufficient?

Eyler (2000) has posited concerns about designing assessments that adequately capture the precise nature of learning in a complex context such as service-learning:

Over the past decade we accumulated a lot of evidence about the impact of service-learning on college students, but this research has relied on surveys and other simple measures which do not capture the most important intellectual outcomes of the experience. We know that service-learning has a small but consistent impact on attitudes and perceptions of self, but

we have less evidence for its impact on learning and cognitive development and no evidence of its effect on lifelong learning and problem-solving in the community. (Eyler, 2000, p.6)

Moreover Eyler (2000) also has expressed reservations about reflection. "We know reflection is a good thing—but we don't know how to structure reflection and integrate it with service to maximize learning—or what that learning may look like. ...A primary task for service-learning ... then is to refine our definition of appropriate intellectual outcomes and to design measurements that are convincing" (pp. 2, 3). According to Eyler there have been no systematic attempts to test alternative, theoretically-anchored models of instruction, reflection or project planning. Currently there are scant models for assessing such effects of a service-learning project on students in teacher education courses (cf. Furco & Billig, 2002; Driscoll et al., 1998).

Root, Callahan and Sepanski (2002) have conducted several investigations on the effects of service-learning in teacher education programs, specifically its impact on "teacher change." They have found significant results related to the following outcomes for preservice teachers:

- teaching efficacy
- commitment to teaching
- service ethic of teaching
- accepting diversity
- intent to engage in future community service
- intent to utilize service-learning in their classrooms (p.224).

How then do we *know* what is effective about service-learning in a teacher education course? What are the criteria that we should use to assess our service-learning projects? Wade & Saxe (1996) reviewing the literature defined high quality programs as those with:

- strong reflective components
- considerable time spent on service
- focused program goals
- connections with academic coursework (p.46)

Most sources claim that measuring the effectiveness of a service-learning project should involve assessments on many levels, of multiple objectives and of many different needs related to the various participants in the project (cf. Shumer, 2000; Driscoll et al., 1998). The extant literature on service-learning indicates that complexity emanates from a virtual swarm of variables: from multiple layers of decision making; multiple

components of a service-learning project plan; the multiple participants involved in the process; the multiple objectives that emerge from the interaction of community need, teacher education program and course content; and the merger of candidate personal and professional development with group growth and social change. This multi-component process is magnified for teacher education courses, since not only are students participating in a course related service-learning project, but they are also supposedly learning how to replicate the process for their future classrooms. It therefore is essential to understand that measuring the impact of service-learning projects in teacher education courses involves not only the immediate learning outcomes related to specific course content, but also consideration for the long-range impact of service-learning on candidates' abilities to replicate the process as future professionals. Therefore the following is not an understatement by any means: "Our general conclusion is that service-learning is such a complex process that it requires a complex and comprehensive assessment model" (Driscoll et al., 1998).

How can teacher educators infuse service-learning (with all its unique and multiple components) in their courses and then measure its effects on the developing professional's ability to infuse service-learning in their future K-12 classrooms? How can a teacher education course include all the components of a service-learning project including measuring its effects on all participants involved? Given the time constraints within a typical teacher education course semester schedule (i.e., 15 weeks) combined with the current pressures of standards-driven curriculum (e.g., state learning outcomes, NCATE, INTASC standards and NCLB mandates) infusing a service-learning project within a teacher preparation course and evaluating its effects on all participants becomes an seemingly unwieldy and indeed a complex task.

STEP-BY-STEP

In the first year of our grant (our service-learning basic training), I had provided consortium professors with a series of graphic organizers, which I had based on the available literature, and which I had thought would have help them see the various stages and components involved in planning their service-learning assessments/

evaluations. As I recall these didn't seem to help us much then, but now when I read the service-learning project descriptions in this manual, these very basic graphics have resonance, at least for me. I have included them here because I believe they may benefit those beginners who can perceive in them the step-by-step guidance they provide as well as the multiple planning components they represent (see Appendix A, Figures 1-7).

CODA

To begin with, planning a service-learning project within a teacher education course is said to require careful delineation of purposes and objectives connected to course content and candidate learner outcomes, as well as with the objectives delineated by the participants who are our community partners. Teacher educators must consider how to infuse service-learning in their courses so that candidates understand, experience and know what is involved in incorporating service-learning with all its components in their own future classrooms. Foremost it is essential that candidates be able to distinguish a service-learning project from an ordinary volunteer activity (Shumer, 2000) and know that service-learning requires a type of interaction and collaboration with community partners that involves learning outcomes and goals that are unique to each participant. Predetermining these objectives and how they will be assessed is an essential component of planning and conducting a service-learning project. (I would opine, and the participant professors would probably concur, that there may be many outcomes involved in a service-learning project, especially during early attempts such as theirs, that are totally unexpected.)

Fortunately the literature about service-learning and teacher education offers guidelines to help us "smoke out" these assessment issues and I believe it will be beneficial for education faculty to be aware of them as they conceive service-learning projects. I have culled these guidelines from the literature (e.g., Swick et al., 1998) and to make them relevant to this manual provide cross-references to the consortium projects that I feel model or emphasize similar themes. (TECSL projects are indicted in italics.)

Service-learning beginners should consider:

- The overlap between current curriculum and pedagogical practices, mission statements, conceptual framework (political climate), and service-learning theory and practices. (*see Laster's, Wiltz's, Robeck's projects*)
- How service-learning programs will integrate service into courses and be tied to measurable objectives that assess as well as enhance both the learning and the service. (*see all projects, particularly Robeck's, Frieman's, Jin's projects*)
- The importance of having preservice teachers play a major role in making decisions about their own goals and the service-learning experiences they undertake to meet them. (*see Jenne's, Wiltz's projects*)
- Service-learning activities must be carefully matched with specific goals and desired outcomes in the teacher education program (e.g., If the goal is to have preservice teachers use service-learning as a teaching strategy in their future classrooms, it is important that they experience assisting or implementing service-learning projects in the classroom). (*see Brook's, Wiltz's, Geleta's projects*)
- Where service-learning experiences will be positioned within the curriculum sequence to be of greatest benefit to students. (*see Bowden's, Frieman's projects and my discussion below*)
- How instructor, the student and the host organization **cooperatively** describe and agree upon the major components of the experience including **assessment**.
- That teacher candidates as co-creators increase potential that they will invite participation from others in future service-learning project designs.
- How to encourage preservice teachers to reflect critically on societal conditions that create the "need" for service—issues of power, oppression and social injustice. (*see Bond's, Robeck's, Geleta's, Laster's, Sutton's projects*)
- How to align assessment of service-learning activities within the design and function of teacher education (e.g., INTASC Standards). (*see Wiltz's, Brook's, Robeck's projects*)
- How to evaluate the impact of service-learning on a variety of student, faculty, program, and community

factors and outcomes. (*Brook's, Sutton's, Gilliam's projects*)

Evaluation Should Be Designed During the Planning Process ...

- Based on objectives of both the service-learning activity and course content.
- Include both process evaluation and product development.
- Use qualitative and quantitative techniques.
- Develop instrumentation and a plan for collecting, analyzing and reporting the data.
- Student reflection products should be used as an integral part of the qualitative evaluation process.
- Provide ongoing feedback to *and from* all involved in service-learning activity.

Ongoing Opportunities for Structured Reflective Analyses, Such As:

- Reflective journals, activity logs, etc.
- Discussions, interviews
- Ongoing seminars
- Presentations, exhibits
- Portfolios

Evaluation Results Should Indicate:

- The extent to which objectives were met.
- The degree to which the activities were carried out as planned.
- The impact of the experience on the agency and the clients of the agency/organization.
- The quality of the experience provided by the agency.
- The effect of the experience on student academic, social, personal professional development.

And a final recommendation from Paris & Winograd (1998)—if the purpose of implementing service-learning in our courses is so that candidates develop and demonstrate proficiencies:

... to ensure that preservice teachers own service-learning experiences, [teacher educators] model the same effective practices they will apply in their future teaching, teacher educators

should apply these same standards in planning, implementing and evaluating their preservice teacher education programs. (p. 28)

Did the consortium professors use such recommendations from the literature as guides for the planning, implementation and evaluation processes? Were they ready for all this?

Clearly the professors' project reports in this manual suggest considerable variety in the foci of their service-learning projects as well as how they were planned, implemented and assessed. None fully incorporated all service-learning components, but some managed to include more than others. I wondered how and why did they make the decisions that produced these hybrid service-learning projects? Should I (as the grant evaluator) have been concerned that the professors did not conceive or implement projects with every service-learning component or competency, especially considering they were teaching service-learning skills to teacher candidates who we expect one day will replicate it in their classrooms?

These questions may reveal essential implications for those who read this manual and want to implement service-learning in their teacher education courses. As it turns out my concerns were neither new nor unique and are evident in the literature on service-learning and teacher preparation, which is, of course, reassuring to us all. Each professor's project was designed and implemented in a different way, which can be readily explained by the range of their individual needs as well as by contextual constraints. Service-learning looks different in different contexts. These projects confirm that there is not a universal service-learning design or model—one size does not fit all—and perhaps this will be most evident in implementing service-learning into teacher preparation coursework. The research literature confirms this phenomenon. "It is not possible to include all service-learning best practices" (Shumer, 2000. p.2). According to more than a few studies both preservice and veteran teachers have faced similar obstacles that affect the nature of their service-learning projects:

... ultimately it is not easy to create high quality service-learning experiences in preservice teacher education coordinating the logistics of involving students in the community, structuring effective reflection activities

and assignments consistent with course goals, and finding the time to plan and coordinate projects with various community agencies are just a few of the challenges that face ambitious professors ... (Wade et al., 1998, p. 127).

Translated into the vernacular, any educator's legitimate concern will be: "What do I take out of the existing curriculum so that I can put a service-learning project in?" (cf. Shumer, 1997).

How Did Consortium Participants Handle Assessing Their Service-Learning Projects?

After our year of service-learning basic training (year one), we had not fully conceived of a basic framework or process for assessment/evaluation of the service-learning courses-to-be, nonetheless the consortium professors proceeded to conjure up service-learning projects resulting eventually in the hybrid configurations described in Chapter 2 of this manual. In fact, on the eve of implementing their service-learning projects (year two), the only discernible assessment plan was the Q-sort project designed by Frieman, intended, I believe, to capture students' attitude shifts about mandated service. So I proffered that if the TECSL's purpose was for these teacher educators to infuse a service-learning experience in their courses so that teacher candidates could learn how to replicate it in their future classrooms, then we needed to document that learning, i.e., the candidates' acquisition of knowledge and skills about service-learning competencies.

To accommodate variance, individual interpretation, contrasting course content, instructional styles, departmental demands, research agendas, time constraints, philosophical frameworks, etc.; it became necessary to propose to the participants an assessment/evaluation process model that was somehow flexible, uncomplicated, basic, reliable and believable. Therefore for the sake of parsimony and efficacy, I proposed a framework that I had adapted from an assessment model created at Portland State University (Driscoll et al., 1998), particularly their matrix, "Mechanisms to Measure Impact" (see Appendix B). Assessing how education students learned service-learning competencies became the primary focus of our evaluations. Consequently we may have made a somewhat unique contribution to the current service-learning literature, which tends to focus primarily on measuring preservice "teacher change." Our project focused on how preservice teachers actually

learned to do service-learning basics.

Our adapted model (see Appendix C) provided consortium professors with a framework for measuring basic outcomes—for measuring how the teacher candidates had learned the five service-learning competencies:

1. Identify community need
2. Establish partnership and collaboration with community to develop service-learning project
3. Perform service-learning process: Preparation—Action—Reflection
4. Identify relationship between service-learning project and course content

5. Share results: how to evaluate/assess the impact of service-learning on all involved: community, K-12 students, self

This framework provided a menu so professors could select the measurement techniques that suited their needs and situational constraints (e.g., time, pedagogical framework, content coverage, course placement in their curriculum sequence). The results (Table 1) from two semesters in which they implemented service-learning in their courses reveal the measurements that they selected and which service-learning competencies they assessed.

Table 1: Assessment Methods and Service-Learning Competencies

Method of Measuring Outcome	No. of courses where assessment was used: Year 1	Year 2	
			Competency Measured*
Student Reflections: journals, essays	15	15	3, 4, 5
Class Discussions	7	7	3, 4, 5 (service-learning defined)
Tests	2	2	3, 4, 5
Surveys	1	6	5
Logs. Project Plans	1	1	2, 3, 4
Presentations	10	10	5
Artifacts: portfolios, video, field notes	0	0	
Interviews	0	0	
Observations	0	0	
Focus Groups	0	0	
Other Student Projects	0	1	service-learning defined

Five Service-Learning Competencies

1 = Identify community need

2 = Establish partnership and collaboration with community to develop service-learning project

3 = Perform service-learning process: Preparation-Action-Reflection

4 = Identify relationship between service-learning project and course content

5 = Share results: evaluate/assess the impact of service-learning on: community, K-12 students, self

It may have been unreasonable to expect that each course would produce evidence for all components. This reality did not emerge until after the first year of implementation (year 2) when professors submitted data that revealed how they had documented their students' learning of the five service-learning competencies. Table

1 clearly shows that participants relied most heavily on student reflections to gauge the impact of the service-learning experiences on their students. It also reveals that certain competencies were neglected. A further analysis of how these competencies were incorporated into the project is shown in Table 2 below:

Table 2: Five Service-Learning Competencies in Service-Learning Courses (both years)

SERVICE-LEARNING COMPETENCY	% COURSES (N=15) THAT ADDRESSED IT
1. Identify Community Need	58%
2. Establish partnership and collaboration with community to develop service-learning project	33%
3. Perform service-learning process: Preparation-Action-Reflection	100%
4. Identify relationship between service-learning project & course content	83%
5. Share results: how to evaluate/ assess the impact of service-learning on all involved: Community K-12 students Self	0
	13%
	100%

Table 2 shows that participant professors placed the greatest emphasis on Competency No. 3 (P-A-R) and on one aspect of No. 5, (Sharing results: Assessing impact on self). Many professors reported that they themselves had identified the community need for their students and that establishing the community partnership was more or less not an objective for their students.

At first these results confounded me. Obviously something had eclipsed the service-learning model as it had been represented in the service-learning basic training for consortium participants. Yet this, again, is not atypical. According to Shumer (2002) "In implementing service-learning, teachers [tend] not [to] emphasize the importance of determining service needs.

Neither do they emphasize the ongoing assessment of the impact of the service delivery to determine its value and its effectiveness. Yet these two program necessities are perhaps the most essential elements of any experiential or service-learning initiative," (Shumer 2002, p.183-84).

Not only did none of the courses reflect all five competencies, some service-learning projects were barely indiscernible from typical volunteer or clinical experiences. It became necessary to develop a perspective for understanding this variance, one that was considerate of the emergent nature of the professors' initial attempts at service-learning. A closer look at the projects described in this manual revealed a probable explanation (and

valuable implications for teacher educators)—patterns of how these service-learning projects were implemented strongly suggest a developmental continuum for service-learning infusion across departmental courses. Some professors had gone further with service-learning than others because their courses lended to doing so, allowing some professors to make larger connections, investments, transformations, if you will. Futhermore, the research literature shows that these are not important failures. According to Shumer (1997):

As we begin to prepare teachers for service-learning, we must acknowledge the diversity of settings and focus, preparing them for all possibilities. There is no single service-learning program, teachers must know how to conduct programs across the continuum and adapt models to fit local settings. (p.2)

This realization reveals implications for initial stage service-learning implementation in teacher education programs. The range and extent of our participant professors' implementations suggests that programs might consider taking advantage of the scope and sequence of their curriculum and design a coordinated and graduated service-learning infusion in which specific components (skills and theory) belong in different level courses. If carefully coordinated within the teacher education curriculum, students would experience service-learning in increments, or developmentally appropriate stages. This would increase demands over time and increase compatibility between course constraints/demands and service-learning requirements. A composite case study presented by Wade et al. (2000) describes this very scenario: a foundation course could begin with the service-learning basics (e.g., what is service-learning and how is it distinguishable from volunteerism) and involve an appropriate but limited service experience in the field; then gradually through the course sequence the demands and prctica involvement would incrementally increase until by candidates' teaching internship, they are planning and conducting a full-blown service-learning project with their students in the classroom.

Looking at the service-learning projects infused in the courses at all the consortium universities clearly suggests that this model of service-learning implementation (developmentally appropriate infusion throughout the course sequence) somehow occurred in an incipient

(and unplanned) manner. Consider Bowden's service-learning project in a foundations course in which she asked her students (taking their first education course) to discover the differences between service-learning and volunteerism through their own self-guided process of inquiry. The field component consisted of assigned placements in local schools that ranged from helping teachers to just observing in their classrooms. Geleta in a similar foundations course, asked students to create literacy "kits" for local students from high-risk backgrounds. Teacher candidates assessed these students' literacy needs and in order to create appropriate kits had to acquire more knowledge about literacy learning. At a higher level in the same department of education, students in Robeck's and Jenne's methods courses (science and social students respectively) assumed greater responsibilities in service-learning projects and as a result incurred greater professional development, notably in Robeck's course when service-learning experiences became rich metaphors that his students had to decipher. Lastly in Bond's course an interesting phenomenon occurred which illuminates a very important aspect that is not evident in the service-learning models that were presented to us in our basic training. Students in his children's literature methods course identified the needs of English Language Learners in local classrooms during the service-learning experience rather than prior to it. I would opine that although this strays from service-learning orthodoxy it is an appropriate way to use service-learning in a teacher education course, especially appropriate when the project involves recipients with diverse backgrounds. [It important to mention that the professors from each education department represent an almost random selection process, and consequently the courses where they infused service-learning projects were not selected with any pre-ordained purpose.]

Similar patterns of service-learning implementation commensurate with a course's position in the curriculum are also evident in both Towson and Coppin professors' reports (see a fuller discussion of all projects in Chapter 4). Imagine if these professors were now to confer—look at what they and their students did and then adjust and coordinate their service-learning course designs so that students build theory and practice within a developmental sequence of service-learning activities and experiences within each department's curriculum. service-learning competencies would be infused

throughout the curriculum not loaded all at once in each course. Students develop service-learning knowledge and skills in a variety of course formats and over time (in a seemingly developmentally appropriate manner) and perhaps culminating in a capstone experience (at least an option students can select during their internship) that combines all their prior experiences and service-learning competencies. The connecting link would be a framework of documentation for each experience enabling the candidate to build upon each experience, also suggested by Wade et al. (1998). An efficient model for service-learning implementation in teacher education would emerge from this coordinated approach.

Another implication that the service-learning project reports suggest also justifies this proposed model of service-learning infusion. Some of the outcomes reported by consortium professors appear to lack sufficient documentation. The lack of evidence to support these outcomes suggests that participant professors did not adequately delineate the objectives for themselves or for their students. (This may have been particularly difficult given that at the initial stage certain outcomes are impossible to anticipate, see Robeck's, Laster's, Frieman's project discussions.) However in a program coordinated model of service-learning, if each professor would have less competencies to measure, they may be better able to focus and manage fewer course objectives with regard to service-learning. As it turned out professors reported some results on their students' acquisition of service-learning competencies that appear to have little tangible support. Therefore some reports contain vagueness about what professors actually taught and what students actually learned about doing service-learning.

For example, one reports stated that, "Partnerships [Service-Learning Competency No. 2] were established when students realized the need for classroom students to understand the need for literacy ..." Without evidence to support this outcome, the connection between service-learning competencies and course objectives and what candidates learned is blurry. Such ambiguity needs to be prevented and possibly with better integration/infusion across courses in the teacher preparation programs (with clearly defined outcomes and ways to assess them) it would be. This is strong support for teacher education departments to consider at the beginning where and how service-learning fits into their

curriculum and courses (cf. Swicke et al, 1998) so that competencies are gradually introduced throughout courses rather than all at once in every course.

I really do not mean to sell anyone's efforts short. There is more than ample evidence in these professors' reports revealing how service-learning projects had significant impact on their students, the recipients and on themselves. As they have implemented their projects over three or four semesters, more than a few have been unduly surprised by the power and potential of the service-learning projects to affect students' personal and professional development. Many of these effects are reported as outcomes that the professors had never anticipated. With each subsequent incarnation, professors tended to report how they had learned valuable lessons from the service-learning experiences about the nature of teacher preparation, and how they adjusted their service-learning projects to allow these effects to take on greater proportions. There is evidence that doing service-learning has fertilized their courses, their community partnerships, their students' professional and personal development, and their own insights. Some have discovered that the interaction between teacher education, service-learning and student growth is a highly compatible merger and has provided salient outcomes connected to a multitude of very important program and systemic goals, especially in service-learning courses where preservice teachers learned to see students who are different in a new perspective and also saw themselves changed by the experience. Based on these illuminating experiences professors are finding ways to expand their service-learning projects to include all manner of nuances, including a perceptible trend toward institutionalization. Nancy Wiltz submitted a reflection that captures the expansive effects of service-learning pedagogy:

This is actually my fourth semester to infuse service-learning into this course. Each semester, I seem to get more proficient at presenting the basic service-learning material in meaningful ways, and in ways that the whole concept makes sense to preservice teachers. I am becoming much better at demonstrating how to incorporate the Maryland Learning Outcomes or other content standards to validate the academic basis for this type of project in public primary grades ... It is imperative that the students really do a project; it cannot be a

hypothetical project ... Next semester I am going to require a different type of reflective log, whereby each contact or action is dated and recorded as preparation, action, or reflection. I am also going to require reflection from the student, the participants and those receiving service.

IMPLICATIONS

Implication #1: It is unreasonable to expect that all courses in the teacher education program will be able or need to include all service-learning competencies.

Implication #2: Teacher education programs that infuse service-learning experiences within courses need to provide significant opportunities for students to document through structured reflective activities, the precise nature of their learning in each course experience.

This would help structure the overall sequence of service-learning experiences and help instructors and students to make decisions about each experience. These carefully structured opportunities for reflection are uniformly endorsed by the research (cf. Eyler, 2000; Darling-Hammond & Synder, 1998; Wade 1998).

Implication #3: Ask the right questions at the right time.

“Service-learning and evaluation ... are intimately linked through the questions and learning activities that drive the program,” (Shumer, 2002, p.183). To help you focus your objectives and how you might assess them, consider the questions you might want to ask yourself as you begin to envision service-learning in your course. Appendix D contains a list of 28 questions that beginners can ask themselves as they prepare and plan. Considering these questions might help you focus your efforts and also might get you started thinking about appropriate ways to discover answers to them. These questions are also based in the research literature about service-learning and teacher education (e.g., Eyler & Giles, 2002; Shumer, 2000; Swick et al, 1998).

CONCLUSION

Considering the nature and purpose of this manual—to present “Service-Learning, How to ...” based on our initial attempts—and considering the multiple components of service-learning planning, implementation and assessment combined with program constraints, department agendas and the climate of politically mandated standards of learning—it seems more than appropriate for beginners to consider ways to simplify the multiple tasks of the service-learning assessment/evaluation process. Learn from our shortcomings and shortcuts. If it had been possible for the professors in each department to have made adjustments among their course designs, to coordinate service-learning in stages throughout their course sequences, perhaps we could have achieved a more manageable and sensible model of infusion. This has to be a major lesson learned. Either way, individual or program coordinated service-learning infusion, perhaps the initial stages require a somewhat prominent learning curve, yet I am suggesting that through program coordination, e.g., where and when to place the component or competency in the appropriate course, might help to prevent bothersome vagueness and fragmentation.

Moreover to prevent vagueness, beginners are strongly urged to include in their list of service-learning competencies, one that makes explicit that teacher candidates can demonstrate their understanding of the distinctions between service-learning, volunteerism, internships and clinical practica (cf. Shumer, 1997; 2000). Similarly I recommend that you expand the “P-A-R” competency (Plan-Act-Reflect) to the P-A-R-E model (Plan-Act-Reflect-Evaluate) so that from the beginning teacher educators and their students grasp that service-learning and evaluation are an inseparable process (Shumer, 2002). Otherwise, there were unexpected phenomena in most if not all of these projects across the three university settings. Ultimately as teacher educators we want to provide authentic learning opportunities for our preservice teachers to experience the complexities of teaching. “Thinking begins in what may fairly be called a forked-road situation; a situation which is ambiguous, which presents a dilemma,” (Dewey, 1938, p. 12). Perhaps in the beginning of implementing service-learning in teacher education one might be well advised to learn service-learning by just doing it.

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RESOURCES: ASSESSMENT INSTRUMENTS

Workbooks & Assessment Instruments

1). Shumer, R. (2000). Shumer's Self-Assessment for service-learning. Center for Experiential and Service Learning, Department of Work, Community, and Family Education. College of Education and Human Development, University of Minnesota, St. Paul, MINN. Available to download from <http://csf.colorado.edu/mail/service-learning/feb01/pdf00000.pdf>

This comprehensive assessment instrument, tested for three years in eight states, is both summative and formative and serves a variety of purposes for assessing program impact on all participants. It enables participants to determine the programs strengths and weaknesses in every component and its impact on all sectors. It then provides a format to help participants create a plan of action for change. "The primary purpose of this survey is to help you examine issues about your program that need improvement."

2). Driscoll, A, Gelmon, S.B., Holland, B.A., Kerrigan, S, Spring, A, Grosvold, K., & Longley, M.J. (1998). Assessing the impact of service-learning: A workbook of strategies and methods. Center for Academic Excellence, Portland State University. ED432949.

This extremely helpful manual was developed (based on a three year study) to enable practitioners in higher education with establishing a "culture of evidence" to determine if service-learning courses make a difference. This workbook of strategies and resources was the source for the assessment model we used to measure the impact of our service-learning projects in our teacher courses. It is a comprehensive guide. Particularly useful are its easy to use formats, including tables that break down variables, indicators and multiple methods of measuring each participant—for students, faculty, community and institution. It contains sample surveys which use a Likert scale to gauge impact of S-I project on student participants. There are also protocols for student interviews and focus groups; classroom observation guidelines, an observation form and teaching/learning continuum; and a service-learning syllabus analysis guide. The guide also contains project planning and reporting forms that incorporate all participants.

3). Diaz, D., Furco, A., & Yamada, "Student Learning

Pre- & Post-Test" University of California, Berkeley.

A Likert scale pre-post survey instrument consisting of 29 statements designed to measure the impact of service-learning on students' attitudes and beliefs. Authors claim that the items can be clustered into the following domains: academic, civic responsibility, career, empowerment. Examples of survey items that students rate on a scale of 1-4, include: "Being involved in a program to improve my community is important."

In addition, in the post-test respondents are asked to provide narrative feedback to questions about various aspects of their service-learning experiences: "What have you learned about yourself or others since becoming involved in the service-learning component of this course?"

4). Educators' Guide to Service-Learning Program Evaluation National service-learning Clearinghouse http://216.239.51.100/search?q=cache:q8zwrjbTw2kC:www.servicelearning.org/resources_tools/tool_kits/pdfs/EvaluationT"

5). The University of Maryland Faculty Handbook for Service-Learning (1998)

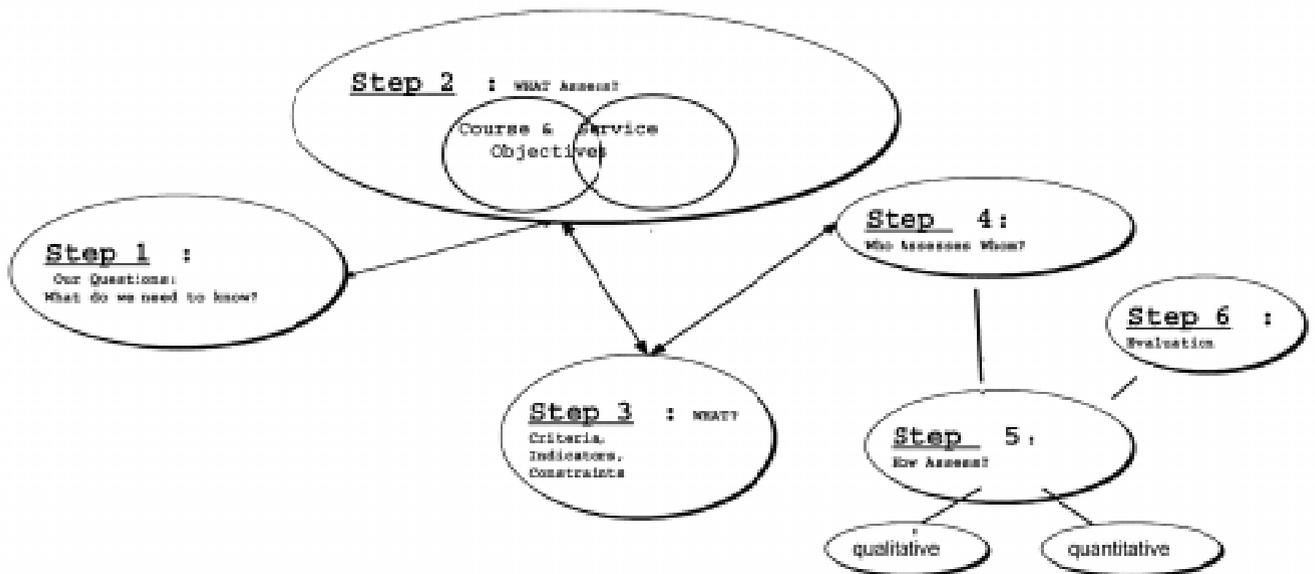
"To help faculty get started in implementing service-learning courses and to help faculty experienced in service-learning to enhance their courses. It includes numerous practical tools and suggests further resources." To download the full text of the handbook as a pdf file visit www.inform.umd.edu/csp/ServiceLearning/handbook.html

6). AmeriCorps Performance Measurement Toolkit downloadable from www.projectstar.org/star/AmeriCorps/pmtoolkit.htm

"The purposes of this Performance Measurement Toolkit are to introduce the concept of performance measurement, provide information on performance measurement as it applies to AmeriCorps programs, and in particular to help potential applicants for AmeriCorps funding satisfy the performance measurement requirements of the application process. This toolkit describes: 1. Performance measurement, outputs, intermediate outcomes and end outcomes; 2. The minimum requirements the Corporation for National and Community Service expects AmeriCorps programs to report; 3. How the logic model can be used to define desired results and provides logic model examples; 4. What to consider when choosing methods and instruments for performance measurement; and 5. How to complete a performance measurement worksheet."

APPENDIX A

Figure 1: Service-Learning Assessment Planning. Step 1



Model for
Assessment Planning Process

Figure 2:
Step #1: QUESTIONS
What do we need to know about assessing impact of Service Learning on preservice teachers? Brainstorm here:

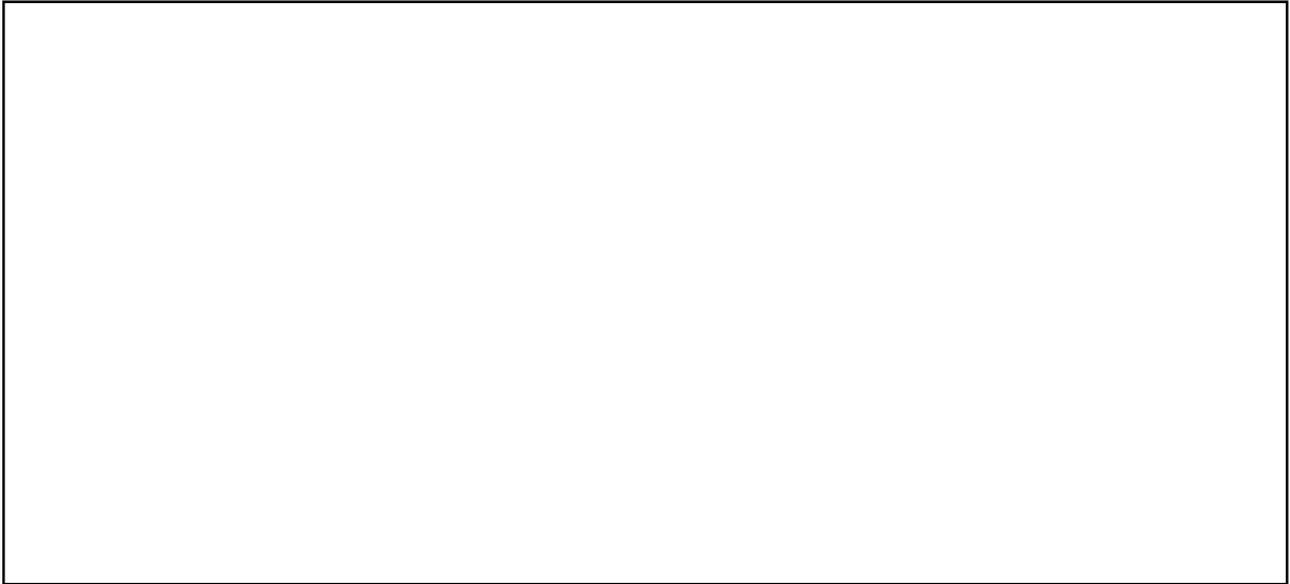


Figure 3: Service-Learning Assessment Planning, Step 2

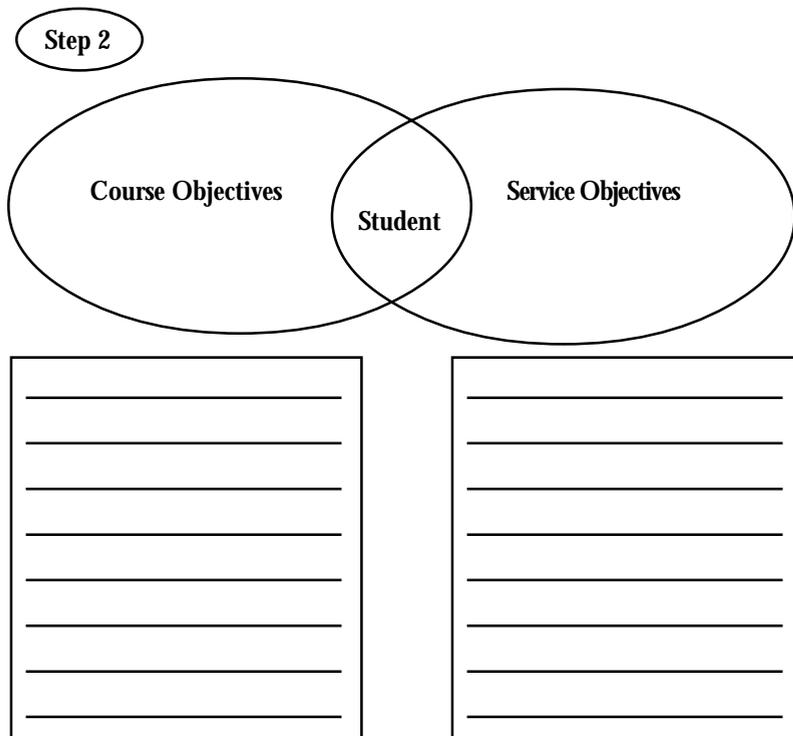


Figure 4: Service-Learning Assessment Planning, Step 3.

Step #3: Criteria, Indicators, & Constraints:

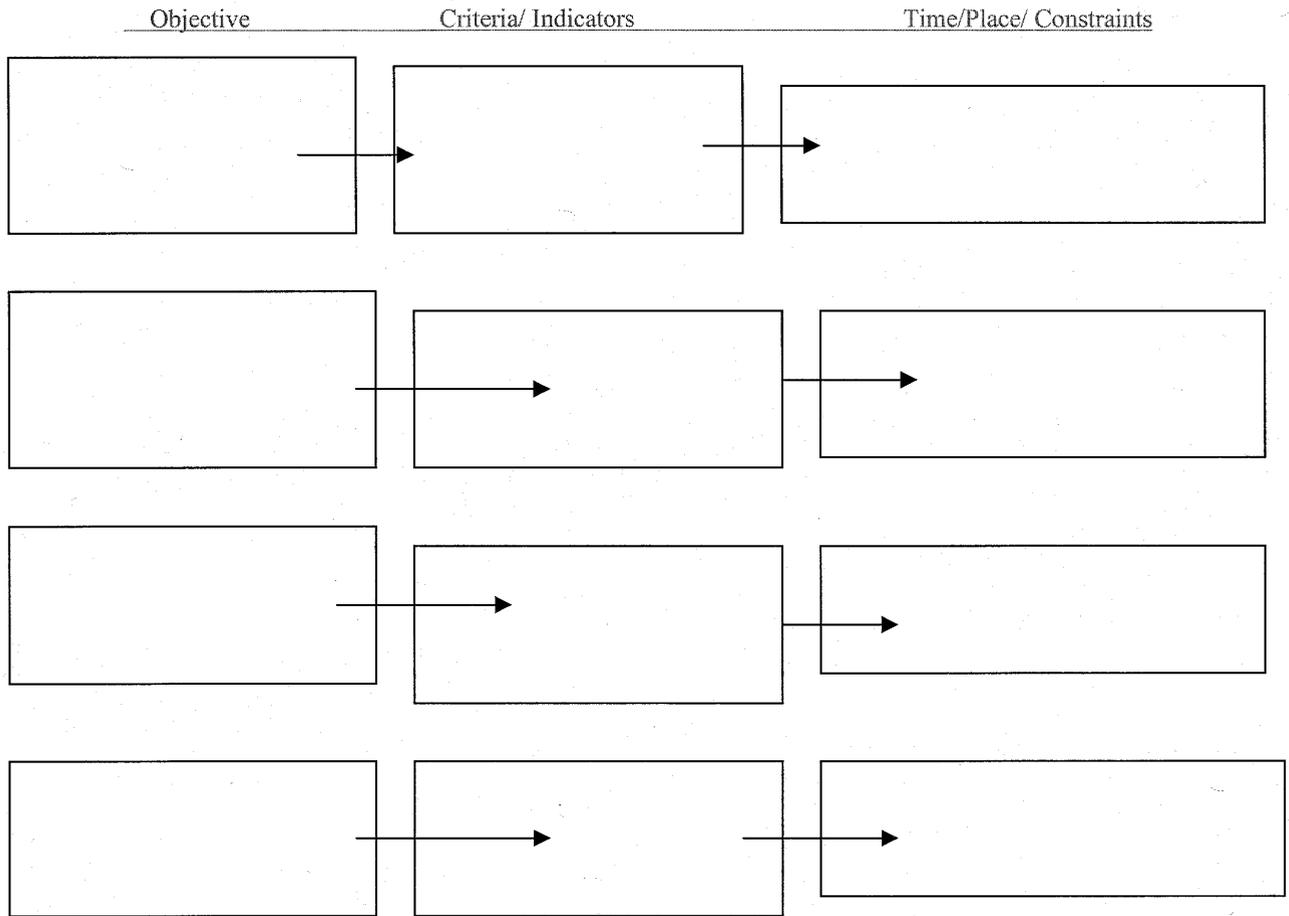


Figure 5: Service-Learning Assessment Planning, Step 4.

Step #4: Who assesses Whom?

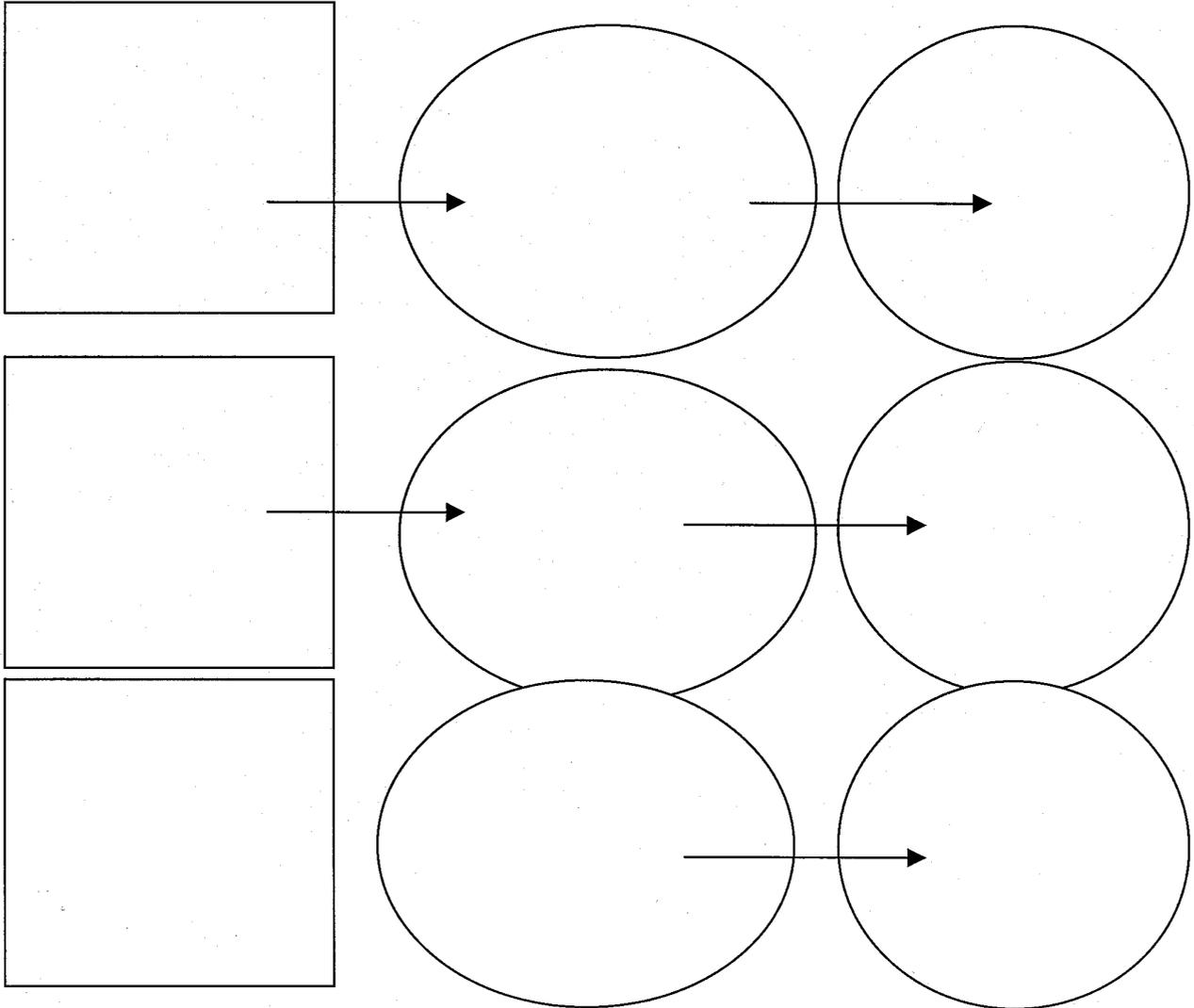


Figure 6: Service-Learning Assessment Planning, Step 5.

Step 5: How Assess?

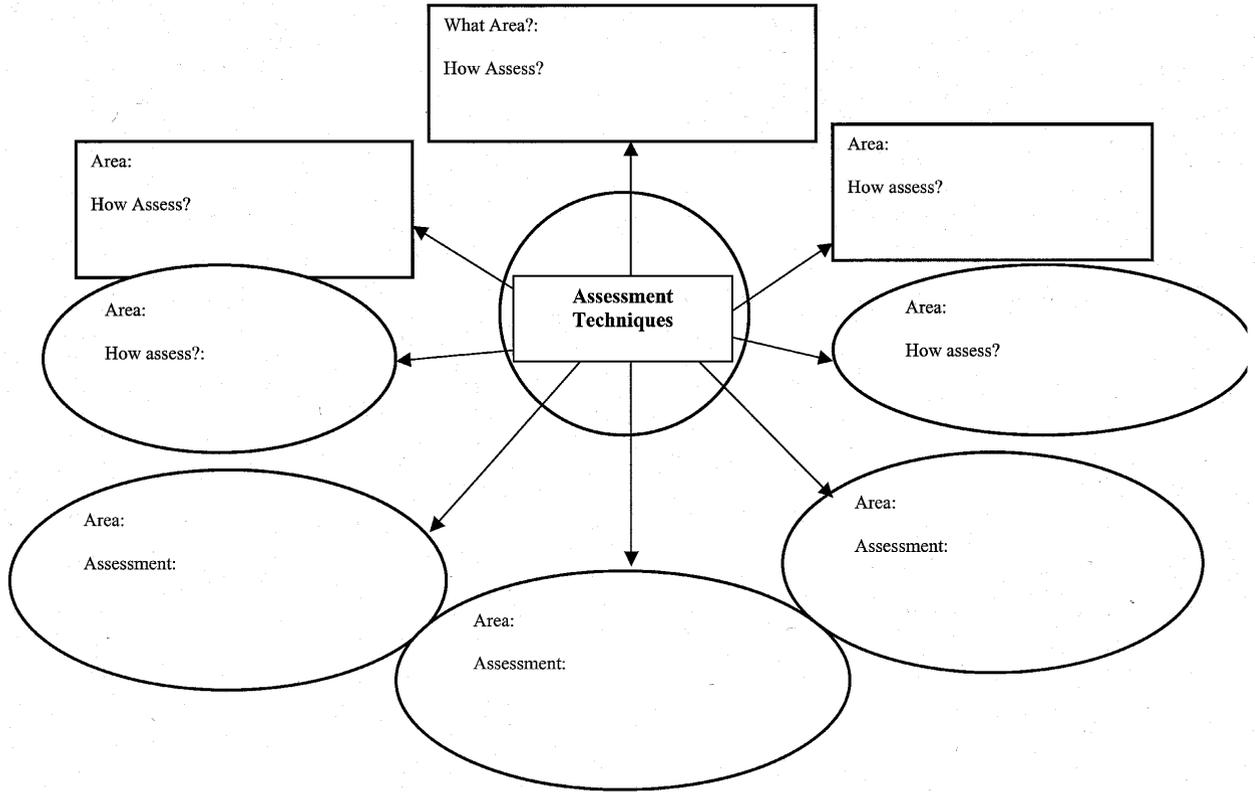
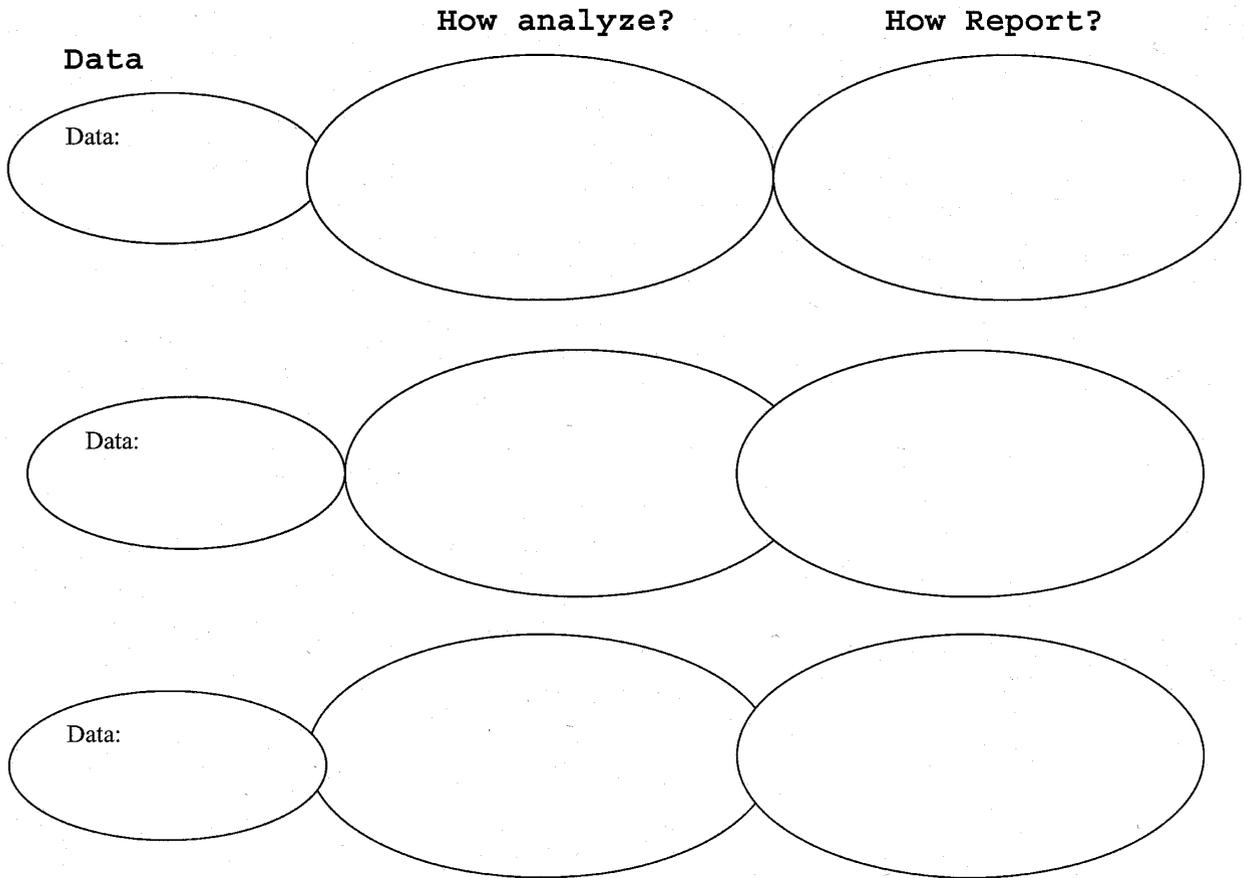


Figure 7: Service-Learning Assessment Planning, Step 6

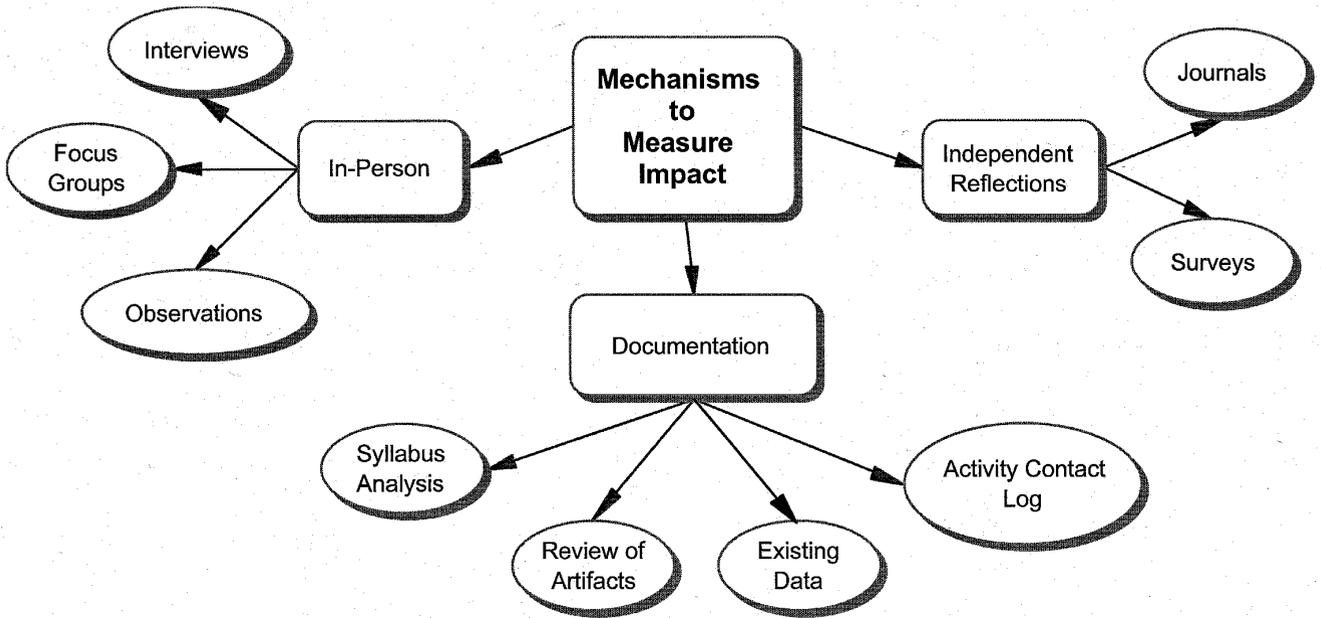
Step #6: Evaluation/Data Analysis



APPENDIX B

Mechanisms to Measure Impact

Adapted from the State University of Portland's "Assessing the Impact of Service-Learning: A Workbook of Strategies and Methods"



APPENDIX C

Framework For Service-Learning Course Evaluation

In addition to the data you will obtain from the Q-sort, which focuses on the area of attitude changes, we will need evidence that indicates student learning of the five service-learning competencies. (NB: These were competencies we learned last year in service-learning 101.)

Five service-learning Competencies

1. Identify community need
2. Establish partnership and collaboration with community to develop service-learning project
3. Perform service-learning process: Preparation—Action—Reflection
4. Identify relationship between service-learning project and course content
5. Share results: how to evaluate/assess the impact of service-learning on all involved: community, K-12 students, self

FRAMEWORK FOR ASSESSMENT OF SERVICE-LEARNING COMPETENCIES

SUGGESTED GUIDELINES

Decide how you will assess these five competencies,

i.e., provide evidence that your students have developed the skills for implementing service-learning in their future classrooms?

Decide which of the following techniques might be sources of data for assessment (these are taken from Portland University's "Assessing the Impact of Service-Learning: A Workbook of Strategies & Methods", 1998) *See attached chart.*

SUGGESTED TECHNIQUES FOR DATA COLLECTION

1. Artifacts: Reflections, quizzes, tests, essays, journals, video, portfolio, Power Point presentations, contact logs, syllabus analyses, etc.
2. Interviews: videotapes, focus groups
3. Observations: videotapes, notes and write-ups,
4. Surveys

ESSENTIAL DATA FOR YEAR TWO SERVICE-LEARNING GRANT

NARRATIVE REFLECTION: (data analysis) After you have collected assessment data on five service-learning competencies, you will need to write a narrative reflection in which you indicate how you feel your data represents the achievements of your students.

MEASURED LEARNING: In addition, for each competency you assess, you will need to indicate the percentage of your students who reached mastery level.

Chapter 3 Teacher Education Service-Learning Assessment

COURSE: _____ Semester: _____

INSTRUCTOR: _____ School: _____

No. of Students: _____

<u>Competency</u>	Measurement Method	Results: % of students who demonstrated acceptable level of mastery
1. Identify Community Need		
2. Establish partnership and collaboration with community to develop service-learning project		
3. Perform service-learning process: Preparation Action Reflection		
4. Identify relationship between service-learning project and course content		
5. Sharing results: how to evaluate/assess the impact of service-learning on all involved: Community K-12 students self		

APPENDIX D

Twenty-eight questions for beginners to ask:

1. What outcomes are related to service-learning outcomes in my teacher education course?
2. In my teacher education course to what extent will I be able to implement a service-learning project?
3. Do I understand the purpose of assessing and evaluating service-learning activities in my course?
4. Can candidates differentiate between service-learning and volunteerism, community service, clinical experiences? (Shumer, 2002)
5. Can candidates identify service-learning practices, including how context affects process and form of the project? Can they adapt given constraints?
6. How has the service-learning experience helped them to develop reflective practices? To problem solve in complex settings, to work collaboratively?
7. Has the service-learning experience revealed to my students their assumptions, preconceptions, misconceptions about the community and its people?
8. How might this service-learning project create negative effects for those involved?
9. What have they learned about their community?
10. Are my students more familiar not only with the service-learning process but also with the constraints they may face in implementing service-learning in their future classrooms?
11. Do they understand how to measure the impact of service-learning on their students, the community need? Can they set goals and outcomes?
12. Did I provide adequate opportunities for them to reflect in structured ways?
13. Were goals and outcomes clear so that candidates understood the purpose of the service-learning project as well as its connection to the course content?
14. How did I model for my students the service-learning competencies?
15. What impact has the service-learning project had on my pedagogy? My course?
16. Did I use authentic assessments (Darling-Hammond & Synder, 1998) and multiple sources of reflections: journals, discussions, writing assignments, displays, WebSearches, presentations in combination with traditional measurements: teacher designed questionnaires, tests, portfolios to evaluate specifically desired outcomes of service-learning activities?
17. Did I enable students to connect service-learning with significant school reform efforts such as multicultural education, problem-based learning, democratic education, cooperative learning, and last but not least, standards-based learning?
18. Are the service-learning experiences that teacher education students engaged in thoughtfully organized?
19. Have I with my colleagues discussed how service-learning competencies could be distributed across our teacher education curriculum?
20. Are students applying skills they have developed in their courses and practica to their service-learning activities?
21. Are the students encouraged to connect their service-learning experiences with their future profession?
22. Are students developing caring and compassion as a result of serving others? Are there other effects on my students, such as increased understanding of and commitment to social justice, civic responsibility, etc.?
23. How will I gauge to what extent preservice teachers will be able to implement service-learning in their future classrooms?
24. Should I provide them with a clear set of guidelines to help them when they implement service-learning in their future classrooms?
25. What have I learned about experiential learning in the context of my teacher education course?
26. To what extent were my students co-creators in the process of developing and planning the service-learning project?
27. Do my students understand the need for service-learning in our global society?
28. What are my students' assumptions about serving people in their community?

