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Teacher concerns about service-learning

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TEACHER CONCERNS ABOUT SERVICE-LEARNING

BY

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BS, Southern Methodist University, 1995

THESIS

Submitted to the University of New Hampshire
in Partial Fulfillment of
the Requirements for the Degree of

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in
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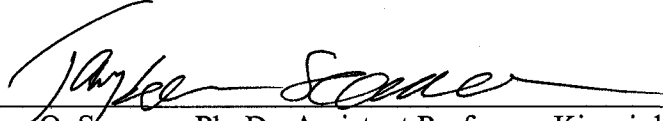
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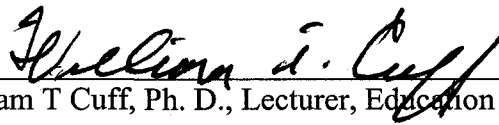
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DEDICATION

To my wife, Libby and sons, Nathaniel and Gabriel: thank you for patiently sharing time with this project for so long.

ACKNOWLEDGEMENTS

I would like to acknowledge the valiant service-learning teachers who took time out of their overwhelming schedules to participate in this study. Thank you for sharing your thoughts, insights, and concerns.

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ABSTRACT

TEACHER CONCERNS ABOUT SERVICE-LEARNING

by

Michael Kern

University of New Hampshire, December, 2006

Service-learning is a rapidly growing teaching innovation. Despite the proliferation of service-learning research, little has focused on the teacher, particularly the personal dimension involved in implementing such an innovation. The purpose of this study was to explore teachers' concerns regarding service-learning using the seven developmental Stages of Concern proposed by Hall, George, and Rutherford (1977) as a framework. Eleven teachers who were engaged in service-learning were interviewed and completed the Stages of Concern Questionnaire (SoCQ). Together, the profiles generated by the SoCQ and the interview analyses, provide a rich description of teachers' concerns. Since at the outset of this study, the SoCQ had never been applied to the specific innovation of service-learning, the profiles were compared with interview data. They tracked closely with one another lending confidence in the applicability of the SoCQ with service-learning.

CHAPTER I

INTRODUCTION

The purpose of this study was to examine K-12 teachers' concerns about implementing service-learning using the framework of concerns theory. Service-learning is an educational innovation connecting community service with school curriculum. There has been tremendous growth in this type of teaching and learning in recent years. From 1984 to 1997 there was a 3,663% increase in the number of high school students involved in service-learning (Shumer & Cook, 1999). Today, millions of students from kindergarten to graduate school have participated in course-connected service projects. Service-learning has found support at all levels from local school boards to the federally funded government agency, Learn and Serve America. From sociologists to economists, there seems to be widespread belief in the power of service-learning to affect social change. Harvard sociologist Robert Putnam (personal communication, March 23, 2001) described service-learning as an effective strategy in combating America's declining social capital. Economist Jeremy Rifkin (1996) pointed to service-learning as an essential antidote for the increasing isolation of children. Public awareness, financial support, and increasing participation have built momentum for the service-learning movement, but much of the burden for sustaining this momentum lies with the practitioners of this pedagogy.

At the classroom level, teachers are the ones responsible for implementing curricular change (Fullan, 2001). Teachers play a critical role in the successful

implementation of service-learning (Nathan & Kielsmeier, 1991). There are many challenges in adopting service-learning because it often runs counter to the practices of traditional schooling. Howard (1998) calls service-learning a counternormative pedagogy because it goes against the prevailing sentiments about the purposes of education, the structured delivery of information, and the role of students in their learning process.

Service-learning introduces the addressing of community needs as a legitimate outcome of education. It often takes teachers out of their classroom domain into community settings, which are typically less familiar and controllable. When done well, service-learning empowers students to take more ownership and direct their learning experiences with the community. It places teachers in the potentially new and uncomfortable situation of responding to community stakeholders, facilitating students in service experiences, and coordinating many project logistics. Successfully implementing such an experiential process is dependent upon teachers' abilities to adjust to the new demands of service-learning pedagogy.

Embracing new educational practices often requires a significant personal change on the part of individual teachers. Changing one's teaching practice is likely to arouse emotions, precipitate some worry, or at least involve much thought about the innovation. The term concern has been used to capture these responses. Researchers on educational change have defined concern as "the composite representation of the feelings, preoccupation, thought, and consideration given to a particular issue or task" (Hall, George, & Rutherford, 1977, p. 5).

The concerns teachers have about implementing an innovation in teaching must be addressed if teachers are to be successful. The support teachers receive must match their area of concern. If service-learning is to continue its growth to include more communities, schools, teachers, and students, then the concerns arising when new practitioners adopt this innovation must be more fully understood. Even seasoned service-learning teachers will have evolving concerns as they deepen and develop their practice. Exploring these concerns will allow them to be more adequately addressed, which will help further integrate and institutionalize service-learning.

Fuller (1969) suggested teachers' concerns change and mature with increasing experience. She proposed a developmental progression in the focus of teachers' concerns, centering first on themselves, then on the tasks involved in implementing the innovation, and finally to the impact of the innovation on students. This concerns theory was later incorporated into the Concerns Based Adoption Model (CBAM) and further differentiated into seven stages: awareness, informational, personal, management, consequence, collaboration, and refocusing (Hall et al., 1977). Concerns theory forms just part of this model, which also examines the specific attributes of an innovation and the extent to which teachers actually use it.

CBAM researchers developed a questionnaire to assess the intensity of respondents' concerns in each of the seven stages (Hall et al., 1977). The relative intensity of concerns in each stage are charted and compared to create an overall profile of concerns. The peak stage of concerns is the stage with the highest intensity. Concerns theory predicts this peak in intensity will shift over time to higher and higher stages. As teachers gain experience with the innovation, their initial concerns are resolved allowing

more mature concerns to come to the forefront. In an ideal environment the focus of concerns progresses through all of the seven developmental stages.

1. This beginning phase is called Awareness and labeled Stage Zero, as teachers are not even aware a new innovation such as service-learning exists.
2. Once teachers are aware of service-learning, they begin to seek specific information about the innovation during Stage 1 Informational.
3. When teachers become comfortable with their level of knowledge about service-learning, their concerns become more egocentric focusing on the innovation's effect on their status, routine, and classroom practice in Stage 2 Personal.
4. Secure in their relationship with service-learning, teachers move into Stage 3 Management, characterized by a focus on logistics such as transportation, funding, supervision, and time commitments.
5. As task concerns get addressed and decrease in intensity, the focus shifts to the impact of the innovation on student learning in Stage 4 Consequences.
6. Stage 5 Collaboration is marked by concerns about helping others with the innovation and working with peers to continue enhancing the outcome for students.
7. Finally concerns revolve around finding ways to improve, change, or even replace the innovation. This is Stage 6 Refocusing.

These seven developmental stages of concerns provide a useful framework for examining teachers' concerns regarding service-learning.

In-depth examination of teachers' concerns using service-learning can shed light on the complicated implementation process. Enhanced understanding of teachers'

personal experience with service-learning will hopefully allow administrators, change agents, and advocates to improve implementation and more effectively support teachers through the process. Concerns theory provides a useful lens for examining teachers' experience with implementation though only one study has ever applied it to service-learning (Cho, 2006). This study uses concerns theory as the basis for examining both qualitative interview data and quantitative survey data in answering the following research question.

Research Questions

The purpose of this study was to explore service-learning implementation in K-12 schools focusing on teachers' concerns. To better understand this phenomenon the following two research questions were asked.

1. What stages of concern are expressed by K-12 teachers using service-learning in the Rivendell School District?
2. Are Rivendell teachers' self-described concerns reflected in their scores from the Stages of Concern Questionnaire?

Justification

There is a need for research in service-learning focusing on practitioners, connecting relevant theory, and employing both quantitative and qualitative methods. To help foster the spread of any innovation, the experience of practitioners must be examined. In service-learning, the vast majority of research has focused on the impact on students (Eyler, Giles, & Gray, 1999). Indeed, Driscoll (2000) asserts, "there has been a paucity of research focused on faculty and service-learning" (p. 35). In outlining the research agenda, Giles and Eyler (1998) suggest the field should explore faculty

involvement and experiences using service-learning. To further this agenda, Stanton (2000) suggests “researchers and those who support them will have to become more interested in describing, reflecting on, and analyzing the practice experience” (p.121). Thus this study attempts to follow Stanton’s advice when he wrote “Researchers can do their part to become more allied with the practitioner community by refocusing their inquiries from the end point of service-learning to what happens along the way, and by carefully listening to, collaborating with, and observing the experience of those so engaged.” (p.122).

Just as critical as the topics addressed in research is the manner in which research is conducted. In addressing the 2nd International Conference on Research in Service-Learning, Bringle (personal communication, October 21, 2002) challenged researchers to connect their studies with relevant theory with the hope that practice can become informed by research and theory. The struggle for legitimacy in the standards-based, positivist paradigm of government education can be supported by stronger ties to theory through research.

Though governmental administrators may prefer research strictly adhering to positivist methodology (e.g., random sampling with experimental and control groups), there is still much value in both qualitative and other quantitative approaches. Giles and Eyer (1998) hail the value of both types of research and advocate for a multimethod approach to service-learning research. The thick description and nuances of analysis afforded by qualitative inquiry are complemented by the simplification and practical application of quantifiable models.

Assumptions

Whether qualitative or quantitative, all research includes some inherent biases. Thus it is important to disclose the underlying assumptions upon which this study was based.

1. It is possible to simultaneously honor the traditions of both qualitative and quantitative inquiry without negating the validity of both.
2. Participants are true to their own experience and honest with an outside researcher associated with the evaluation team for the district's service-learning grant.
3. Participants can articulate their perceptions and concerns through interviews, questionnaires, and focus groups.
4. The essence of participants' responses can be captured and adequately categorized.
5. Participants' self-identified service-learning is of sufficient quality to meet the stated definition of service-learning.
6. Service-learning can be considered a teaching innovation.
7. Concerns about a teaching innovation are developmental and progress over time.
8. Concerns are relatively consistent in the short-term, and changes happen gradually over time.
9. The Stages of Concern Questionnaire is a valid instrument that accurately captures respondents' concerns.

Limitations

Another important disclaimer involves the myriad ways in which this study was bounded in scope and idiosyncratic in implementation. Rivendell teachers' responses

may be typical, but they arose from a specific and unique time and place. The description and analysis of this study were based on a small window of several months in a lengthy implementation process. The chosen methods of data collection necessarily restricted the kinds of information being gathered. Logistical problems sometimes created unexpected inconsistencies in the way data was collected. These factors contributed to the following limitations on the findings of this study:

1. Findings are not generalizable to other equally unique settings.
2. The small number of participants in this study does not allow for a complete range of responses or weighty comparisons.
3. Only practitioners of service-learning were examined which overlooks the important demographic of those educators considering, rejecting, or unaware of this innovation.
4. Participants were not tracked over time precluding analysis on the development of individuals' concerns.
5. The type or quality of service-learning was not quantified or measured thus all service-learning projects were treated as equal.
6. The Stages of Concern Questionnaire was given prior to some interviews in hopes of providing some reflection and feedback for teachers but the act of completing the instrument may have biased participants in some way.
7. The order in which participants completed the survey and interview was inconsistent.

8. There was a time gap between when survey and interview data were collected so they are reflecting concerns at slightly different moments in the implementation process.
9. Only 5 of 11 teachers participated in the focus group reducing the confidence of this member checking strategy.

Significance

Despite these limitations, this study creates a useful portrait of concerns in service-learning implementation. It also explores a developmental framework for understanding those concerns. The mixed method approach provides both an in depth examination of the nature of teachers' concerns and a simplified snapshot of their range of concerns. Teachers' concerns described in this study offer a glimpse into the complex realities teachers face when implementing an innovation. Concerns theory offers a useful lens through which to view concerns and anticipate their evolution.

For the field of service-learning to expand its educational reach, the experience of practitioners must be better understood. Understanding these concerns allows supporters and administrators of service-learning to tailor interventions and guide institutionalization. Staff development curriculum can be improved to address teachers' concerns. Administrators can use this insight to be proactive and anticipate teachers' probable needs to make the change process more effective and enjoyable. Since teachers are critical to the success of service-learning (Nathan & Kielsmeier, 1991), the fate of the field lies in its ability to address those personal concerns.

Understanding concerns regarding implementation could inform change processes outside academia as well. Similar influences and processes likely exist in a variety of

organizations when incorporating new technology, procedures, or techniques. Any change process could be enhanced by a better understanding and application of personal concerns.

Definition of Terms

Concern - “The composite representation of the feelings, preoccupation, thought, and consideration given to a particular issue or task is called concern” (Hall et al., 1977, p. 5).

Concerns Based Adoption Model (CBAM) – a model for understanding educational change looking at the personal dimension of teachers’ concerns using concerns theory, the level at which an innovation is actually implemented in practice, and the specific details of the innovation.

Implementation – the process of establishing the use of an innovation (Hall & Hord, 2001).

Innovation - an educational technique used by teachers such as service-learning.

Service-learning – as defined by the National and Community Service Act of 1990, is a method -

(A) under which students or participants learn and develop through active participation in thoughtfully organized service that—

(i) is conducted in and meets the needs of a community;

(ii) is coordinated with an elementary school, secondary school, institution of higher education, or community service program, and with the community; and

(iii) helps foster civic responsibility; and

(B) that—

(i) is integrated into and enhances the academic curriculum of the students, or the educational components of the community service program in which the participants are enrolled; and

(ii) provides structured time for the students or participants to reflect on the service experience. (42 U.S.C. 12511)

Stages of Concern Questionnaire (SoCQ) – the survey instrument used in this study to measure the relative intensity of respondents’ concerns about an innovation in seven factors.

Overview

The following chapters situate the problem, explain methodology, present data, and discuss findings. Chapter II reviews relevant literature situating this study in the body of research and explaining the theoretical framework. Chapter III describes the context, participants, and methods including the ways data was captured and analyzed. Chapter IV presents the qualitative and quantitative data for each teacher as well as any patterns based on aggregate data from all participants. Finally, chapter V summarizes these findings, discusses the implications of the findings, and offers recommendations arising from the study.

CHAPTER II

REVIEW OF LITERATURE

Situating the Problem

Service-learning programs are on the rise. Shumer and Cook (1999) found a 3,663% increase in the number of high school students involved in service-learning from 1984 to 1997. Gray, Ondaatje, Fricker, and Geschwind (2000) suggest the appeal of service-learning lies in its promise to address critical social problems such as the perceived inadequacies of American education, the lack of civic engagement, and inadequate support for social and environmental services. Research has supported this premise. Billig (2000) reviewed the research on service-learning in K-12 schools and found evidence that service-learning has a positive effect on students' personal and interpersonal development, civic responsibility, academic learning, and relationship with the school and community. Gray et. al. reported the college service-learning students increased the capacity of organizations where they served and were seen as more effective volunteers. Despite the success of service-learning in addressing critical social problems and its tremendous growth only 6.6% of teachers use this innovation in their classrooms (United States Department of Education, 1999).

Successful implementation of service-learning is dependent upon teachers (Nathan & Kielsmeier, 1991). It is no surprise that few teachers have taken on the additional burden of creating new lessons, working with community partners, engaging students in directing projects, and managing constantly changing logistics. Teachers

reported logistics and time commitments as challenges to implementing service-learning (Wade & Eland, 1995). Many of the few who try service-learning are conflicted in their use of the innovation because it does not match their beliefs about teaching (Toole, 2002). Service-learning runs counter to the typical methods of public education (Howard, 1998). Service-learning is a demanding pedagogy. For teachers to successfully navigate the implementation process, their concerns must be adequately addressed.

Development of Concerns Theory

Concerns theory was pioneered by Frances Fuller (1969), who proposed a developmental framework for the concerns of teachers. Working with students training to be teachers, she noticed there was a consistent difference in the nature of their concerns that correlated with their level of experience. Those without any teaching experience tended to have primary concerns that were unrelated to the craft of teaching. These pre-service teachers tended to be more preoccupied with other aspects of their lives such as personal finances or their exercise regimen. Novice student teachers began to express concerns about teaching, but they were egocentric in focus. For example, they might be worried about who they will eat lunch with at the school or how the principal might treat them. With more teaching experience, teachers' concerns shifted to the task of teaching such as using instructional aids or organizing the classroom workspace. Experienced teachers had concerns about the impact of their teaching on students. They might be considering how different instructional methods suited students with different learning styles. Fuller labeled these four concerns: unrelated, self, task, and impact. This developmental conceptualization of concerns forms the foundation of concerns theory.

In this process, Fuller had focused on teachers and teacher preparation. Hall, George, and Rutherford (1977) took this focus one step further applying concerns theory to any adopters of educational innovations. After careful study, they further differentiated the self concerns into informational and personal concerns. They also divided the impact concerns into three stages: consequence, collaboration, and refocusing. They retained the stages representing unrelated and task concerns but renamed them awareness and management concerns respectively. Fuller's model is still apparent as the foundation of this new seven-step model called Stages of Concern. The sequence is: Stage 0 - Awareness, Stage 1 - Informational, Stage 2 - Personal, Stage 3 - Management, Stage 4 - Consequences, Stage 5 - Collaboration, Stage 6 - Refocusing.

Since the beginning stage focuses on concerns unrelated to the educational innovation, it was labeled as Stage Zero and called Awareness. Stage 1 is called Informational and is characterized by an interest in learning more about the specifics of the innovation. Stage 2 Personal concerns are focused on the impact on the individual implementing the innovation. Individuals may be worried about the demands of the innovation and uncertain about their future role with the innovation and within the organization. The management concerns of Stage 3 revolve around the logistics of implementing the innovation. The tasks required to garner resources, coordinate scheduling, organize information, and manage participants are primary. The impact on participants is the focus of Stage 4 Consequences. Concerns include assessing learning, engaging students, and making lessons relevant. The theme of Stage 5 is collaborating with others to improve the impact of the innovation. Concerns involve supporting, coaching, learning from, and working with other practitioners. Refocusing is the sixth

and final stage. Individuals are still looking to improve the impact of the innovation and have ideas about how to change or even replace the innovation to make those improvements.

These seven stages of concern are not mutually exclusive. Practitioners generally have some concerns in most areas, just with varying intensities. Hall and Hord (2001) point out that, “in fact, most of the time a person will have intense concerns at more than one stage” (p.64). Concerns theory predicts the peak arousal of concerns will progress sequentially through the stages. As early concerns are addressed and become less intense, more mature concerns are aroused and grow in intensity. Some concerns may be omnipresent at some level despite the shift in peak intensity. For example, a teacher may express concern about students effectively learning the curriculum from the onset of implementing a new instructional innovation. Early on, these impact concerns will likely be dwarfed by much more pressing and intense self concerns about learning the details and requirements of the innovation and the potential personal impact on the teacher. After several years of successful implementation, the same consistent concern for student learning might now become further aroused surpassing other concerns because the self and task concerns have been addressed. It is the relative intensity, rather than the presence or absence of concern, that is of greater significance.

Just as some concerns may persist throughout the implementation process, others may never become aroused. It is unreasonable to expect that all or even most practitioners will progress through all stages from zero to six. Adopting an innovation is a slow process for individuals and school systems. This process takes years and may never be completed. Situations may change causing teachers’ concerns to regress to

previous stages. For example, the introduction of a new administrator might reawaken personal concerns in teachers who had previously relatively few concerns about the impact on their lives and careers. Increasing demands might be placed on teachers to the point where none of the initiatives is being fully implemented. Teachers may progress to the Management Stage but then get stuck trying to figure out the logistical details. Without support, they may become increasingly frustrated and self concerns may again become more intense. The steady progression through the stages represents what would happen in an ideal environment; however, such settings may be rare in the demanding and ever-changing world of K-12 education. Despite regression, irregular progress, or incompleteness, the seven developmental stages of concerns theory provide a useful framework for examining the personal dimension of adopting a new innovation.

Researchers also set out to find a reliable way to measure these stages of concern. Hall et. al. (1977) developed the Stages of Concern Questionnaire (SoCQ), which combined one open-ended statement about respondents' concerns with a list of 35 questions. Since the SoCQ was developed it has been used consistently over the decades to examine a variety of innovations. Technology in the classroom has been a popular subject with many studies using the SoCQ with computer usage in the classroom (e.g., Cicchelli & Baecher, 1990; Ellis & Kuerbis, 1988; Hope, 1997; Wedman & Heller, 1984). More recently researches have focused more specifically on concerns using the internet in instructional practice (e.g., Gershner & Snider, 2001; Howland & Mayer, 1999; Perkins & McKnight, 2005; Rakes & Casey, 2002). SoCQ usage has not been limited to technology. Teaching innovations can include new curricula, programs, or standards. For example, the SoCQ has been used in studies examining family and

consumer science standards (Faircloth, Smith, & Hall, 2001), cooperative learning (Hiatt & Sandeen, 1990), writing process instruction (Stroble & Bratcher, 1990), a benchmark testing program (Kimpston, 1987), and bilingual education (Dominguez, Tunmer, & Jackson, 1980). Only recently, has the SoCQ been pioneered with service-learning (Cho, 2006).

The SoCQ has been used with varying populations as well as varying innovations. Though primarily administered to in-service and pre-service teachers, the SoCQ has been used with college faculty as well (Chen, 1999; Matthew, Parker, & Wilkinson, 1998; Nevin, 2003). Researchers have also used the SoCQ or a variation of it with teachers outside the United States such as the Netherlands (Carleer, van den Akker, & van Diggele, 1989), Taiwan (Chen), Australia (Silins, 2000), and Cyprus (Christou, Eliophotou-Menon, & Philippou, 2004).

A few studies have raised concerns about the reliability and validity of the SoCQ. Jibaja-Rusth, Dresden, Crow, and Thompson (1991) reported low alpha coefficients measuring internal consistency for the different stages, especially Awareness, when administering the SoCQ to secondary school science teachers over a 6-month period. Bailey and Palsha (1992) also noted some problems with internal reliability in the questionnaire on 4 of the 7 stages. They proposed combining Stages 1 and 2, Informational and Awareness, as well as Stages 4 and 6, Impact and Refocusing, to create a five-stage model. Shotsberger and Crawford (1996) also found some validity problems with the original SoCQ as well as the proposed five-stage model. It should be noted that the sample sizes in these studies do not approximate the 830 participants surveyed by Hall et al. (1977) when they piloted the SoCQ. Jibaja-Rusth et al. had up to 25

participants, Bailey and Palsha had 142, and Shotsberger and Crawford had 376 participants take the SoCQ.

Despite these concerns the SoCQ has been used widely and consistently in research for decades. The basic tenets of concerns theory seem to hold true for a variety of innovations with teachers from across the educational spectrum including non-American cultures.

CHAPTER III

METHODS

Overview

The objective of this study was to examine the phenomenon of service-learning implementation in K-12 schools. The focus was on teachers' concerns about service-learning using the developmental model provided by concerns theory as a framework. The chosen case for this investigation was the interstate Rivendell School District in Vermont and New Hampshire. The unit of analysis was the individual teacher using service-learning. Both qualitative interview data and quantitative questionnaire data were used to describe this phenomenon.

Methodology

Gall, Borg, and Gall (1996) outline four characteristics of case study research: “(1) the study of phenomena by focusing on specific instances, that is, cases; (2) an in-depth study of each case; (3) the study of a phenomenon in its natural context; and (4) the study of the emic perspective of case study participants” (p. 545). The case for this study was the Rivendell School District. It was chosen primarily because of the researcher's entree into the school community by being connected with the evaluation team for the grant that was supporting service-learning in the district. All available service-learning teachers in the district were invited to participate to paint as complete a picture as possible. Both qualitative and quantitative data were collected to create a rich description of this case. All interviews with teachers were conducted in the natural context of

Rivendell's schools. Carefully listening to participants and reporting in their own words maintained the emic perspective, meaning participants' own views were preserved.

Yin (1989), a prominent case study researcher, recommends using both a questionnaire and interviews to describe the case in depth. This dual method approach provides a fuller picture of teachers' concerns. The questionnaire provides a concise visual representation of teachers' developmental concerns when compared with a normative sample. The interviews paint a much richer portrait of concerns, full of nuance. Together they provide a detailed, comprehensive description of teachers' concerns. Using multiple types of data collection also helps triangulate the phenomena of service-learning implementation. Corroborating data from multiple methods helps validate the findings of the study. This was especially important since the Stages of Concern Questionnaire had not previously been used in the analysis of service-learning. Comparing the survey results with the interview data also allows the applicability of the questionnaire to be explored.

In the spirit of reciprocity characterizing service-learning, care was taken to design a study benefiting participants as well as the researcher. In addition to any benefits from improved insight or more informed support from research results, the process of participating in this study was also intended to be helpful for participants. Answering survey questions, sharing thoughts during an interview, and discussing with colleagues in a focus group all provided opportunities for teachers to reflect on their service-learning experiences. Providing such reflection opportunities is important since practitioners often fail to use the same reflective practices they require of students (Stanton, 2000). These experiences hopefully helped foster a reflective practice, which

can improve teachers' performance (Schon, 1990). Sharing with individuals their survey results and presenting common themes during the focus group, were intended to help participants gain a new understanding of their concerns.

Setting

Rivendell is an interstate school district serving four towns located in the Connecticut River Valley between New Hampshire and Vermont: Orford, NH; Fairlee, VT; West Fairlee, VT; and Vershire, VT. Three schools comprise the district: Samuel Morey Elementary in Fairlee, Westshire Elementary in West Fairlee, and Rivendell Academy in Orford. The elementary schools include grades K-5. Rivendell Academy houses grades 6-12, with the middle school (grades 6-8) housed in a separate building from the high school. The district was created just three years prior to this study. At that time, physical construction of both elementary schools had been completed and the high school had been in the new building for just a few weeks.

The vision for this new school district was to connect students and the community. This is evidenced by phrases in the mission statement such as students becoming "positive contributors to their community" and creating "significant and ongoing connections between school and community" (Rivendell Interstate School District, 2002). In pursuit of that vision, the district applied for and received a 3-year, Community Higher Education School Partnership (CHESP) grant from Learn and Serve America through the New Hampshire Department of Education, to support the development of service-learning. This grant helped fund the position of External Programs Coordinator, who had primary responsibility for supporting and advancing service-learning.

In addition to CHESP, Rivendell received significant funding through a grant for Community-based School Environmental Education (CO-SEED). Such funding allowed for the purchasing of supplies, transporting students, and accessing assistance for training and evaluation. Two AmeriCorps VISTA members were placed within the district to support service-learning and other initiatives. Rivendell received outside funding for specific projects as well. One example was the Cross-Rivendell Trail project that received over \$67,000 from both the New Hampshire and Vermont recreational trails commissions as well as the Connecticut River Joint Commissions. Service-learning at Rivendell was supported by a mission of community connection, staff coordination, and supplemental grant funding.

Participants

The district External Programs Coordinator identified all the teachers conducting service-learning as part of the CHESP grant. He, along with other participants, identified other teachers in the district who had included a service-learning component in their class though not connected to the grant. All 11 service-learning teachers identified accepted the invitation to participate in this study. Participants included four elementary school teachers, two middle school teachers, one junior/senior high teacher, and four high school teachers. There were four men and seven women. Participants' experience ranged from 18 years teaching to a one-year teaching internship. Diverse disciplines were represented, including Ecology, Environmental Science, Foreign Languages, History, Mathematics, and Physical Education.

Protocols

Stages of Concern Questionnaire

The two primary types of data collection were written surveys and individual interviews. The survey instrument was the Stages of Concern Questionnaire (SoCQ) (see Appendix A), developed by researchers at the University of Texas Research and Development Center for Teacher Education as part of the Concerns Based Adoption Model (Hall et al., 1977). It was validated in the early 1970's using 11 different innovations and several samples of up to 830 teachers and professors (Hall et al.). Test-retest reliabilities as measured by Pearson-r range from .65 to .86 and Alpha coefficients, which measure internal consistency, range from .64 to .83 for the seven different stages (Hall et al.).

This questionnaire was designed for use with any innovation so the instruction page has blanks to be filled in with the name of the specific innovation. In this case, the identified innovation was service-learning. The SoCQ contains 35 items, with five questions corresponding to each of the seven stages of concern (see Appendix A). Participants are asked to respond on a Likert scale from zero to seven, where zero signifies the statement is "irrelevant," one signifies it is "not true of me now," and seven signifies the statement is "very true of me now." Additionally the instrument has two open-ended questions asking for a description of any concerns regarding the innovation and a description of the respondent's job function.

The surveys were scored using the SoCQ Quick Scoring Device (see Appendix B) (Hall & Hord, 2001). Raw scores were tabulated for each of the seven stages of concern. The raw scores were then converted to percentile scores based on normative data using

the chart provided. The percentile scores were then plotted on a graph and the points were connected creating a profile to graphically represent the relative intensities of the various stages of concern at that time.

Individual Interviews

The second method of data collection used was an individual interview with each participant. Interview questions were intended to be open-ended, eliciting information about participants' experiences implementing service-learning in their own voice so as to maintain the emic perspective. Potential interview questions were reviewed by professors James Neill and Michael Gass. Pilot interviews were conducted with two former teachers. The following 14 questions were chosen.

1. Tell me a little about your service-learning project.
2. Describe your history with service-learning. How were you first introduced to it?
How has it evolved over time? Where is it going?
3. Why did you decide to try service-learning?
4. In your experiences implementing service-learning, what have you been most inspired by?
5. On the flipside, what have you been most frustrated by?
6. What has surprised you? What was unexpected?
7. What were the challenges along the way? How were they addressed?
8. Do you foresee these challenges persisting in the future or are they changing?
9. In order to do service-learning better, what support do you need or what changes need to be made?

10. How would you define service-learning? How does this mesh with your philosophy of teaching?

The definition of concern was provided for the following question.

11. When you think of service-learning and continuing to implement it in your course, what concerns come to mind?

For those participants who previously submitted the SoCQ, scores and profile interpretation were provided for the following two questions.

12. Do you feel this profile accurately represents where you currently are?

13. Why do you think you scored this way, high in these categories and lower in these?

14. Choose one story to tell, or describe a vignette that you think captures your experiences implementing service-learning.

This study employed two of the methods outlined by Gall et. al. (1996) for validating the findings of qualitative research. The first was triangulation. As described previously, this process of corroborating multiple types of data lends credibility to the findings. The second method was member checking. A focus group was held to share initial findings with participants. They were able to clarify their concerns and confirm that the emergent themes seemed accurate from their perspective. Participants were also asked during the interview to check their profile data if they had previously completed the questionnaire.

Additional Data

In an effort to better understand the context of this study, additional demographic data was gathered about the district, its history, administration, and status of service-

learning. Primary sources were an interview with the External Programs Coordinator and documents published by the district and granting agencies.

Procedures

Potential participants were contacted by the researcher who identified himself as a graduate student from the University of New Hampshire conducting a Masters thesis on service-learning so as not to be confused with CHESP grant evaluators who were also from the University of New Hampshire. Before enrolling in the study, participants were presented with an informed consent letter (see Appendix C) outlining the expectations of participants and reassuring confidentiality. In an effort to preserve confidentiality, pseudonyms for each participant are used throughout this document.

The External Programs Coordinator distributed the questionnaire and consent form to the initial 6 participants. These were sent during the first week of the final trimester and interviews commenced 4 weeks later. Because the forms and questionnaire were included with other materials being sent to teachers involved in the CHESP grant, the one participant not directly involved with the grant did not receive the materials until the time of the interview. Four of the participants returned their surveys prior to the interview so their scores and profile interpretation were shared at that time. It was hoped such information would provide beneficial feedback to participants as well as offering an opportunity for participants to comment on their perceived validity of the instrument and results.

Five additional participants were then recruited based on recommendations by existing participants or the External Programs Coordinator. These participants were presented with the questionnaire and consent form either immediately prior to the

interview or several days in advance. Participants returned the questionnaire via mail. These five interviews took place 4 weeks after the conclusion of the first group of interviews and within 1 week of the follow-up focus group.

Individual interviews lasted roughly 35 minutes and were conducted in teachers' own classroom or office. There was one exception where the teacher met the researcher at a different school for convenience. Regardless of whether or not a consent form had previously been sent, each participant reviewed and signed a consent form prior to conducting the interview.

All participants were invited to attend the follow-up focus group held a week and a half before the end of the school year. The 5 participants in attendance were all from the initial group. The five questionnaires completed by that time were compiled and a composite profile was created to share with the group. Ten common themes were also presented to the group for comment and discussion. The 75-minute session provided an opportunity for participants to further reflect on their service-learning practice, clarify concerns, and confirm the validity of the themes and interpretations presented. The focus group and 11 interviews were audio recorded and then transcribed by the researcher.

Only 9 of 11 participants returned the questionnaire. One participant completed roughly half of the questions then wrote a note explaining that she was very busy and since this same information had been discussed in the interview there was no need to proceed further. The second missing questionnaire was from one of the last participants recruited for the study. He received the questionnaire just two weeks before the end of the school year and was too busy to complete it.

Data Analysis

Qualitative

The unit of analysis was the individual teacher. Qualitative data analysis followed the five steps outlined by Gall et. al. (1996) in an interpretational analysis of case study data: 1. segmenting the database, 2. developing categories, 3. coding segments, 4. grouping category segments, and 5. drawing conclusions. Transcripts of the interviews and focus group were imported into the Nvivo computer application for analysis as outlined by Creswell (1998). Transcripts were divided into segments of text expressing a concept. Segments ranged from one phrase to several paragraphs. The grounded theory approach described by Strauss and Corbin (1990) was used to develop categories, code segments, and group categories. Open coding was used to generate a list of categories for the segments. Initially 27 themes emerged but through a process of constant comparison suggested by Glaser and Strauss (1967) this list was revised to 10 themes that each included at least 20 segments. Then the structure provided by concerns theory was used as the sensitizing concept to reexamine the themes and group them together. Some categories generated in the open coding process were dropped because they did not relate specifically to teachers' concerns. Most themes fit within the category system outlined in the Concerns Based Adoption Model: Awareness, Informational, Personal, Management, Consequences, Collaboration, and Refocusing (Hall et. al., 1977). Finally conclusions were drawn as to which stage of concern seemed primary and most acute, as well as which concerns were being experienced to a lesser degree. The primary concerns capturing the essence of each teacher's experience were then described.

Quantitative

Analysis of the quantitative data from the SoCQ included both the simple First and Second High Stage Score Interpretation and the more sensitive Profile Interpretation as outlined in the SoCQ manual written by Hall et al. (1977). Examining the two highest stages of concern is straightforward, indicating the respondent's most pressing concerns. Then the graph of the complete concerns profile was examined comparing the relative intensity of concerns in various stages, noting the general shape of the graph. The profiles were compared with typical profiles for non-users, inexperienced users, experienced users, and renewing users. As part of the in-depth profile analysis, individual item responses were reviewed for their effect on the score for that stage. Individual item scores were checked for good sorting among the stages, which would indicate the respondent was able to differentiate among various concerns. The total raw score was also calculated and compared with other participants, giving a sense of the overall engagement with the innovation and intensity of concerns in general. Only those analyses with noteworthy results were reported.

Comparisons

The qualitative and quantitative data were summarized for each unit of analysis. They were combined to create a more holistic picture of each teacher's stages of concern. Then they were compared to expose any inconsistencies between the two types of data. The SoCQ profiles for each participant were also grouped and compared searching for any patterns.

CHAPTER IV

ANALYSIS

Overview

The unit of analysis for this case study was the individual teacher. So a description of each participant's concerns is presented separately. First, each teacher's service-learning project is described to provide some context for their concerns. This is followed by a summary of their most pressing self-described concerns categorized into stages of concern. The quantitative data analysis is presented next, including any notable comparisons to the qualitative data. The final section includes an analysis of patterns that emerged in the SoCQ profiles. Note that pseudonyms have been used instead of participants' actual names in an effort to maintain their anonymity.

Participant One - Larry

Service-Learning Project

Larry taught high school Science. In the Fall of 2001, he had a class of Juniors and a class of Seniors who did a service-learning project as part of their studies in Environmental Science. The students worked on the Cross-Rivendell Trail, an endeavor to link the four towns that make up the Rivendell School District via a hiking trail that would eventually rendezvous with the Appalachian Trail. Students hiked transects across the town forest in Fairlee recording significant features using GPS equipment. After entering and mapping their field data, they chose and flagged the route the trail would take.

At the time of this study, Larry was co-teaching an Agricultural Ecology class with Peter, a student teacher. The students were tackling two service-learning projects for the school. Construction on the new school building had just been completed. A new leech field had been placed under two acres of the school's farm fields where corn and hay were traditionally grown. The students were researching potential agricultural uses for the land given the new restrictions required by the leech field. They would present their proposal at the end of the term. The second project was reconstructing the greenhouse that had to be relocated when the new school was built.

Concerns

Though Larry expressed concerns in many areas his most intense concerns were in Refocusing, Stage 6, and Consequences, Stage 4. Larry's Stage 4 concerns centered around his desire to improve his students' learning. He felt they learned better when they were engaged in the subject. He believed that making the material more relevant would help them engage and service-learning was the mechanism to do that. He said, "You know one would hope it's universally known that you've got to make your teaching relevant to students and like I said earlier, by default that usually involves their local communities. And so almost always that tends to shake out in some sort of service-learning." Though Larry was motivated by the potential positive impact on his students, he still found this type of teaching difficult. "I'd say definitely the most challenging thing is uh squeezing the content learning out of the experiences. . . . It's actually one of the hardest things I've tried to do as a teacher." Adding further to the frustration at implementing service-learning was the fact that some students did not in fact, find it more engaging. "Some of the time I've been pretty disappointed at how little they've got into

it.” These frustrations fueled Larry’s unresolved consequence concerns about how to best to help his students engage and learn.

Regardless of the type of concern, Larry generally had given thought to coming up with a solution. This focus on making changes with regards to service-learning, represents Stage 6 Refocusing concerns. Most often, Larry related the various concerns back to the need to change the culture of the school to better support service-learning and fulfill the stated mission of the district. For example, he was concerned about the logistics of scheduling and transporting students off site. While these are Stage 3 Management concerns, he was really more preoccupied with changing the school structure to avoid such problems in the first place rather than dealing with the mechanics of organizing a trip in the allotted time. He pointed out that, “We have to carve out time out of the schedule to try and do this rather than just do it the other way around and design the schedule around the service-learning, like service-learning is still trying to fit into a very traditional school kind of paradigm, which makes it difficult.”

Larry felt that many of the problems he encountered would be eliminated if the school truly embraced its mission to connect students with the community through service-learning. Reflecting on his frustrations with students not getting it, he felt that since their school experience had acculturated them to traditional techniques such as written tests, they were less open to new experiential techniques such as service-learning. He explained, “I think it’s because of what they’re used to. . . . Something relatively meaningless like a multiple choice they actually get because it’s so prevalent at school, whereas something really meaningful like doing something for somebody else they don’t

get.” If the school truly supported this kind of education at all levels, then students would already be used to participating in service as part of their learning.

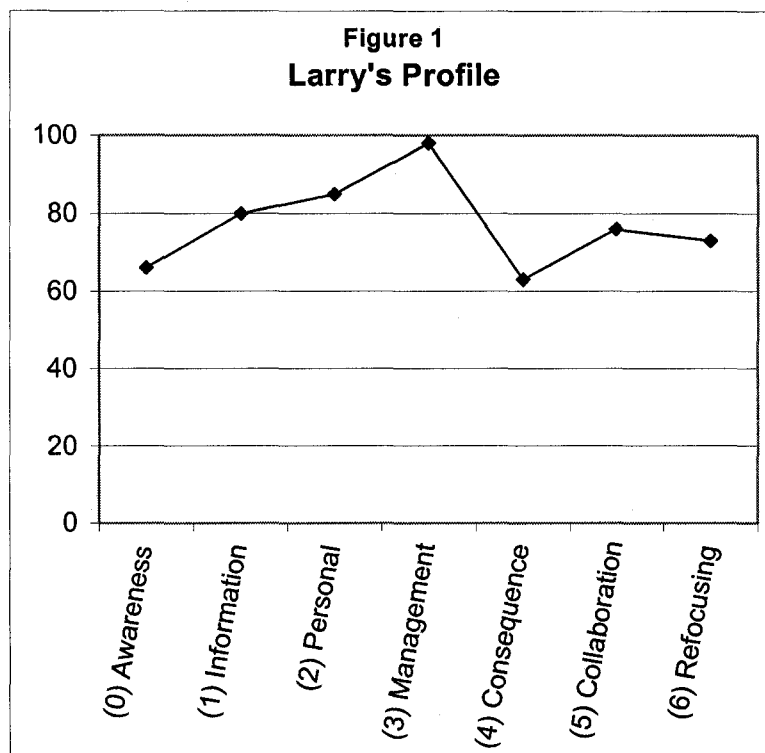
Since a significant part of the faculty was not engaging in service-learning, Larry had some concerns about collaborating with others, which is Stage 5. He lamented, “There doesn’t seem to be anyone else really interested or doing it.” He blamed the administration for not following through on the mission rather than fellow teachers. “Teachers aren’t doing it because it needs to build up a critical mass.” He offered an example of the administration’s lack of support, “I think we’ve had half an hour of professional development in the last year on service-learning. I mean we meet for 2 hours every Thursday. So that’s 36, 72 hours of professional development we’ll have had by the end of the year and half an hour of service-learning.” Rather than focusing on the Stage 5 Collaboration concerns he looked at refocusing on changing school culture, Stage 6 concerns. Larry’s solution was that, “service-learning . . . needs just to be culturally embedded in everybody, everything that they say and do.”

SoCQ

Larry’s peak stage score is a 98th percentile rank in Management, Stage 3. His second high score is in the 85th percentile on Stage 2 Personal. This suggests his primary concerns involve the logistics of implementing service-learning such as logistics, time, and resources. These are followed by personal concerns about how using service-learning will affect his teaching, time constraints, and place within the school. Looking at the overall profile, it very closely matches the curve of an inexperienced user as illustrated by Hall et. al. (1977). An inexperienced user is someone who is actively doing service-learning but struggling with the mechanics of implementing it effectively.

Larry's interview clearly reflected his commitment to service-learning as well as his frustration and difficulty implementing it. This sentiment is mirrored in his SoCQ profile. Larry was outspoken regarding the need to change the school culture to support service-learning. This outspokenness is also reflected in the profile. Hall et al. (1977) note anecdotally that individuals with extreme response rates across the board tend to be very outspoken. All of Larry's responses rank at the 63rd percentile or higher and he has the highest total score of any respondent. His profile as an inexperienced user seems to accurately describe his mastery of the innovation.

What the SoCQ fails to capture is Larry's concern that the root of the problem was the culture clash between the school's modus operandi and the pedagogical perspective required by service-learning. In the interview, Larry spoke most passionately about making grand changes to allow service-learning to be more effective. His profile ranks management concerns far above refocusing ones. Though he was having difficulties implementing the innovation, he did not report these as the most pressing concerns. He said, "the logistics and stuff are tough but that's a solvable problem I think." The profile may represent a reasonable overview of Larry's developmental stage of concerns with a new innovation as compared to normative data but it does not represent the concerns he identified as most pressing.



Participant Two - George

Service-Learning Projects

George taught third grade. He had done a service-learning project the prior year where his students mapped potential routes for the Cross-Rivendell Trail and presented their findings to the high school students working on the trail project. The previous Fall he incorporated a project into a Science unit on materials and structures. The class went several times to a nearby stream taking measurements to design a bridge for the trail. They passed their information and ideas on to the sixth grade class who was supposed to come up with the final design and work with the third graders to actually construct the bridge. Unfortunately the sixth grade class did not do their part. George initiated another project as part of a unit on mapping to make a map of town with scale models of the main buildings to be displayed in the post office. The class went on several hikes to measure distance, and parent volunteers took small groups of students out to measure building

dimensions. Once winter arrived the project was postponed and had not been restarted by the time of the interview.

Concerns

George's primary concerns were in Stage 2 Personal. He expressed concerns in other areas such as getting more information and learning from others, which are Stages 1 and 5, but they seemed to be overridden by personal concerns about the cost to himself.

The following passage is a good example.

I'd always want to know about any other service-learning kind of workshops and courses that's out there. . . . It's not that I need necessarily additional training, I always like to hear people's stories about what they're doing. . . . I just like to find out if there are other people are doing it. There seems to be a good variety of things to do. It doesn't have to just be a trail. I'm willing to learn more. I'd just, I'd like to also conserve my time so I'd like to go to really good workshops and read a really good book as opposed to something I really could live without.

He reiterated his concerns about personal time when commenting on the number of meetings that were held. "I mean I love my job but I also like to conserve my time with my family." He was thankful for the time and effort saved through the help of an assistant who handled many of the field trip logistics for him saying, "I just really appreciate when someone takes care of me."

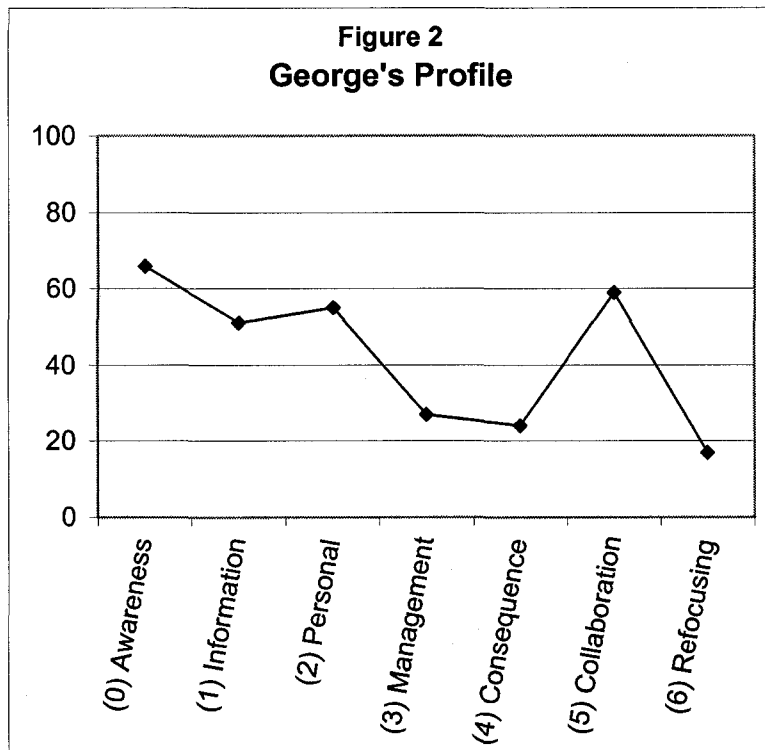
Another aspect of personal concerns is worry about one's status in the school or community. In registering a complaint about the rigid requirements for field trips, he said, "If the superintendent hears about this I'll be like fried." When expressing frustration with the poor follow through by the sixth grade class, he was concerned that, "we might lose face" with the parents.

George was also motivated by the impact on his students. He loved exposing them to the larger community and environment around them. In addition to such

consequence concerns he was concerned about collaborating with peers to make improvements. He said, "I would really like seriously to meet with my colleagues if we could and really just concentrate on you know making this a better plan." However the underlying theme seemed to be about self concerns. Summarizing he said, "I feel like I've done enough this year."

SoCQ

Aside from the peak in collaboration, George's overall profile most closely matches the curve of a non-user with the highest scores in the Self Stages, 0-2. This profile suggests a lack of engagement with service-learning. This fits because George had not done anything with the service-learning projects in the 5 months prior to taking the survey. George's peak stage score is a 66th percentile rank in Stage 0 Awareness. A peak in Awareness reiterates that he was not very engaged with service-learning. He was more occupied with other things and did not have a totally clear idea of what the innovation was. His second high score is in Stage 5 Collaboration at the 59th percentile. The second high in Collaboration points to his desire to work with and learn from others to improve his use of service-learning. The fact that George had many difficulties working with the sixth grade class on the project may have also contributed to higher concerns about collaborating.



Participant Three - Betsy

Service-Learning Project

Betsy was a third grade teacher and the only faculty member at her school doing service-learning. The previous Fall she had her first experience with service-learning, incorporating a project into a Science unit on materials and structures. The theme was bridges. After visiting several local bridges they investigated two water crossings along the proposed Cross-Rivendell Trail that would need a bridge. They made measurements and gathered data and some students made a presentation to the Trails Committee. They had not yet been able to go back and help build a bridge. At the time of the interview, Betsy was just beginning a new service-learning project through a grant from the historical society to research the local copper mines and create a website to present the students' findings. Since this was just beginning, her focus was on the bridge project.

Concerns

The primary concern Betsy expressed was having enough time to do service-learning. “I don’t really see a lot of other issues . . . I would just say time.” Because of the bridge project, that Science unit took more time than any other unit during the year. She was not optimistic that time pressures would be relieved. “I think if we continue the way we’re doing it, the time will always be an issue.” Such time issues are Stage 3 Management concerns. She felt other logistical issues such as transportation were manageable thanks to the help of support staff assigned to the project.

Betsy felt somewhat isolated in her use of service-learning which led to a desire for more collaboration. “I think I’m probably the only one in my building doing [service-learning]. . . . Because I think other people are in a different place so I think their philosophy is different than mine.” She wanted to bring others on board so her students had continued opportunities for service-learning in subsequent years and so more of the district’s service-learning efforts would focus on her school. It was physically distant from any other school in the district. Such separation from peers who were doing service-learning, made collaboration difficult. She explained, “I’m further away and I don’t have the opportunity to run into people in the hallway and touch base with them. That’s not an option for me.” These collaboration issues are Stage 5 concerns.

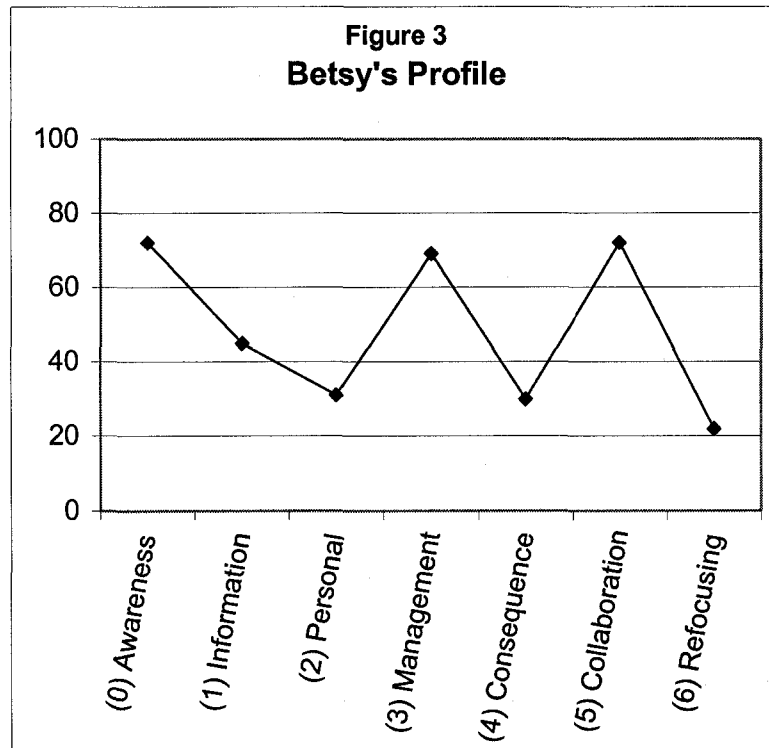
Betsy was also motivated by the impact on her students. She felt through real world service-learning experiences she could more effectively teach some concepts and engage students who did not thrive in the traditional classroom setting. She hoped her students learned that service “is not just something they do between eight and three

during school. That maybe that continues throughout their life.” These are Stage 4 Consequence concerns.

SoCQ

Betsy has an unusual profile. It is not common to have multiple peaks (Hall et al., 1977). Such jagged peaks and valleys do not fit any of the typical curves representing the developmental progress of concerns. Thus interpretation should focus on the peak stages. She ranks in the 72nd percentile in both Awareness, Stage 0 and Collaboration, Stage 5. These are followed closely by a 69th percentile rank in Management, Stage 3. Seventy-five percent of her Awareness score is because she reported strongly that she was occupied with other things. If she were a very experienced user, this might be indicative of a high level of mastery of using the innovation but in this case it more likely suggests that service-learning is simply not at the forefront of her mind. Indeed her part of the bridge project had concluded 5 months prior and she was only beginning the new community history project. A peak in Management represents concerns with the logistics. Given that the majority of her score in this area is from questions on time, this is very consistent with what she expressed in her interview. The third peak in collaboration suggests a desire to work with others, which is again consistent with her isolated position.

Since her lowest score is in Stage 6 Refocusing, she likely did not have strong ideas on how to resolve her management and collaboration issues. This too was reflected in her interview. Commenting on how to address time concerns she said simply, “There are no easy answers to that.” In describing collaboration concerns related to her isolation, she admitted, “I don’t know how you address that.”



Participant Four - Kristine

Service-Learning Project

Kristine taught Local History at the high school. This was her first service-learning course. The students were researching the history of local schools in the four towns that make up the district. They were collecting information and old photos of former school buildings and taking current photos of the same structures. With the help of the Vermont Institute of Natural Science they were using GPS to plot the locations of the buildings on an interactive map that would be burned on a CD and shared with the historical society and general public. To preserve their current school experience for future generations they were creating a PowerPoint documentary on the typical day of a Rivendell high school student.

Concerns

The majority of Kristine's concerns fell within Stages 2-4: Personal, Management, and Consequences. Her personal concerns involved the impact of service-learning on the way she teaches. There can be a certain loss of control as teachers transition from classroom based teaching to doing community based projects where logistics and unforeseen circumstance influence outcomes. Kristine admitted, "Some people like to map things out and totally know ahead of time how it's going to work. Otherwise they get frustrated and then they can't do it. So usually I'm like that." She found it challenging that with this course, "I don't always know what I'm doing everyday." In addition to not being able to plan as she was accustomed to, she was worried about being personally accountable to the community for the outcome of the project. "What if this doesn't come together? Am I going to be sitting here finishing this myself because there's a community expectation that it's going to be done?" Though she believed in the value of service-learning she felt compelled by the administration to implement it in addition to the many other responsibilities she had. She also worried what might happen if the grant funded External Programs Coordinator who had provided a great deal of support, was no longer there.

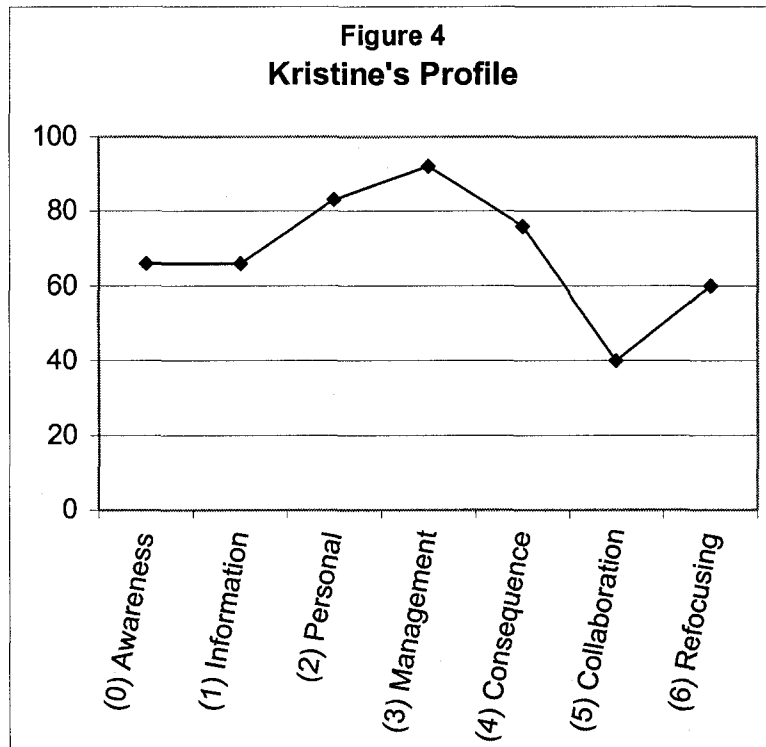
Despite this strong support, she had many management concerns about coordinating the project. Kristine said, "For me the biggest thing, is the logistical detail piece." She offered some examples, "Transportation is always an issue for everything." "Even just making a phone call sometimes is quite a project." Kristine needed help with learning to use new GPS equipment and installing new software. Finding the time to deal with these issues was an added challenge. "It's also hard because there's a lot of large

structural things and logistics that you have to deal with. It takes a lot of time sometimes.”

In addition to these personal and management concerns, Kristine was concerned about the impact of service-learning on her students. She said, “I think one of the biggest concerns has to be for all of us, not just me as a teacher but us as a district, is how does this impact student learning and are students really learning from this?” Though she found it difficult to assess learning in this type of project she was inspired by how some of her students, especially those who had not shown as much interest in the class before, really engaged with the project and interacted with community members. Kristine hoped that her students would develop a lifelong habit of community service if they had continued exposure to service-learning during their school career.

SoCQ

Kristine’s profile is a classic example of the curve for an inexperienced user. This suggests that she had already resolved some of her self concerns such as a need for more information. Because she was actively grappling with logistical issues, she had not really progressed to impact concerns. This is consistent with her self-description as a novice user of service-learning. Her peak in Management, Stage 3 is at the 92nd percentile representing intense practical concerns about implementing service-learning. Her second high stage is an 83rd percentile rank in Personal, Stage 2. This suggests she was still figuring out how this innovation would affect her teaching, personal time, and place within the school. Her third highest score is in Stage 4 Consequence concerns which matches exactly the primary stages of concern she articulated in the interview.



Participant Five - Terry

Service-Learning Project

Terry had been teaching middle school Science in this district for 18 years. She had been incorporating a variety of service-learning projects in her classes for years. For example, she had sixth graders regularly visit the VA hospital collecting oral histories as they studied WWII and the holocaust. In designing the new school building her students studied green buildings and made recommendations on lighting, air filtration, and carpeting. They also did traffic counts and presented their findings to the school board saving them money in data collection costs. Each Spring, her seventh graders researched the health of the local environment and presented the state of the environment to school administrators, the school board, and town selectmen. Her classes also studied the environment and human impact along the Cross-Rivendell Trail.

Concerns

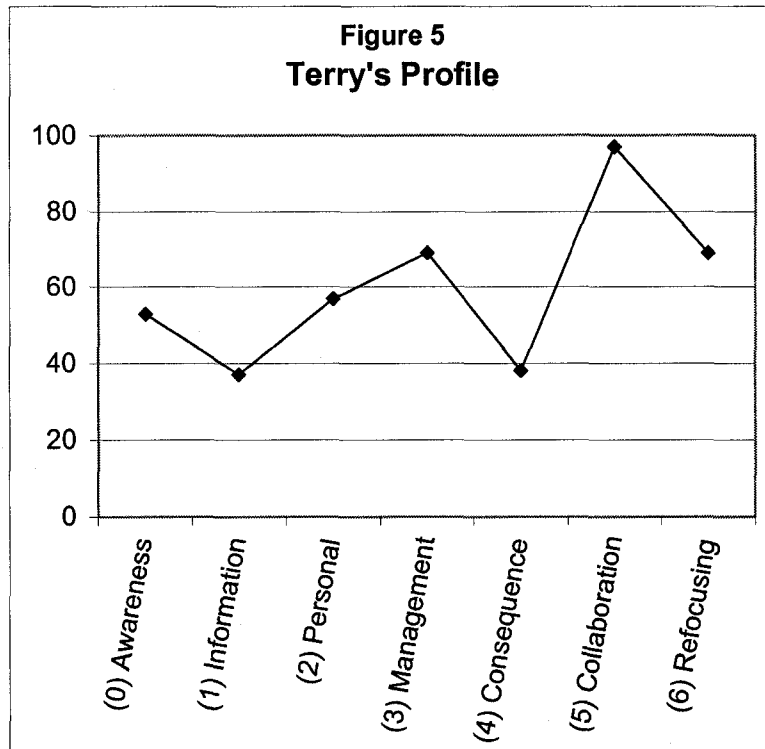
Terry was a passionate believer in service-learning. She explained, “This is to me why I signed on to Rivendell. It was because this component of it, the community service, the service-learning.” She had high hopes that the entire district would live up to the vision in the newly created mission statement. However she found that most of her colleagues did not buy in and some were disapproving of her teaching methodology. She opined, “I think the one thing that irks me or bugs me the most are the people that think service-learning and community service isn’t true learning you know. . . . I would say there’s still a group of teachers that look at service-learning or look at this kind of learning as fluff.” This frustration with colleagues was the greatest source of concern for Terry, which is a Stage 5 Collaboration concern. She very much wanted to convince others of the value of this type of teaching. “It’s just some people don’t understand that service-learning and giving back to your community and learning about your own community is important.” Terry did not place blame solely upon her peers. She felt that the administration could do more to encourage and support teachers to try service-learning. “Rivendell espouses it and says it and all that but they don’t really buy into it. They don’t. . . . They say they believe [in service-learning] but they don’t build the time or the training or support people who really want to do it. Um and I think that’s been one of my frustrations.”

Terry did express concerns in other areas. She hoped there would be changes such as getting more vans for transporting students and implementing real training for interested teachers. These are Stage 6 Refocusing concerns. She believed this innovation was better for her students and she hoped they would become better people as a result.

These are Stage 4 Consequence concerns. However she reiterated her primary concern for collaboration in her final statement saying, “I know parents are ready for this. I know the kids are ready for this. We just need to get moving on it . . . just everybody needs to buy into it.”

SoCQ

Terry’s profile most closely matches the profile of a more experienced user. Although the Consequence score is low, the other impact scores are high in relation to the self and task concerns. Indeed, Terry had been actively engaging in service-learning for years. Her peak is in Stage 5 Collaboration at the 97th percentile. There is a tie for the second high, with Stage 6 Refocusing and Stage 3 Management both at the 69th percentile. When the peak stage is more than 20 points higher than other stages, none of the other concerns is exerting much influence (Hall et al., 1977). Because Terry’s extremely high Collaboration score is so much greater than any other stage, her intense collaboration concerns likely drowned out any other concerns. This extreme peak in Collaboration is consistent with the theme of her interview.



Participant Six - Peter

Service-Learning Project

Peter was completing a one-year teaching fellowship as part of his graduate program to become a certified Science teacher. He developed the Agricultural Ecology class, a Science elective for Juniors and Seniors, which he co-taught with Larry. The class involved two service-learning projects. The community conservation committee that oversaw the school's conservation easement land had asked the school for a new agricultural plan. As part of the construction of the new school building, a new leech field was placed under two acres of the easement. So the students researched potential agricultural uses for the land given the new restrictions. They would present their proposal at the end of the term. The second project was reconstructing the green house that had to be relocated when the new school was built.

Concerns

The area that Peter found the most challenging and likely arousing the greatest concern was in creating a positive impact on his students, which falls under Stage 4 Consequence concerns. He said, "Probably the most frustrating thing to me is students not really understanding or seeing the value in it." He was surprised by the reluctance he saw in his students. He truly believed that applying their learning to real world problems would make it easier for them to transfer their learning to situations beyond school. He thought it facilitated the development of better problem solving skills and interpersonal skills than traditional classroom teaching. So it was very frustrating when students did not see that same potential. He reiterated, "So that would be probably my first and foremost concern. Do kids value it? Does the school?"

In the second part of his statement he was questioning whether or not the school as a whole had really bought into service-learning. He had refocusing concerns about changing the school culture to support service-learning. He felt systemic scheduling changes were needed to allow for field trips. More in-service time was needed to train faculty on service-learning. More faculty needed to get on board so this type of teaching would not be so foreign to students.

Peter also expressed Stage 3 Management concerns. He said, "It's difficult because it requires a lot of um logistic planning." Those logistics included coordinating students' schedules for field trips, securing funding to erect the greenhouse, and finding time to develop and plan the course. He identified this last challenge as the greatest. "I'd say that probably one of the biggest on-going challenges is time management."

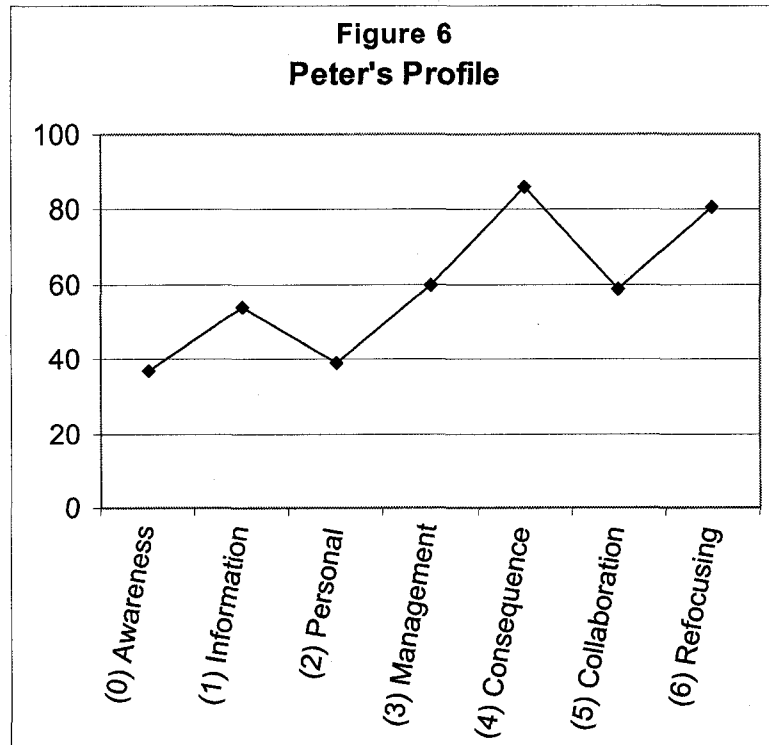
He expressed Stage 2 Personal concerns, “that we’ve committed ourselves to presenting something and also presenting a product to a community as a larger whole so we’ve got kind of an additional pressure that we’re operating under a little bit.” He was impressed by the positive response from other teachers because, “It requires a lot of support from other faculty and staff members in terms of the amount of impact it puts on their time in taking kids out of their classes.” These are Stage 5 Collaboration concerns. Though Peter expressed concerns in most of the stages, the Stage 4 Consequence concerns seemed to be primary.

SoCQ

Peter’s profile most closely resembles that of an experienced user. His highest stages are the impact concerns and the lowest are the self concerns. His peak stage is Consequence, Stage 4 at the 86th percentile and his second high is Stage 6 Refocusing at the 81st percentile. Thus his most intense concerns revolved around the impact service-learning was having on his students. A high Refocusing score suggests he had ideas about how to make changes to enhance service-learning. As a teaching intern he was likely exploring other teaching methodologies to discover what worked best.

It is ironic that the teacher with the most advanced profile with regards to service-learning was also the most novice teacher in the school. While on the surface this is not what concerns theory would predict, it may have been the case that Peter in fact, had more experience with this particular innovation than other teachers. The graduate school where he had been studying had an educational philosophy that is closely aligned with service-learning. In fact he said that part of what drew him to work with Rivendell was their “efforts to really build [service-learning] here as a core.” The project he helped

design and implement was much more involved than many of the service-learning projects particularly the ones at the elementary schools. He may have simply spent more time and energy grappling with service-learning than other teachers and his profile reflects a more mature engagement with this innovation.



Participant Seven - Margaret

Service-Learning Project

Margaret taught Spanish to 97 students in grades 6 through 8. She brought her students to the local senior home to share what they learned in class. It started in December when the sixth grade shared how the holidays were celebrated in Spanish speaking countries and they performed holiday songs in Spanish. Other classes visited to make traditional arts and crafts, perform traditional dances, and share the folklore of Spanish speaking cultures. The eighth graders enjoyed their experience so much that they decided to return each month. They found a senior who had visited a foreign

country and interviewed them about their experiences, comparing the culture and traditions with the Spanish speaking country they had researched. They documented this in scrapbooks written in Spanish. The culminating event was to bring the seniors to the school and present their scrapbooks.

Concerns

Primarily, Margaret was concerned with Stage 3 Management concerns. When asked what challenges she faced with service-learning she answered emphatically, “Trans-*por-ta-tion!*” She had to write multiple grants to bring the seniors to school and to transport students to the senior home since the district limit on field trips was once per term. The time constraints of the schedule were also an issue. In a 40 minute class period the students spent as much time traveling back and forth as visiting with the seniors. Margaret felt the help she received from the service-learning support staff was critical for writing grants, making community contacts, and handling logistical details. However, she reiterated that, “the two biggies [are] transportation and making sure we have time to get there and back.”

Margaret also articulated concerns about the impact of service-learning on her students. These are Stage 4 Consequence concerns. Primarily she wanted to make her course more engaging, relevant, and fun. She offered, “I think we need to open our classrooms up to the community and let kids see why they have to know this stuff, where they’re going to use it, and hear about it, in order to make it pertinent.” Service-learning provided the avenue to open up her classroom. She felt that by connecting the students with the seniors, “it makes it more important to them and more fun.” Margaret recognized that the impact on her students went beyond merely enhancing the

curriculum. It taught them life lessons as well. Some students encountered a potentially intimidating situation as they got to know one of the seniors who had just one eye. Margaret commented, “That is so important to give them an experience that people are people on the inside not on the outside.” In fact, she felt this kind of learning was one of the primary reasons to use service-learning. “I think that’s the whole point of service-learning. The [service] is just the excuse. It’s not the reason. The reason is the connection and the love and the showing community.”

Margaret saw that one of the challenges to effective use of service-learning was working with peers, both to address logistical issues and to spread the use of this innovation. These are Stage 5 Collaboration concerns. One way around the school schedule issue was, “getting other colleagues on board and writing cross-curricular units so that you can do more block timing.” The more pressing collaboration concern was bringing more faculty on board. Margaret felt that training and education might help peers overcome their reticence. She thought some teachers were reluctant to try it because if they spent “X number of hours playing with the community,” they might not get to cover everything else in the curriculum. “So some of them need to be just shown how both can happen.” Getting more teachers to incorporate service-learning into their classes would help normalize the experience for students. Margaret suggested, “There would need to be more collaboration within the staff so that it’s supported and I think we’re sending a message to the students and if only one or two teachers do service-learning then we just look like we’re wacko or different but if everybody’s doing it then it sends a message that this is important.”

As you can see Margaret had some thought about how to improve the service-learning experience for students. She felt there were more things the administration could do to support the implementation of service-learning. It should be written more explicitly into the benchmarking, curriculum for students, and training program for faculty. It could be offered as an option during elective time rather than signing up for the skiing program. It could be incorporated into the advisory time held each day. Ideally the school schedule would be restructured to create larger blocks of time for projects and field trips. Though the district is promoting service-learning and even saying that it is required of teachers, they could do more. "Restructuring of the day would be one of the big things and that has to come from the administration." Ensuring funding for the service-learning support position was another critical area Margaret identified. "I think there needs to be a person in charge of what's happening with service-learning." These thoughts and ideas about how to modify or enhance the implementation of service-learning represent stage 6 Refocusing concerns.

SoCQ

Margaret did not complete the questionnaire.

Participant Eight - Pat

Service-Learning Project

Pat taught a mixed class of first and second graders. She collaborated with Emma, the first grade teacher to incorporate a service-learning project into a unit on sorting and classifying. The two classes put together eight boxes of food that were donated to local families in need at Thanksgiving. They practiced sorting foods into various categories: wet and dry foods, healthy and junk foods, perishable and non-

perishable foods, breakfast, lunch, and dinner foods, food in boxes, cans, or jars. High school students in the Honor Society purchased the food. The elementary school students then evenly distributed the food for the families and decorated the boxes for their donated items.

Concerns

Pat seemed satisfied with her first service-learning experience. Despite some problems she encountered, Pat felt that, “The outcome was still wonderful because it still meant that there was foods and household needs were being provided to people that needed them. And I think that was the thrust of our efforts and that worked.” She had some definite ideas of how to make improvements and address the problems she did run into. She seemed quite confident in her ability to manage the logistics and student learning outcomes. It was the issues surrounding collaboration that seemed to arouse the greatest concern.

Collaboration represents Stage 4 concerns. Given the many parties involved, this was a difficult aspect of the project. Pat and Emma co-organized the project. Though they worked very well together, collaborating with even one other person can require extra effort. In explaining why they had not gotten together to reflect on the project, Pat offered, “She’s clear on the other side of the building for one thing and I’m over here.” It had been over 5 months and they still had not found an opportunity to meet specifically about service-learning. Another partner on the project was the high school group that purchased the supplies. Communication with the Honor Society was poor. Pat and Emma did not know when the supplies would be delivered and they were not able to give the high school students a menu of what to buy. This was not only frustrating, it

hampered their efforts to plan effectively and strengthen the connection between the service activity and the curriculum. Other collaborators included the support staff who coordinated with the Red Stocking program to pick up and deliver the donations. Since the teachers were not involved in this part of the process, they were relatively uninformed about the impact of the service and their connection to the community. All of these issues around collaboration seemed to be the strongest source of concern for Pat.

Pat had many ideas about how to address some of these problems if the project were to be done again. Thinking about the collaboration issues, she concluded, “hindsight being as it can be, . . . [Emma and I] needed to be in charge . . . being in total control of your project in other words.” She thought that having one person leading the entire project would avoid some of the confusion and lack of information. She wanted to deepen her students learning by having them plan the menu and actually do the shopping for the gift boxes. She wanted to involve the whole school in a food drive to expand the scope of the project and provide the students more with which to work. This idea had been sidelined for this project because the focus of giving was on the recent events of 9/11. She was optimistic about implementing these lessons learned saying, “So I guess being able to be more in control of start to finish is important and know what you’re obstacles are and I think we know what those are a little bit more now.” These ideas of how to improve and change the implementation of service-learning represent Stage 6 Refocusing concerns.

Pat also touched on some concerns in other areas. She was concerned about the recipients of the service and that their need was being addressed in an appropriate and respectful way. She was also concerned that her students receive good role modeling in

being compassionate and helping the community. She saw these early service-learning experiences as hopefully just the first steps in a continuum of service throughout their school career. These are Stage 4 Consequence concerns focused on the impact on her students as well as the impact on the community.

Many of the logistical concerns Pat mentioned seemed to arise from the collaboration difficulties mentioned before: purchasing the food, when it would arrive, how it would be delivered. The logistical problem that seemed to be most concerning was that the amount of money available was limited so the scale of the project was small and there were not many food supplies with which to work. She said, "I think that was a little frustrating not to have the funds." Such logistical issues are Stage 3 Management concerns.

SoCQ

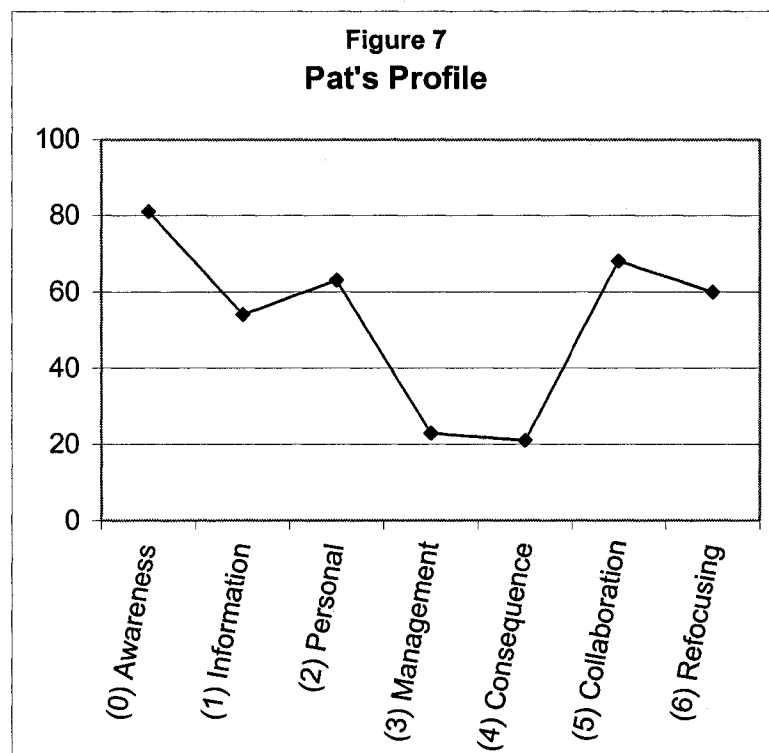
Pat's peak stage score is Stage Zero Awareness at the 81st percentile and her second high is Stage 5 Collaboration at the 68th percentile. Pat's high Awareness score is due to the fact that her response to Question 12 indicates she was not at all concerned about the innovation. While this would suggest a lack of interest for a teacher who has no experience with service-learning, since Pat was using the innovation, this score suggests she was very comfortable with service-learning. Her relatively high score in Collaboration is to be expected given all the difficulties she had coordinating with everyone involved in this project.

Looking at the overall profile, it is significant to note the tailing up at the end with a reasonably strong Refocusing score. This would suggest Pat had strong ideas about how to change and improve the innovation. As illustrated before, she indeed had many

ideas about how to address her concerns. This is a positive sign that she knew where to go in terms of her use of service-learning and probably would not need extra help.

Her low Management and Consequence scores are likely reflective of her confidence in handling the logistics and student learning associated with such a service-learning project. The fact that the project occurred 6 months prior to completing the survey may have also influenced the low intensity of concerns around project related logistics.

Higher self concerns, Stages 0-2, are common for teachers new to the innovation (Hall & Hord, 2001). This was Pat's first experience using service-learning and as expected, she scores relatively higher in these areas. There seems to be a pretty close correlation between the Stages of Concern profile and the relative intensity of various concerns Pat expressed during the interview.



Participant Nine - Emma

Service-Learning Project

Emma incorporated a service-learning project into a unit on sorting for her first grade class. The students put together boxes of food that were donated to local families in need at Thanksgiving. They practiced sorting foods into various categories: wet and dry foods, healthy and junk foods, perishable and non-perishable foods, breakfast, lunch, and dinner foods, food in boxes, cans, or jars. The children created a shopping list and food was purchased by high school students in the Honor Society. The first graders then evenly distributed the food for the families and decorated the boxes for their donated items.

Concerns

The main concern expressed by Emma focused on collaborating with peers. Primarily she wanted to see examples of what others had done to learn from their successes and struggles. She wanted to get ideas and feedback from fellow teachers about what works well and what projects might fit well into the curriculum. She felt that sharing ideas and best practices would make service-learning easier for everyone. She also hoped that sharing positive experiences might inspire others to do service-learning. While these are all Stage 5 Collaboration concerns there is also a strong element of Stage 1 Informational concerns and Emma yearned for an opportunity to find out more about others' experiences. "I haven't seen anyone else's. I haven't talked with anyone else who's done it. So I don't know what they've done so how can they know what I've done and how I felt about it. So I think that's important, something we haven't had the time to do."

Reflecting on her experience the previous Fall, Emma also described management concerns about time commitments, communication, and logistics. There were many different people involved in the project making it difficult. It was not clear what day the high school students were doing the shopping and when they were delivering the food to the class. Emma did not know who to contact in the community to get the donations delivered or how to store the food in the meantime. But her immediate response to the question, “what are you concerned about?” was, “I think time. Having so many things to do and having to, I don’t want to say it’s adding one more thing because it’s not necessarily a negative thing [but] sometimes we feel like we’re getting more and more things dumped on us that we have to do . . . because we already spend so much time in this profession, that time.” There is much involved in implementing service-learning and the time required is a concern.

Emma also spoke about her desire for her students to gain a greater understanding of their community and discover that they can make a difference even as 5 and 6 year-olds. She was pleased at how much they understood and at how proud they were of their contribution. These are Stage 4 Consequence concerns.

SoCQ

Emma’s peak stage score is the 91st percentile in Awareness Stage 0. Her second high stage is Collaboration scoring in the 76th percentile. All other stages are relatively low. Since she had experience using service-learning, this profile suggests she was not terribly concerned about using service-learning and had a strong desire to work with fellow teachers. What drives the Awareness score high was her strong response to Question 12, “I am not concerned about this innovation.” This is a positive sign about

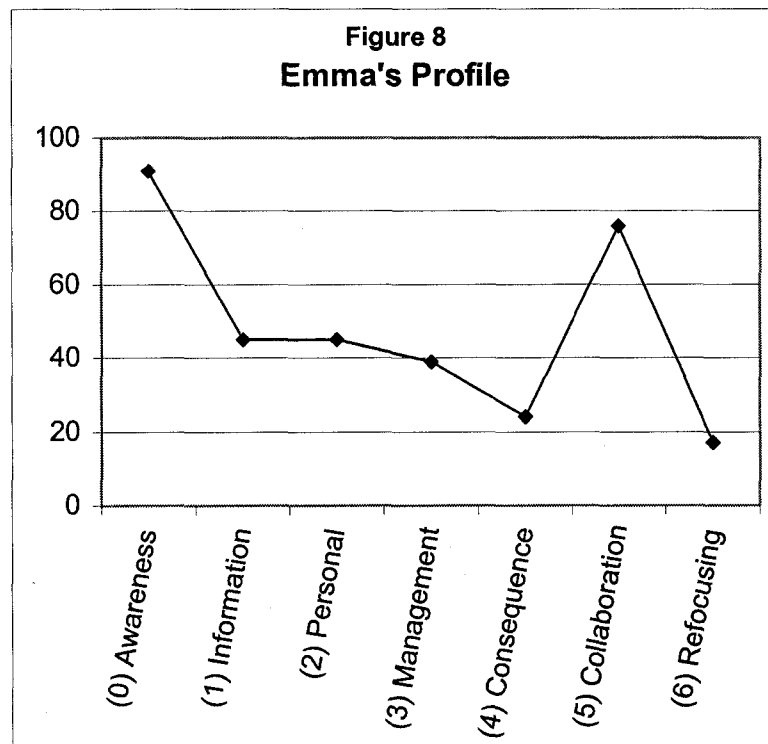
how she felt about service-learning. Non-users with high Awareness scores typically rate higher on a range of Stage 0 questions indicating a lack of awareness about the innovation rather than a lack of pressing concerns (Hall et al., 1977).

Though Emma clearly articulated management concerns in the interview she was not currently engaged in the service-learning project at the time of this study. This may explain why her Management scores were low when she completed the questionnaire despite describing concerns about time, communication, and logistics when reflecting on the project during the interview. One would expect a very different profile if the instrument had been administered while the service-learning project was being conducted, with a lower Awareness score and higher Management score.

The low Informational score is surprising. Based on her intense concern to learn from others expressed during the interview, one would expect her SoCQ profile to be high in both Stages 1 and 5. According to Hall et al. (1977), profiles with a single peak in collaboration tend to indicate someone who perceives themselves to be in a leadership role where coordinating others is a priority. Again, this does not seem to fit for Emma since she was primarily concerned about collaborating to share ideas and information.

The lowest score is in Stage 6 Refocusing at just the 17th percentile. A low Refocusing score relative to other concerns suggests that Emma did not have any strong ideas about how to address the issues she ran into with service-learning. She admitted that she had not yet taken the time to think about what improvements or alterations could be made, "I need to sit down and think myself about the units that I've done this year and when I do them again, what connections can I make that I'm now seeing that I didn't see before I did them, and making those."

The SoCQ profile and qualitative data seem to be fairly congruent with the most salient concerns involving collaboration. Other than the conflicting information concerns, there seems to be a good fit.



Participant Ten - Ben

Service-Learning Project

Ben was a coach and physical education teacher at the high school. He was teaching a Lifetime Activities class. He brought in another member of the school community to teach Tai Chi to the students over the course of 5 weeks. Then the students took six trips to the local senior citizens home teaching their newly learned Tai Chi movements and stretches to the seniors. The Fall project was tremendously successful as seniors invited the students to join their Thanksgiving luncheon. Word spread to a senior citizen home in the neighboring town that invited the students to work with their residents as well, though logistics prevented that from happening. The Spring class did not seem

to buy into the project so after the initial 5 weeks of learning the Tai Chi forms, it was decided that this class should not work with the seniors.

Concerns

Ben was primarily concerned that his students become responsible citizens and members of the community. He saw service-learning as another opportunity to reinforce the importance of serving the community so that it becomes second nature. He hoped these service experiences inspired students to help out, whether there was a stopped car on the side of the road, a woman burdened with packages struggling through a doorway, or a piece of trash in the hallway. In his words, service-learning was an, “opportunity to get it into the classroom and have the kids get credit for it and experience it, hopefully a good experience and see where they go with it.” Ben’s hope was that, “it just becomes a natural thing so that when somebody comes up to you and says that was very nice, you say what, Oh. Ok thanks.” These are Stage 4 Consequence concerns since they focus on the long-term impact on his students.

Ben was quite pleased with his service-learning experience and felt fully supported in the endeavor. He expressed very few management concerns regarding service-learning in large part because he was not doing the service-learning project at the time. He also had a lot of help with the project from the Tai Chi instructor. Ben admits that, “It probably would have been more of a challenge to do it on my own.” Given his 30 years of teaching experience he may have less intense concerns in general about implementing service-learning; however, when looking ahead to the following term when he would be actively using service-learning again, personal concerns emerged. He commented, “as much time as I spend with the district and working with other people’s

kids when I have a family.” With his own children and ailing mother and already busy coaching schedule, he was concerned about how much time a service-learning project might require saying, “That’s one of the things that would impinge upon what type of service I could be part of, would be the amount of time, after-school hours, particularly on weekends that it would involve.”

Ben did not distinguish between service-learning and other forms of service. He seemed less concerned with the service providing an opportunity to reinforce the curriculum than with the curriculum providing an opportunity for students to serve. As a coach, he would take his soccer team to rake leaves in the community. He believed in the importance of service and saw service-learning as another avenue to provide that experience for his students. This matched well with the recently drafted mission statement for the school district which included an emphasis on service-learning. “I think it’s an important mission statement, one of the more important mission statements that Rivendell has endorsed.” “The impetus [for doing the service-learning project] was to try to dovetail with the mission statement of Rivendell and that’s a huge part of it.”

SoCQ

Ben did not complete the Stage of Concern Questionnaire.

Participant Eleven - Gwen

Service-learning project

Gwen taught beginning French to both middle and high school students. The project was to create children’s stories, then record them in French. The tapes would be given to the Kindergarten and first grade classes throughout the district for the listening library in each class. The French students would present their finished product to the

children, showing them how to use the tapes, and giving an introductory French lesson to increase the exposure of younger students to foreign languages.

Concerns

The bulk of Gwen's concerns expressed during the interview fall under the stages of Management and Consequences. The project had been underway for 4 weeks and only five students had recorded their stories. Some logistical roadblocks included finding quiet space for students to record and the fact that some students chose challenging vocabulary that they were struggling to pronounce correctly. The time needed for extra practice and teacher support meant that the project may have to be completed the next school year. In addition to these immediate concerns Gwen was looking ahead and anticipating difficulty in getting her students to the children's classes to present the stories. Even if transportation and scheduling were worked out, she worried that some might choose not to participate in the field trips. This would create more logistical hassles in finding coverage for those students.

Gwen's concerns about the impact of service-learning focused on the consequences for both her students and the community. She saw the service-learning project as a way to excite and engage her students to learn the subject matter. Working with youth allowed them to use their limited vocabulary in a productive way and provided a less intimidating audience for them to use French. Gwen also had a desire to expose young children to French at an age when they can learn languages more easily. Even though they were not her students she was concerned about providing the Kindergarten and first grade children an enriching experience. She was concerned that

her students truly learn the subject matter while at the same time providing a service to the younger children.

In service-learning parlance this mutually beneficial relationship between the student and the recipient of service is called reciprocity. Ideal service-learning practice finds an appropriate balance between student learning and providing a service. Gwen articulated her struggle in finding that balance,

My concerns are the same ones that I face in my class and that is sort of culture over content. I think that service-learning does a tremendous thing for our school culture, for the community at large, students included in the community but I'm always sort of stepping back and saying but can they write a sentence, can they write a paragraph and can I do both really well?

She was concerned about making a positive impact on her students and the community which are Stage 4 Consequence concerns.

Gwen had a sophisticated understanding of service-learning which lead her to grapple with issues not articulated by most other teachers. She wanted the project to be student driven and to address a need identified by the community. On a more fundamental level she sought to define "community."

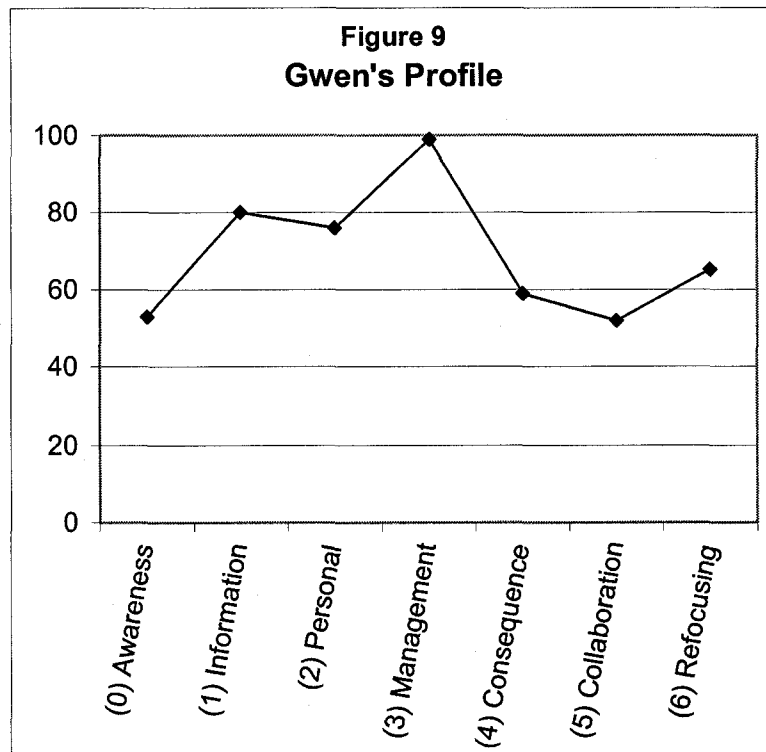
For me, I try to work a lot with a global community so I kind of toss around, go back and forth because we do a lot that involves making connections with French communities. So I've struggled a little bit, is my community, does it have to be right here or can I kind of say my community service is you know between here and France or between here and Haiti or between here and Reunion?

Such issues are unique to the teaching innovation, service-learning where concern for the impact on community is held in equal regard to the impact on students.

SoCQ

Gwen was in the midst of helping students record their stories and working out how to get her class to the elementary schools with the end of the school year fast

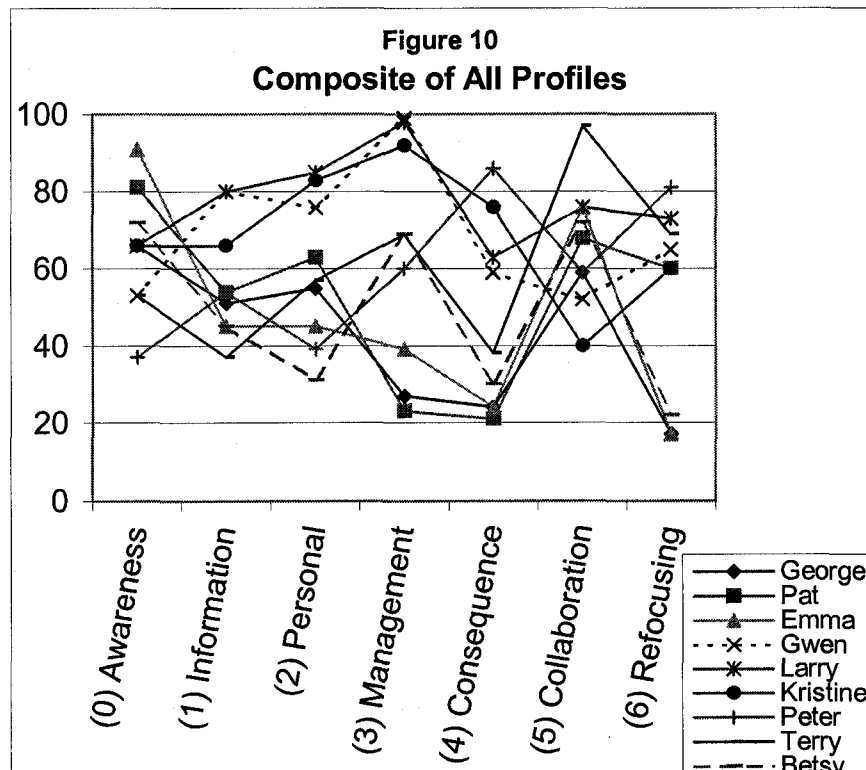
approaching when she completed the questionnaire. So it makes sense that her peak score is in Stage 3 Management. These concerns were extremely intense scoring in the 99th percentile with a significant drop to the second highest score in Informational at the 80th percentile. This profile suggests that while she had concerns about getting more information about service-learning and to some extent about how it will personally affect her, the primary concerns that needed to be addressed were management concerns. All the other stage scores are significantly lower. This profile is indicative of a teacher actively engaged with the innovation, which matches Gwen's descriptions and concerns in her interview.



Pattern Analysis

In addition to examining the concerns of individual teachers, quantitative data for the group as a whole was aggregated searching for patterns that may provide insight on

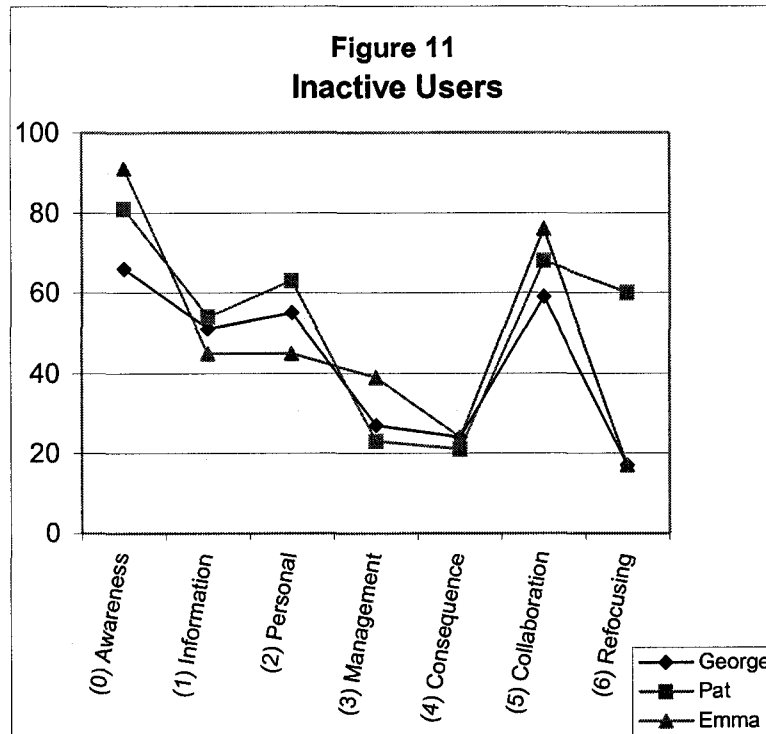
the entire school or district. Combining SoCQ profiles for all participants initially showed no clear pattern. Looking at the jumble of profiles, it was obvious that Rivendell teachers as a group had diverse concerns in all areas. Their sophistication, maturity, and comfort with implementing service-learning covered the spectrum of developmental concerns. Such variability also indicates that the survey instrument was sensitive enough to capture individuals' particular patterns of concern. A closer examination revealed that participants with the same peak stages also have remarkably similar overall profiles. Generally participants clustered around the prototypical profiles for what Hall et. al. (1977) call non-users, inexperienced users, and experienced users. Since all participants in this study had been using service-learning at some point during the year, it is more accurate to label them inactive users, inexperienced users, and experienced users.



Inactive users

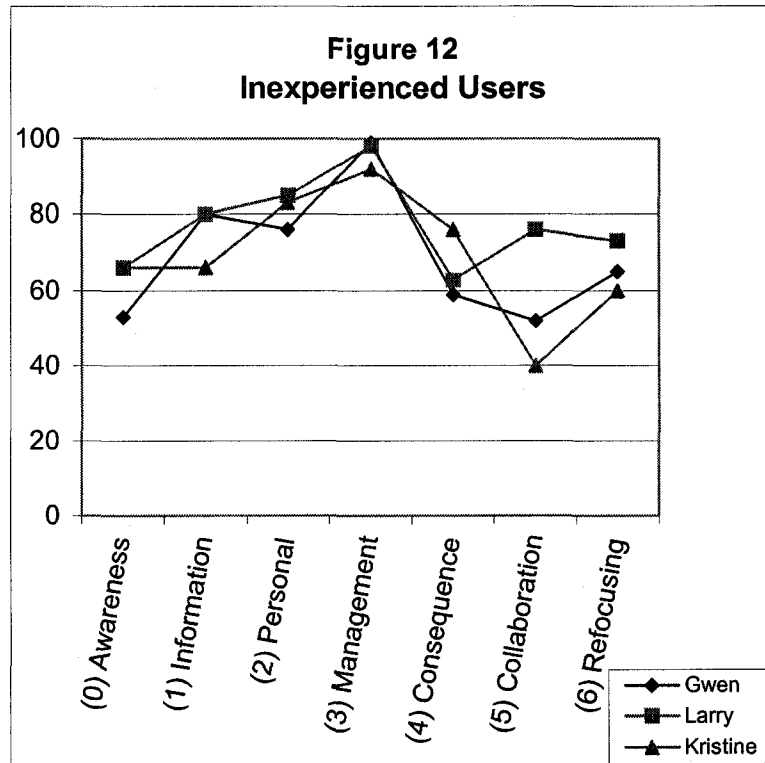
George, Pat, and Emma all have peak scores in Stage 0 Awareness. The only notable difference in their profiles is that Pat has a stronger Refocusing score indicating that she likely had stronger ideas about making changes to improve service-learning than the other two. Their profiles all share the same pattern of decreasing concerns as the stages increase except for a spike in Stage 5 Collaboration. But for this peak in Collaboration, they all match the profile for a non-user. It is striking that all have the same anomaly and similar overall profiles but all three teachers have much in common. Though they all had conducted a service-learning project, none was actively using service-learning at the time of this study. All three teachers had either concluded their project or were on extended hiatus. They all taught at the same elementary school. They all chose collaborative projects where they had to rely on another teacher and class, which might explain their lingering collaboration concerns.

Such uniformity of profiles for different teachers in similar situations increases confidence that the questionnaire is accurately describing respondents' stages of concern. It is also important to note that while teachers may describe themselves as service-learning practitioners, whether or not they are currently using service-learning has a marked impact on their primary concerns. This is also evident in the next cluster of teachers who were all actively engaged in service-learning.



Inexperienced Users

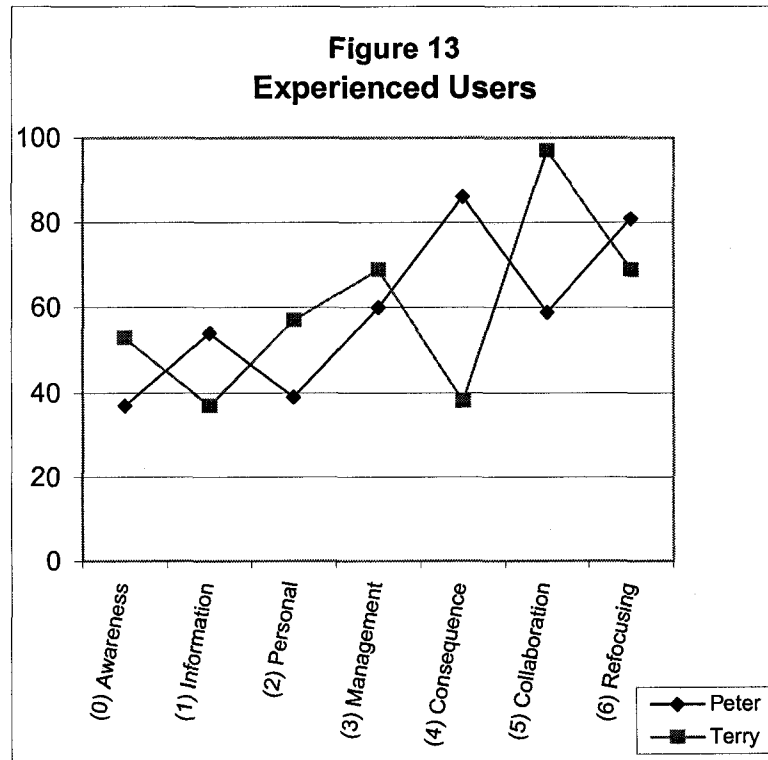
Larry, Kristine, and Gwen, all have a peak in Stage 3 Management with less intense concerns as you move either way along the developmental spectrum of concern stages. They were all in the midst of their project struggling to get a handle on scheduling, transportation, and logistics. All were conducting new projects that they had not attempted before. Larry and Kristine were also teaching new course curriculum. Another commonality was that they all taught high school at Rivendell Academy, although Gwen also taught seventh and eighth graders in the lower house. The results of the questionnaire describing these teachers as inexperienced users, seem to fit well with their implementation of service-learning. Again there is uniformity amongst teachers in similar situations.



Experienced Users

Peter and Terry have peak stages in one of the impact concerns. Experienced users have a peak in the final three stages with less intense concerns in Stages 0-3. Though both experienced users according to the SoCQ, they have different peak stages. For Peter, it is in Stage 4 Consequences and for Terry, it is in Stage 5 Collaboration. Their background is very different as well. Terry had been teaching middle school in the same district for nearly two decades whereas Peter was in a one-year teaching internship working primarily with Juniors and Seniors. Terry seemed to be constantly integrating short-term service-learning projects on a smaller scale. Peter on the other hand, had two large scale projects that ran the duration of the term. Peter likely rated as experienced because he had been developing this course and project all year. Terry's experienced profile is more likely reflective of her consistent usage and long history with similar such

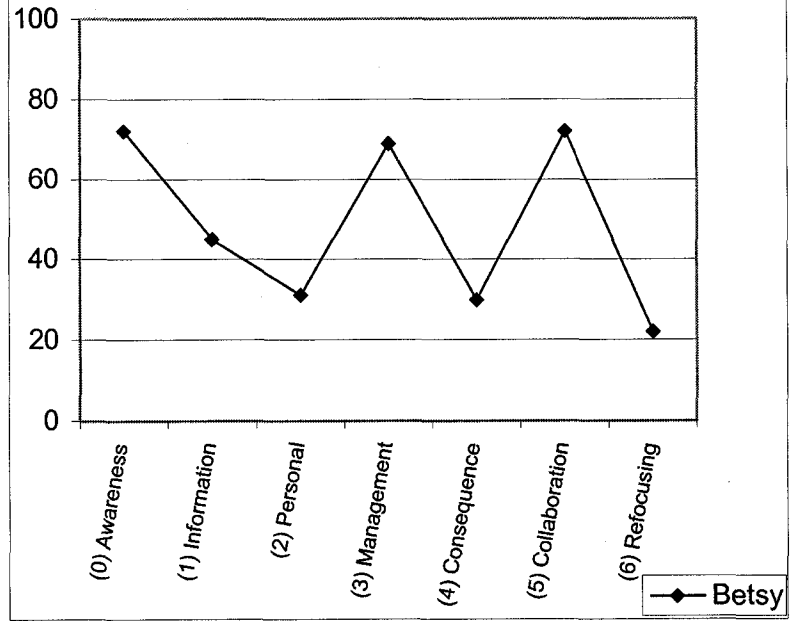
projects. It seems appropriate that the profile for these two teachers is not as closely aligned as those for the non-users and inexperienced users.



Multiple Peaks

Although uncommon, profiles with multiple peaks do occur (Hall et al., 1977). These atypical profiles defy being categorized in one of the standard patterns. Betsy is unique in that she is the only participant to have such a profile and she is the only participant from Westshire Elementary. She does still have much in common with the other elementary school teachers in the study. She worked on essentially the same bridges project as George. With the exception of her peak in Stage 3 Management, she does have a similar profile to George, Pat, and Emma. The difference is that Betsy was also just beginning a new service-learning project she had developed on her own, which likely explains why she has a high Management score when the others did not.

Figure 14
Multiple Peaks



CHAPTER V

DISCUSSION

Overview

This study was designed to explore K-12 teachers' concerns regarding service-learning, comparing both qualitative and quantitative data. The findings, implications, and recommendations from this research are outlined in the following sections: 1. summary of findings, 2. implications, 3. recommendations for service learning implementation, 4. recommendations for use of stages of concern, 5. recommendations for further research, and 6. conclusion.

Summary of Findings

It was clear from the 11 participants in this study that implementing service-learning is an intense undertaking precipitating many concerns. These teachers had to find community partners, design new lessons, manage ever-changing project logistics, and assess student learning in new ways. On the surface, teachers concerns regarding service-learning implementation may seem diverse and disconnected. For instance, George was concerned about how much effort the service-learning project would require. Kristine had to find help using GPS equipment and loading software on the class computers. Peter struggled to invigorate his students' interest in the curriculum. The framework of concerns theory provides a structure to categorize these seemingly divergent concerns and a developmental sequence to understand them. George's worry about the impact on himself is a Stage 2 Personal concern. Kristine's project logistics

concerns are Stage 3 Management. Peter's concern about the impact on his students is Stage 4 Consequences. Concerns theory provides seven easily identifiable categories with which to organize teachers' concerns. Arranging the categories in a developmental progression illustrates a teacher's progress toward mature implementation of service-learning.

Each participant expressed multiple concerns about different aspects of service-learning during the interview. All stages of concern were represented in the qualitative data except Stage 0 Awareness. For example, George's interest in finding out about any service-learning workshops is a Stage 1 Informational concern. Kristine worried about being held personally accountable for finishing the local history project if the students fell short, which is a Stage 2 Personal concern. Margaret was challenged by the Stage 3 Management concern about transportation in getting her Spanish students to and from the senior center. Ben primarily wanted his students to become responsible citizens and helpful community members. This focus on the long-term outcome is a Stage 4 Consequence concern. Betsy felt isolated being the only teacher in her school using service-learning. She expressed Stage 5 Collaboration concerns about connecting with other practitioners and encouraging others try service-learning. Larry was outspoken in expressing Stage 6 Refocusing concerns about the need to change school culture, scheduling, and professional development to better support service-learning. The likely reason that Stage 0 Awareness concerns did not surface in the interviews is because all participants had used service-learning and were already aware of this innovation.

Though awareness concerns were absent in the interviews, 4 of the 9 participants who completed the SoCQ had a peak score in Awareness. Hall et al. (1977) point out

that interpretation of Awareness scores depends on whether the respondent was a user or non-user of the innovation. Awareness scores for non-users are straightforward indications of their level of concern about the innovation. Non-users who score high in Stage 0 Awareness also tend to score high in Stage 1 Informational and Stage 2 Personal. However some experienced users may be very comfortable with the innovation and become more concerned about other things. They may respond more strongly to questions 12 and 21, indicating they were more occupied with other things and were unconcerned about service-learning, which leads to higher Awareness scores. Users with high Awareness scores tend to have lower scores in Stages 1 and 2. Neither of these characterizations seems to fit for these 4 participants. They are neither non-users nor experienced users. All four of these participants were relatively new to service-learning and had conducted a short-term project that concluded months prior to filling out the questionnaire. They were using service-learning in their teaching but were not actively engaged with it at that time. The term inactive user is a more apt description.

Though the Awareness score gives an indication of a teacher's level of active engagement with service-learning, it does not give any information about topical concerns regarding a specific aspect of the innovation. Awareness concerns are unrelated to the innovation. Thus when examining the topics of concerns users experience, it is appropriate to set aside these Awareness scores since they indicate just a general level of concern.

Ignoring the idiosyncratic Awareness scores, the peak stage identified in the SoCQ matched the most pressing concerns expressed during the interview for 7 of the 9 participants who completed the survey. The other 2 participants still expressed concerns

matching their peak stage, but these were less significant than other stage concerns.

There was close alignment between the qualitative interview data and the quantitative questionnaire data.

Each teacher expressed Stage 4 Consequence concerns about the impact of service-learning on their students. This was the only stage of concern significantly expressed by every participant in the study. This widespread interest in creating a positive impact is reflected in the normative sample that forms the basis for scoring the SoCQ. Teachers in the normative sample tended to have higher raw scores for Consequence questions than any other stage (Hall et. al., 1977).

Reviewing the quantitative data for patterns showed that the participants' profiles clustered into three groups matching the hypothetical curves of non-users, inexperienced users, and experienced users. There was one outlier that did not fit any typical pattern. Participants within each of these three groups of similar profiles also tended to share the same peak stage.

Implications

Since the SoCQ had never been used in the analysis of service-learning implementation, based on the research literature at the outset of this study, it was important to validate the quantitative results by comparing them with the qualitative interview data. For the most part, SoCQ interpretations closely matched the categorization of concerns from the interviews. This increases confidence that the instrument is accurately capturing the concerns teachers experience in implementing service-learning.

The findings also support the developmental construct of concerns theory. The pattern analysis revealed three distinct groups of profiles for non-users, inexperienced users, and experience users. Trends are more easily discernible in these composite profiles than in separate profiles. The composite profiles illustrate how scores generally decrease with increasing distance from the peak stage. Concerns theory predicts more mature concerns increase in intensity only after earlier stage concerns are addressed resulting in this type of curve on the SoCQ profile. The findings of this study provide additional evidence for this developmental progression.

Arranging concerns into progressive stages aids in anticipating what concerns will likely intensify with continued use of the innovation under ideal conditions. Looking again at George, Margaret, and Peter, predictions can be made as to the type of concerns that would probably arise next. One would expect George's concerns to shift to more logistical issues as he comes to grips with the personal demands required by service-learning. As Margaret secures transportation and establishes a standard routine with visits to the senior center, her thoughts would likely shift to tweaking the project to improve student learning. Though Peter may never feel he has mastered how to better engage his students, if he did, one might expect him to begin to look beyond service-learning for better alternatives. Progression from one stage to the next is not guaranteed and changing circumstances could arouse lower stage concerns once again; however, using this developmental framework would still help school administrators better prepare and tailor their support and interventions.

The pattern analysis, in addition to supporting the developmental progression of concerns, illustrated that teachers with the same peak stage also have similar overall

profiles. This suggests using only the peak stage analysis of the SoCQ, rather than the full profile analysis, would be enough to group respondents by experience. Grouping respondents in this way would allow professional development or other interventions to be tailored to the level of the group. Though the peak stage analysis is simpler and faster than the full profile analysis, the effort saved is probably marginal.

Two potential problems with applying the SoCQ to service-learning emerged in the Awareness and Consequence factors. As a project-based innovation, teachers' engagement with service-learning is episodic. Though teachers using service-learning are obviously aware of the innovation their Awareness scores may still be high. Interpreting the Awareness score requires an understanding of whether the teacher was actively conducting a project or whether the project was inactive. While the Awareness Score can be used as an indication of the level of engagement of the teacher with the innovation, it provides little information about concerns related to a specific aspect of implementing the innovation. The Awareness score does not fit well with the other stages. Jibaja-Rusth et. al. (1991) singled out the Awareness factor as having particularly questionable reliability. Caution should be used when interpreting Awareness scores, particularly for users of project-based innovations such as service-learning.

One of the unique aspects of service-learning that distinguishes it from other innovations is that it places equal importance on the impact for the community and the impact for students. Consideration for the recipients of the service is integral to the process of implementing service-learning. When the SoCQ elicits information about Stage 4 Consequence concerns, students are the lone constituency. Service-learning demands that the consequences for the community also be considered. Despite this

omission under impact concerns, if teachers understand that one of the legitimate aspects of this innovation is this mutually beneficial relationship, then this would presumably be part of their response in every other section of the SoCQ. The language used in questions under the other stages would not preclude taking into account this aspect of service-learning. Though Consequence is too narrowly defined in the SoCQ, the overall instrument is still useful.

Recommendations for Service-Learning Implementation

Implementing service-learning is wrought with many challenges for teachers undertaking this process. Designing and managing projects is generally more labor intensive than typical lesson plans. Service-learning invites new stakeholders into the learning process. Educators make commitments to these community partners in exchange for the learning opportunities they provide. Service-learning is often more student-directed, incorporating students' voice and opinions in making decisions about the project. Teachers have less control over the learning environment and outcomes. They are often at the mercy of unanticipated events and logistical setbacks. Howard (1998) describes service-learning as counternormative because it runs counter to the typical methods of public education.

Many of these challenges could be better addressed or avoided if we carefully listened to teachers actively engaged in service-learning and heeded their advice. The participants in this study made numerous recommendations for improving service-learning implementation. George suggested giving teachers more flexibility in writing units and including field trips. The policies required any destination for a field trip to be specifically written into the unit plans a year in advance. Such rigid specificity does not

allow teachers to take advantage of new service-learning opportunities in the constantly changing dynamics of the community. This is just one example of ways school systems can increase the flexibility of their procedures to allow for community-based projects.

Scheduling is another common hurdle. Larry suggested completely rethinking the school schedule to create larger blocks of time for students to go into the community. Margaret suggested encouraging teachers to collaborate in writing cross-curricular units which could allow students to be gone for two periods in a row. Many teachers echoed this encouragement for collaboration in general so as to build up a supportive cadre of fellow practitioners. Schools could foster collaboration through team teaching or faculty mentor programs.

Schools should educate faculty and administrators alike about the tenets and expectations of service-learning. According to Betsy, the outcome of such comprehensive education would be that “if the parent called the principal or the superintendent or some of the other school board after I spoke with that parent, I would like the parent to get the same answer from all three people.” Larry suggested dedicating more professional development time to service-learning. Schools should highlight best practices, showcase service-learning projects in publications, and offer regular trainings to expose everyone to service-learning and continue to reinforce the message.

Kristine suggested hiring a staff person to help facilitate logistics and make contacts within the community. Teachers may be unaware of community needs that may fit with their curriculum. Having a single point of contact for the school might make it easier for the community to express their needs and have it funneled to the most appropriate person. Terry advocates for sending out surveys to the community to

compile a database of needs and resources to aid in this process. A staff member dedicated to supporting service-learning might also be able to coordinate some project logistics, bring teachers together, and advocate for service-learning within the administration.

The ultimate recommendation articulated by numerous participants is to change the school culture to better accept and support this type of experiential education. All of the suggestions made by teachers in this study represent incremental changes toward this goal. Larry offered an important reminder that regardless of the strategy used to bring about change “each school is unique. So each school needs its own solution of how it will enact the change.”

Recommendations for Use of Stages of Concern

Schools or school systems could benefit from using stages of concern to inform the process of implementing an innovation. Whether qualitatively or quantitatively assessing data, the developmental framework helps guide more targeted support of practitioners. One advantage of the Stages of Concern Questionnaire is its ease of use. It can be given to large numbers of teachers when individual conversations are not practical. As illustrated in this study, interviews yield rich data about the specific concerns of teachers. This type of data collection clearly provides a much more comprehensive and sensitive assessment of concern than a questionnaire; however, sitting down face to face with teachers to discuss their concerns for 30 minutes is a luxury that is likely afforded very few school administrators. The SoCQ provides an efficient and practical alternative method of gathering information.

Caution should be given to exclusively using the SoCQ to assess concerns. It can never provide the same specificity as individual conversations. Because each stage encompasses such a range of specific concerns it may be insufficient to simply ascertain the peak stage. Issues with transportation or installing computer software would both be represented as Stage 3 Management concerns but they still require very different support. Hall and Hord (2001) recommend pairing the SoCQ with other data collection techniques such as informal hallway conversations, which they call one-legged interviews. Even short, impromptu conversations can add critical insight.

Individuals examining SoCQ profile data should be mindful that it is based on normative data and refer back to the raw scores as well. For example, because teachers normally score high in Consequence, the profile may seem to downplay the presence of consequence concerns. Looking at the raw scores would still show how intensely respondents rated consequence concerns. Conversely, focusing on the percentile scores in the profile can prove advantageous. It illustrates concerns that deviate significantly from the average. Such deviations would be difficult to determine using interviews.

Recommendations for Further Research

An interesting aspect of service-learning at Rivendell is that it is project based. Teachers in this study viewed service-learning as a discreet project within a unit or course rather than a pedagogical approach consistently used in all units. Some projects such as the elementary students' holiday baskets were short term, lasting just a few weeks. Others such as the high school students' research on historic school buildings, lasted the entire term. Regardless of the duration, once the project was completed the class moved on to non-service-learning activities or on occasion to a new and different service-

learning project. In either case, the teacher's engagement with service-learning changed significantly at the conclusion of the project. Because of the relatively short-term, finite nature of teachers' use of service-learning, their concerns probably fluctuate significantly based on where they are in the project. There was evidence for this in the study with all the teachers who completed their projects the prior Fall having essentially non-user SoCQ profiles, whereas the teachers who were in the midst of their projects had either inexperienced or experienced user profiles.

This would be an interesting area for further research. Longitudinal studies could chart the fluctuation of SoCQ scores for service-learning over time looking at varying levels of engagement with the project. Such studies could draw comparisons between project-based and non-project-based implementation. Longitudinal studies could also shed light on the speed with which concerns mature. These would enhance the accuracy of predictions about future concerns and allow for better preparation for interventions.

Further research could explore correlations between teacher demographics and stages of concern. Variables might include teaching experience, service-learning experience, grade level taught, or conceptualization of service-learning. Such information would help administrators anticipate concerns for specific groups. Although evidence suggests no link between teachers who choose to do service-learning and demographics such as age, teaching experience, years at current school, or gender (Toole, 2002), there might still be a link with stages of concern about service-learning. Other studies could explore causal links between the type of intervention or amount of training and teachers' concerns.

An important part of investigations into the implementation of innovations would be to verify the extent to which teachers are actually using the innovation. While this study relied on anecdotal evidence from interviews, the Concerns Based Adoption Model (CBAM) addresses this issue by pairing the SoCQ with a measurement of the Level of Use of the innovation (Hall & Hord, 2001). As illustrated in a recent case study of an arts-based service-learning program (Cho, 2006), further research should look at service-learning using the entire CBAM model rather than just the SoCQ based on concerns theory.

Conclusion

Implementing service-learning can be taxing on the teachers who undertake this process. These teachers experience a multitude of concerns with varying intensities. To succeed and continue using service-learning, these concerns must be addressed. But before concerns can be tackled they must be captured and understood. The results of this study suggest the Stages of Concern Questionnaire adequately captures teachers' concerns. Carefully listening to teachers describe their concerns through interviews captures even more detailed information. Each approach has its advantages and limitations. Whether captured through qualitative or quantitative methods concerns theory provides a useful framework for understanding these concerns. The developmental stages of concern help administrators tailor interventions and predict future concerns. Larry, George, Betsy, Kristine, Terry, Peter, Margaret, Pat, Emma, Ben, Gwen, and teachers everywhere, would benefit from such improved support.

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APPENDICIES

APPENDIX A
STAGES OF CONCERN QUESTIONNAIRE

Stages of Concern Questionnaire

Rivendell Service-Learning

Name _____

Date Completed _____

It is very important for continuity in processing this data that we have a unique number that you can remember. Please use:

Last four digits of your Social Security No. _____

The purpose of this questionnaire is to determine what people who are using or thinking about using various programs are concerned about at various times during the innovation adoption process. The items were developed from typical responses of school and college teachers, who ranged from no knowledge at all about various programs to many years experience in using them. Therefore, *a good part of the items on this questionnaire may appear to be of little relevance or irrelevant to you at this time.* For the completely irrelevant items, please circle "0" on the scale. Other items will represent those concerns you *do* have, in varying degrees of intensity, and should be marked higher on the scale, according to the explanation at the top of each of the following pages.

For example:

- | | |
|---|-----------------|
| This statement is very true of me at this time. | 0 1 2 3 4 5 6 ⑦ |
| This statement is somewhat true of me now. | 0 1 2 3 ④ 5 6 7 |
| This statement is not at all true of me at this time. | 0 ① 2 3 4 5 6 7 |
| This statement is irrelevant to me. | ① 1 2 3 4 5 6 7 |

Please respond to the items in terms of *your present concerns*, or how you feel about your involvement or potential involvement with ^{service-}learning. We do not hold to any one definition of this program, so please think of it in terms of *your own perceptions* of what it involves. Since this questionnaire is used for a variety of innovations, the name ^{service-}learning never appears. However, phrases such as "the innovation," "this approach," and "the new system" all refer to ^{service-}learning. Remember to respond to each item in terms of *your present concerns* about your involvement or potential involvement with ^{service-}learning.

Thank you for taking time to complete this task.

0	1	2	3	4	5	6	7					
<u>Irrelevant</u>	<u>Not true of me now</u>		<u>Somewhat true of me now</u>		<u>Very true of me now</u>							
1.	I am concerned about students' attitudes toward this innovation.				0	1	2	3	4	5	6	7
2.	I now know of some other approaches that might work better.				0	1	2	3	4	5	6	7
3.	I don't even know what the innovation is.				0	1	2	3	4	5	6	7
4.	I am concerned about not having enough time to organize myself each day.				0	1	2	3	4	5	6	7
5.	I would like to help other faculty in their use of the innovation.				0	1	2	3	4	5	6	7
6.	I have a very limited knowledge about the innovation.				0	1	2	3	4	5	6	7
7.	I would like to know the effect of this reorganization on my professional status.				0	1	2	3	4	5	6	7
8.	I am concerned about conflict between my interests and my responsibilities.				0	1	2	3	4	5	6	7
9.	I am concerned about revising my use of the innovation.				0	1	2	3	4	5	6	7
10.	I would like to develop working relationships with both our faculty and outside faculty using this innovation.				0	1	2	3	4	5	6	7
11.	I am concerned about how the innovation affects students.				0	1	2	3	4	5	6	7
12.	I am not concerned about this innovation.				0	1	2	3	4	5	6	7
13.	I would like to know who will make the decisions in the new system.				0	1	2	3	4	5	6	7
14.	I would like to discuss the possibility of using the innovation.				0	1	2	3	4	5	6	7
15.	I would like to know what resources are available if we decide to adopt this innovation.				0	1	2	3	4	5	6	7
16.	I am concerned about my inability to manage all the innovation requires.				0	1	2	3	4	5	6	7
17.	I would like to know how my teaching or administration is supposed to change.				0	1	2	3	4	5	6	7
18.	I would like to familiarize other departments or persons with the progress of this new approach.				0	1	2	3	4	5	6	7

	0	1	2	3	4	5	6	7
	<u>Irrelevant</u>	<u>Not true of me now</u>		<u>Somewhat true of me now</u>		<u>Very true of me now</u>		
19. I am concerned about evaluating my impact on students.	0	1	2	3	4	5	6	7
20. I would like to revise the innovation's instructional approach.	0	1	2	3	4	5	6	7
21. I am completely occupied with other things.	0	1	2	3	4	5	6	7
22. I would like to modify our use of the innovation based on the experiences of our students.	0	1	2	3	4	5	6	7
23. Although I don't know about this innovation, I am concerned about other things in the area.	0	1	2	3	4	5	6	7
24. I would like to excite my students about their part in this approach.	0	1	2	3	4	5	6	7
25. I am concerned about my time spent working with nonacademic problems related to this innovation.	0	1	2	3	4	5	6	7
26. I would like to know what the use of the innovation will require in the immediate future.	0	1	2	3	4	5	6	7
27. I would like to coordinate my efforts with others to maximize the innovation's effects.	0	1	2	3	4	5	6	7
28. I would like to have more information on time and energy commitments required by this innovation.	0	1	2	3	4	5	6	7
29. I would like to know what other faculty are doing in this area.	0	1	2	3	4	5	6	7
30. At this time, I am not interested in learning about the innovation.	0	1	2	3	4	5	6	7
31. I would like to determine how to supplement, enhance, or replace the innovation.	0	1	2	3	4	5	6	7
32. I would like to use feedback from students to change the program.	0	1	2	3	4	5	6	7
33. I would like to know how my role will change when I am using the innovation.	0	1	2	3	4	5	6	7
34. Coordination of tasks and people is taking too much of my time.	0	1	2	3	4	5	6	7
35. I would like to know how this innovation is better than what we have now.	0	1	2	3	4	5	6	7

APPENDIX B
SOCQ QUICK SCORING DEVICE

SoCQ Quick Scoring Device

A

Date: _____

Site: _____ SS#: _____

Innovation: _____

B

	0	1	2	3	4	5	6
3	6	7	4	1	5	2	
12	14	13	8	11	10	9	
21	15	17	16	19	18	20	
23	26	28	25	24	27	22	
30	35	33	34	32	29	31	

D

Five Item Raw Scale Score Total	Stage						
	0	1	2	3	4	5	6
0	10	5	5	2	1	1	1
1	23	12	12	5	1	2	2
2	29	16	14	7	1	3	3
3	37	19	17	9	2	3	5
4	46	23	21	11	2	4	6
5	53	27	25	15	3	5	9
6	60	30	28	18	3	7	11
7	66	34	31	23	4	9	14
8	72	37	35	27	5	10	17
9	77	40	39	30	5	12	20
10	81	43	41	34	7	14	22
11	84	45	45	39	8	16	26
12	86	48	48	43	9	19	30
13	89	51	52	47	11	22	34
14	91	54	55	52	13	25	38
15	93	57	57	56	16	28	42
16	94	60	59	60	19	31	47
17	95	63	63	65	21	36	52
18	96	66	67	69	24	40	57
19	97	69	70	73	27	44	60
20	98	72	72	77	30	48	65
21	98	75	76	80	33	52	69
22	99	80	78	83	38	55	73
23	99	84	80	85	43	59	77
24	99	88	83	88	48	64	81
25	99	90	85	90	54	68	84
26	99	91	87	92	59	72	87
27	99	93	89	94	63	76	90
28	99	95	91	95	66	80	92
29	99	96	92	97	71	84	94
30	99	97	94	97	76	88	96
31	99	98	95	98	82	91	97
32	99	99	96	98	86	93	98
33	99	99	96	99	90	95	99
34	99	99	97	99	92	97	99
35	99	99	99	99	96	98	99

Raw Score Totals C
Percentile Scores E

	0	1	2	3	4	5	6
INFORMATION							
PERSONAL							
MANAGEMENT							
CONSEQUENCE							
COLLABORATION							
REFOCUSING							

F

Relative Intensity

100
90
80
70
60
50
40
30
20
10
0

Concerns-Based Systems International

The SOCQ Quick Scoring Device was developed by Eddie W. Parker and Teresa H. Griffin.

SoC Stages

APPENDIX C
INFORMED CONSENT FORM

INFORMED CONSENT

Teacher Concerns and Implementation of Service Learning

This study examines teachers' personal experiences with service learning. The objectives of this study are to explore teachers' concerns about service learning and any influences these may have on implementation. The University of New Hampshire Institutional Review Board has approved the use of adult participants in this study.

Participation in this study is entirely voluntary. If you choose to engage in this study you will be asked to complete one survey, meet with the researcher for an interview, and attend a focus group session. Every effort will be made to reduce any inconveniences associated with these activities. The survey about your concerns with service learning will take approximately 15 minutes and can be completed at your convenience. The researcher will then schedule a 30 minute interview at a time and place that fits your schedule. The follow up focus group will take less than one hour and will be scheduled to accommodate as many participants as possible.

Interviews and focus groups will be audio taped and transcribed. Identities of respondents in all written reports will be kept strictly confidential. Tapes and transcripts will be secured at the home of the researcher and tapes will be erased upon conclusion of the study.

Though there is no compensation for participating, it is hoped that this study will provide you with an opportunity to reflect on your service learning experience while informing our collective understanding of the implementation process at Rivendell. Your participation will help inform future support of service learning teachers as well as enhance the depth of Rivendell's CHESP grant evaluation.

If you consent to participate in this study, please sign the form and return it to Mike Kern at the following address: 14 McDaniel Dr. #402, Durham, NH 03824. If you ever have any questions concerning the nature of this research please contact me at (603) 295-4515 or via email at mdkern@cisunix.unh.edu. You may also reach my faculty advisor Dr. Michael Gass at (603) 862-2024 or mgass@unh.edu. Additionally you may contact Julie Simpson at the UNH Office of Sponsored Research at (603) 862-2003.

Signing below indicates you have read the consent form, understand its contents, and either agree or do not agree to participate in this study. If you agree to participate, you may at any time discontinue your involvement without penalty.

Thank you for your time and consideration.

I, _____ AGREE to participate in this research project.
Please print your name

I, _____ DO NOT AGREE to participate in this research project.
Please print your name

Please sign your name here

Date

APPENDIX D
INSTITUTIONAL REVIEW BOARD APPROVAL



UNIVERSITY of NEW HAMPSHIRE

February 17, 2006

Mike Kern
Kinesiology
20 Pennsylvania Avenue
North East, MD 21901

IRB #: 2688

Study: Teachers' Concerns and Implementation of Service Learning

Review Level: Expedited

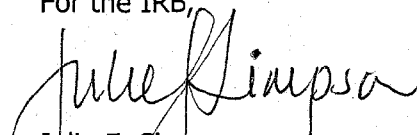
Approval Expiration Date: 03/08/2007

The Institutional Review Board for the Protection of Human Subjects in Research (IRB) has reviewed and approved your request for time extension for this study. Approval for this study expires on the date indicated above. At the end of the approval period you will be asked to submit a report with regard to the involvement of human subjects. If your study is still active, you may apply for extension of IRB approval through this office.

Researchers who conduct studies involving human subjects have responsibilities as outlined in the document, *Responsibilities of Directors of Research Studies Involving Human Subjects*. This document is available at <http://www.unh.edu/osr/compliance/IRB.html> or from me.

If you have questions or concerns about your study or this approval, please feel free to contact me at 603-862-2003 or Julie.simpson@unh.edu. Please refer to the IRB # above in all correspondence related to this study. The IRB wishes you success with your research.

For the IRB,



Julie F. Simpson
Manager

cc: File
Michael Gass

Research Conduct and Compliance Services, Office of Sponsored Research, Service Building,
51 College Road, Durham, NH 03824-3585 * Fax: 603-862-3564