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A CASE STUDY:
THE INTEGRATION OF COMMUNITY SERVICE LEARNING
INTO THE CURRICULUM
BY AN INTERDISCIPLINARY TEAM OF TEACHERS
AT AN URBAN MIDDLE SCHOOL

A Dissertation Presented

by

LINDA CAROL KINSLEY

Submitted to the Graduate School of the
University of Massachusetts in partial fulfillment
of the requirements for the degree of

DOCTOR OF EDUCATION

September 1992

School of Education

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**A CASE STUDY: THE INTEGRATION OF COMMUNITY
SERVICE LEARNING INTO THE CURRICULUM BY AN
INTERDISCIPLINARY TEAM OF TEACHERS
AT AN URBAN MIDDLE SCHOOL**

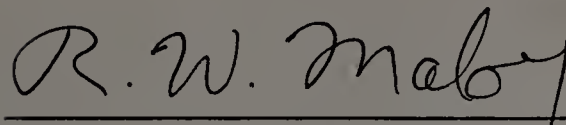
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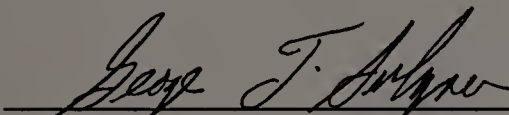
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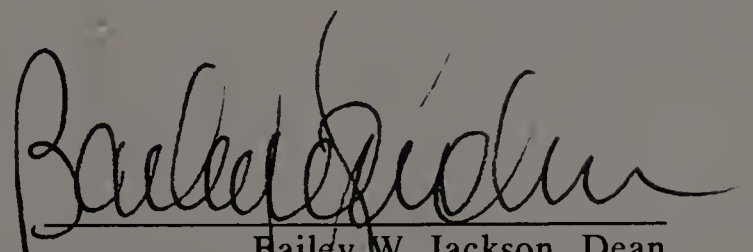
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ABSTRACT
A CASE STUDY:
THE INTEGRATION OF COMMUNITY SERVICE LEARNING
INTO THE CURRICULUM
BY AN INTERDISCIPLINARY TEAM OF TEACHERS
AT AN URBAN MIDDLE SCHOOL
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Directed by: Professor Richard J. Clark

This study documents the origins of community service learning (CSL) and describes educational literature that relates to how CSL can become a learning experience in the educational process in middle schools. The case study examines how one interdisciplinary team of teachers in an urban middle school integrated CSL as an instructional strategy or culminating activity into curriculum, or used CSL as an extra-curricular experience for students.

Four methods of data gathering were used: interviews, observation, a student questionnaire and review of documents. During the 1990-91 school year, the researcher observed the teachers and community partners planning and working with the students to implement the various service experiences. At the end of the school year, the principal, four teachers and three community partners participated in individual and group interviews. The researcher also conducted a group interview with students as a follow-up to the student questionnaire completed by some forty students. The questionnaire was designed with open-ended questions for the students to provide

explanations for their answers. The organization of the data provided information to shape the case study and show the history and development off CSL, the delivery and design, and the student reaction to the experiences.

The following conclusions were drawn:

1. The principal's vision and leadership affected the way the service experiences evolved.
2. Teachers found the service experiences to be useful as a pedagogy throughout the curriculum disciplines.
3. Service experiences enhanced the understanding of CSL as a process and an instructional strategy with teachers allowing for flexibility and the serendipitous to occur.
4. The integration of service experiences affected how teaching takes place and as an instructional strategy to enhance educational reform.
5. Teachers and students found that service experiences affected their relationships in a positive way which enhanced teaching and learning.
6. Service experiences gave students an opportunity to develop a sense of community by experiencing community within their classrooms, school, neighborhood and city-wide community.
7. Service experiences affected how students learned academically, socially and personally.
8. The process for successful implementation of service experiences needs to be better understood by both teachers and community partners.

The principal of Chestnut Middle School and the Gold House teachers and students demonstrated how CSL can be designed and delivered in middle school education. By involving all curriculum areas, they built a model and process for implementation which can be adapted throughout a school district to demonstrate how to build learning experiences for students around a common purpose. The analysis and description of their work has implications beyond Chestnut and can help others understand how to build community, create change and integrate service experiences into education

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CHAPTER I

STATEMENT OF THE PROBLEM

General Problem Statement

Society has changed dramatically in the last thirty years with fast-paced communication, specialization, growing impersonalization and international competition among the factors contributing to the changes. As a result of these dramatic changes, an examination of the basic beliefs, functions, and structures of institutions in our society is taking place. Education has been deeply affected by the changes and has been targeted as a primary focus for examination and restructuring. Not only are educational leaders analyzing the current situation and recommending changes, but business (Committee for Economic Development 1985), government (Kennedy 1989; National Governors' Association 1990), and social services (Benard 1990), all challenge the way our educational systems are structured and how they prepare young people for work and life in a democratic society. Along with the challenge from these areas, representative organizations from all facets of society are offering their help in bringing about restructuring of education to examine how education should be organized, how teachers teach and students learn.

Symptoms that demonstrate the malaise and dissatisfaction in our schools manifest themselves through low test scores, the substantial drop-out rate, growing substance abuse and teen-age pregnancy and violence. Students often perceive their educational experiences as irrelevant or impractical and are apathetic towards school. According to recent studies, many students become isolated from their communities,

develop a sense of uselessness, loss of identity and self-esteem (Boyer, 1983; Hruska, 1989). The demand for restructuring, reforming and improving education has surfaced, suggesting that it is time for the formation of new attitudes and creative change.

The organization and methods of teaching in schools haven't changed significantly for the past 100 years with school schedules, departmentalization of subjects and teachers continuing to use lectures as the primary way of teaching. On the other hand, our society has changed significantly.

John Goodlad asks in A Place Called School (1984), "How well suited to the young people of today is a school that was hardened into shape in a previous era? Some of our data suggests a poor fit" (p. 321). Goodlad recommends the development of an educational ecosystem that would bring the community and schools together in partnerships to break the isolation and specialization that has occurred in the educational process during the last several decades (1984).

By involving the community as Goodlad suggests, education would be designed for students to gain an understanding and knowledge of the world outside the classroom and begin to understand their role within it. School experiences would provide students with social skills and values once taught through family, church, and community experiences.

In the past ten years, community involvement has increased in schools throughout the country. Volunteers have provided outstanding educational resources and personal attention to students and psychological support to staff. All segments of the community including the elderly, parents, corporate employees, and the staff of cultural institutions have clearly become a part of school programs.

Many educators cite the need for creating opportunities for increasing personalization within school, education that is active, changes in the way teachers teach and recognition of the different ways students learn (Boyer 1983, Goodlad 1984, Sizer 1985, Michaels 1988, Berliner 1983). We have, then, a recognition that the current status

of education is not totally effective and a general belief exists that change needs to occur.

With these factors, the climate is favorable for entertaining the notion of involving the traditional concept of community service to become part of students' learning and a way to respond to recognized needs of youth and changes in teaching methodology. One of the earliest and strongest advocates for the inclusion of community service in learning is Ernest Boyer. In his book, High School, Dr. Boyer states:

We conclude that during high school young people should be given opportunities to reach beyond themselves and feel more responsively engaged. They should be encouraged to participate in the communities of which they are a part. Therefore, we recommend that every high school student complete a service requirement ---"a new Carnegie unit" --- involving volunteer work in the community or at school (Boyer, 1983, p. 209).

Some educators agree with Boyer and suggest the extension of the traditional community service concept by integrating service into all curriculum areas, in all grade levels. Because community service connects to the learning process and enhances curriculum objectives, the name given to the pedagogy is community service learning (CSL) or service-learning (Springfield Public Schools 1988, Kielsmeier 1989). As students participate in CSL, they learn about the individual's role in society and the responsibilities that accompany that role. Because students learn by doing, CSL provides teachers with a way to make learning come alive. Reflection, in the form of a formal evaluation of the service experience is an important element of CSL and provides an added dimension to the learning process and to traditional forms of youth/community service.

The notion of service in America is as old as the country. As documented in Habits of the Heart, in the 1830's, deTocqueville described American mores and how they helped form the American character. "He singled out family life, our religious

traditions, and our participation in local politics as helping to create the kind of person who could sustain a connection to a wider political community and thus ultimately support the maintenance of free institutions" (Bellah & Associates, 1985, p. vii). He also suggested that individualism "might eventually isolate Americans, one from another thereby undermining the conditions of freedom" (p. vii). A fundamental tenet of the American experience and democracy includes helping and caring for others in our society. The "principle of commitment to others is the counterpoint of America's emphasis upon individualism and both constitute the basic underpinnings of our society" (Langton & Miller, 1988).

Those advocating increased involvement of youth in community service see the need to break the isolation, the emphasis on self, and the disconnection of youth. With youth/community service, they see the opportunity to increase commitment to the community and develop an understanding of citizenship and responsibility by bringing youth together to help others (Boyer, 1987; Langton & Miller, 1988). Youth/community service advocates think about youth differently: they consider youth as resources rather than problems (Benard, p. 6), involve youth rather than "doing for them" (Kielsmeier, 1990) and see youth as contributors rather than consumers (Hedin in Langton & Miller, p. 20). Therefore, advocates feel that as educators create new structures for our schools and community, it is essential to acknowledge and understand the basic needs of youth, establish realistic expectations, design appropriate programs, and find ways to help youth learn and become useful and needed.

Historically, youth/community service has been perceived as an extra-curricular activity. Community organizations, such as the Girl Scouts and Junior Achievement, provide ways for youth to participate in service; in schools, Key Clubs, National Honor Societies, and Student Councils have served as the extracurricular means for young people to serve. Those students who participate attest to the value of the activity, the

sense of responsibility learned, the positive feelings derived from helping others, and the leadership skills they gain from the experiences (Kinsley, 1988).

With the changes in our society, however, many young people do not participate in such activities. Hence the call from many national political, social, and educational leaders to increase options for our youth to serve. There are many ways that youth can become involved in service: through community-based organizations, college service programs, full-time service corps, and school-based programs.

The most far-reaching call challenges educators to integrate service into the learning process, making service a natural part of living and learning. While the recommendation has been recognized as educationally useful, however, many educators see the program as extra-curricular and usually for a select few. Consequently, a growing need exists to understand how community service can be integrated into the curriculum, rather than remain separate and apart from the learning process. Principals and teachers are often reluctant to consider what they perceive as another "add-on" to the school day.

Focusing on school-based programs, CSL is one way to create new structures for learning. Advocates of CSL suggest that by infusing service into the curriculum, students grow socially, intellectually, and psychologically (Conrad, 1989). Further, the advocates believe that CSL experiences will provide students with ways to learn about citizenship, how to care about one another and about themselves and their communities. By engaging in meaningful activities and by learning through these experiences, the literature suggests that students will develop a sense of belonging and connection to their communities (NSLI, 1990).

The Springfield Public Schools established a philosophy of community service learning in 1987 with the purpose of integrating service into all aspects of the educational program in all of the schools. More than a separate program, CSL -- learning by doing-- became a methodology designed as an integral and natural part of

the pre-school through 12th grade learning process. The expectation in the Springfield schools is that all students will experience service developmentally as part of curriculum instruction as they learn to become literate, analytical, caring citizens.

Community service learning is designed ultimately as a way for teachers to provide students with active and engaging experiences, in content areas, through a unit of study, or as an interdisciplinary experience. CSL is intended to be viewed as a method encouraging another way of educating, not simply as an add-on (Kinsley, 1990). It is seen as a promising methodology to provide participatory learning for students, about life, themselves, the community and the process of implementation (NSLI, 1990). The community becomes a place for learning and is given as much credence as a chemistry lab is given in the teaching of chemistry, a basketball court is given to the teaching of basketball. The intent of this study is to explore the potential of CSL as it is being implemented with a team of middle school teachers in Springfield.

The pedagogy guiding the infusion of service into the curriculum is based on the work of educators such as John Dewey, Ralph Tyler (1949), Hilda Taba (1962), John Goodlad (1988), Ernest Boyer (1983), Elliot Wigginton (1989), Cynthia Parsons (1991), and others who believe that participatory and active engagement is an essential part of the learning process. An old oriental adage suggests, "Tell me, I'll forget; show me, I'll remember; involve me, I'll understand" (NYLC, 1989). The adage speaks to the importance of involvement and "learning by doing" upon which CSL is based.

Along with the growing interest in this approach to learning has come a variety of labels and definitions for what traditionally has been called community service. For the purposes of this study, the terms youth/community service and community service learning or service-learning will be used. Youth and community service are used interchangeably as the generic terms for students who volunteer in the community.

Community service learning or service-learning is

a method through which students learn and develop through active participation in thoughtful organized service experiences that meet actual community needs and that are coordinated in collaboration with the school and community; that are integrated into the students' academic curriculum or provide structured time for a student to think, talk, or write about what the student did and saw during the actual service activity; that provides students with opportunities to use newly acquired skills and knowledge in real-life situations in their own communities; and that enhance what is taught in schools by extending student learning beyond the classroom and into the community and helps to foster the development of a sense of caring for others (National and Community Service Act, 1990).

Data is needed which gives educators an understanding of the potential of CSL as a response to educational needs. Research is needed to explore the degree to which the theoretical appeal of CSL concepts translates or is sustained when put into practice. Further, if CSL is to become part of the natural learning process, the methodology used and the role of the teacher needs to be understood and described.

Purpose of the Study

This study will document how one interdisciplinary team of five teachers at an urban junior high school integrated CSL into the school curriculum and environment during the 1990-1991 school year. The study will explore and report on some consequences of this integration. The first phase of the study will provide an historical context of the Community Service Learning Program in the Springfield, Massachusetts, Public Schools, since its beginning in 1987. The philosophy, policies, and pedagogy of the program will be described. As part of the historical study, the development of CSL at Chestnut Junior High School from 1987 to the present will be documented. In the second phase, an in-depth study will document how one interdisciplinary team of four teachers at Chestnut Junior High School integrated CSL directly into the curriculum and their teaching methods. Specifically, it will focus on the design and delivery of the

curriculum. Finally, the behaviors and reactions of the students to CSL experiences will be recorded.

The Springfield Public Schools have included Community Service Learning as part of the educational program since the fall of 1987. All forty schools provide a variety of service experiences for the students based on identified needs and resources. The philosophy and guide for Springfield's Community Service Learning Program states:

Community service learning is a program in the Springfield Public Schools to develop and instill in all students a sense of the value of citizenship, of community, and the responsibilities that good citizens demonstrate to help each other to benefit the community.

Community service learning will provide every student in the school system with an understanding of the subject. Traditionally, community service learning programs are designed only for high school students so that they can gain experience in the community and learn more about the community. The Springfield Public Schools community service learning will become part of the program, kindergarten through twelfth grade, and will become part of the culture of the school system.....

Chestnut Street Junior High School was selected for this study because it has focused on the design and implementation of CSL over a four-year period.

The mission statement of the school reads:

We accept the responsibility to teach all students so that they can attain their maximum educational potential through a program characterized by high support, high content and high expectations.

The staff at Chestnut Street Junior High School believes that all students can learn and can achieve mastery of basic grade-level skills regardless of their previous academic performance, family background, socio-economic status, race and/or gender. They believe that the school's purpose is to educate all students to high levels of academic performance while fostering positive growth in social and emotional behaviors and attitudes.

The school is located in the North End of Springfield in a largely Hispanic neighborhood. During the 1990-91 school year, the grade structure was seventh through ninth grades. The school population totaled 844 students: 103 Black, 29 Asian, 599 Hispanic, and 113 White. Among the student population 628 students were from low-income families. The staff numbered 75.

Although the school is called a junior high school, Principal Virginia O. Anderson initiated a middle school structure in 1986. Two houses were formed, each with two teams in the different grade levels. Interdisciplinary teaching takes place in each team with extensive in-service and daily team planning on the development of learning skills.

Recently, the school established teams to address school management and the student assistance program. The school management team, comprised of administration, teachers, students, parents, and community representatives, provides a council to make major decisions about the structure and program of the school. The student assistance program, composed of educators, parents, social service agency and private sector representatives, maintains a comprehensive and coordinated student support system for some twenty students with extreme needs.

As part of the school system's Community Service Learning Program, Chestnut students participated for three years in learning and activities centered on the theme, "Be A Good Neighbor," because Principal Anderson and staff members recognized a need to build a sense of community within the school, the neighborhood, and the larger community. Reflecting on the outcomes of CSL experiences, Anderson expressed that CSL helped unify the school and produced a better climate for learning. She commented, "I think what [CSL] has done for us is tie together all those things we wanted to teach our children about caring for each other, about a sense of belonging in their school and community. It brings in the student's own sense of history and develops

a sense of ownership, responsibility for our building and community, and eventually, our country" (Anderson, 1988).

A positive attitude towards the infusion of service into the curriculum at Chestnut Junior High School existed. The pedagogy and the role of the principal and teachers as they integrated service warrants examination and documentation.

This study gathered information through interviews, a student questionnaire, observation and a review of written documents to determine how the interdisciplinary team at Chestnut Street Junior High School in Springfield fulfilled the CSL philosophy and mission statement. Perceptions and behaviors of the principal and the interdisciplinary team of teachers and the reaction of the students were studied to document and assess the impact of the integration of the CSL pedagogy into the learning process.

Methodology

The purpose of the study is to examine and describe how community service learning (CSL) is integrated into the educational program of the "Gold House" and how students responded to the experiences at Chestnut Junior High School in Springfield, Massachusetts, during the 1990-91 school year. The Gold House is one of two seventh grade units in the school in which some one hundred students are taught by an interdisciplinary team of teachers. More specifically, this study is concerned with understanding how the principal, the team of teachers in the Gold House and the community partners developed, designed and delivered CSL in community and school sites.

Because the study is complex and has many variables which are difficult to quantify, a qualitative method of research was used to provide the necessary data to describe the beliefs, conditions, practices, and activities which occurred. A qualitative

approach was selected because it provides a framework for the researcher to understand and describe in depth the experiences, perceptions, feelings and reactions of the participants. Supporting this approach, Patton suggests, "The data are open-ended in order to find out what people's lives, experiences and interactions mean to them in their own terms and in their natural settings. Qualitative measures permit the evaluation researcher to record and understand people in their own terms" (Patton 1987 p.22).

In essence this research asks the question, how does a team of teachers in an urban, inner-city junior high school provide CSL to meet the needs of their students and how do the students respond? To gain an understanding of the many factors involved, the perceptions and reactions of the principal, a team of four teachers, three community partners and representative students were identified to provide detail obtained through in-depth personal and group interviews and extensive observation.

Selection of Subjects

Chestnut Junior High School was selected as the site for the study because of the leadership of the principal in middle school education as well as her commitment to community service learning. Teachers at the school had initiated service experiences for students, and the Gold House teaching team had expressed an interest in using community as a theme in their work with students during the 1990-91 school year. Both the principal and the teachers showed a willingness to explore innovative ways of providing education and a belief in the benefits of community service for the students. The researcher was interested in developing a case study to determine how service experiences could connect to curriculum. The circumstances at Chestnut provided a setting to test the CSL concept and processes, their connection to educational reform, and their benefit to students.

Since 1987, the principal and teachers at Chestnut Junior High School have worked to establish a middle school structure and have also explored ways to integrate community service as part of schooling. The principal provided outstanding leadership for both efforts. She is known for her educational vision and the encouragement and support she provides for teachers who are willing to implement innovative middle school initiatives. Her reputation as a principal who builds bridges with the community and believes in community involvement is based on what she has accomplished since becoming the principal at Chestnut. In the school system, she has served on the city-wide Community Service Learning Advisory Committee and participated in CSL workshops for administrators. Her ability to articulate her vision, philosophy and practices adds to the reasons for involving her in this study. Her range of talents and experiences provide her with perceptions and knowledge which are important for the development of an in-depth and detailed study.

While Chestnut Junior High School has embraced a school-wide community service theme and many individual teachers incorporate CSL activities in a variety of classes, during the 1990-91 school year one interdisciplinary team of teachers, the Gold House teachers, began to plan for the inclusion of CSL activities for all of their students. The motivation for this new direction was the students' positive reaction to and changed behavior as a result of a Saturday morning community service experience during the 1989-90 school year. The team teachers exhibit a deep commitment to their profession and a sincere sense of caring for the students they teach. Because they provide a more in-depth approach to the inclusion of community service into the learning process, four teachers from this team were asked and agreed to participate in the interview and observation process.

Three community partners, whose clients were recipients of the Gold House students' service, were selected to participate in the case study. Each agency/organization developed a partnership with the Gold House teachers. Because the

community partners hosted the students, and in some instances, helped supervise them, an understanding of their role in the process of developing successful CSL experiences was considered important. Other useful information they provided included their level of participation, their perception of benefits to clients, their perception of benefits to students and their perception of conditions that help or hinder CSL implementation. Since a partnership implies cooperation and mutual benefit, the insights and reactions of the community partners is a necessary component for a detailed description of the study.

The student population in the Gold House, approximately 100 students, is mixed racially and socio-economically. Most of the students live in the North End neighborhood of Springfield and are primarily of Hispanic origin. A racially mixed, but primarily white group of 25 students, part of a gifted and talented program in advanced study of mathematics, science and foreign language, is also part of the Gold House. Many of these students live in the more affluent sections of the city and are bused to the school.

Design of the Study

The case study is divided into three parts: the history and development of CSL at Chestnut Street Junior High School, the design and delivery of CSL, and related student activities and their impact. Four methods of data gathering were used: personal interviews, observation, a formal questionnaire administered to students, and review of documents. A matrix, TABLE 1, was developed to guide the research. Three parts of the case study were listed in categories on the left hand side of the matrix under the title "information needed." Under each category, specific topics were identified to focus the direction of the data collection and provided an outline for the categories. Across the top of the matrix, the methods of data collection were identified: Interviews, Observation, Questionnaire, and Written Documents. By matching the information

needed categories and the methods, the researcher could determine how the necessary data would be gathered. The matrix outlined below illustrates specific ways the data for the case study was collected.

Table 1
Matrix for Research Design

<u>INFORMATION NEEDED</u>	Principal	Teachers	Students	Agency
				Key X - Interview O - Observation Q - Questionnaire D - Document
<u>HISTORY & DEVELOPMENT</u> <u>of CSL at CHESTNUT JHS</u>				
·Origin of CSL in SPS -Need and rationale	O,D			
·Organization	O,D			
·Origin of CSL at CJHS	X,O,D			
-Need and rationale	X,O,D			
-Role of Principal	X,O,D			
-Middle school organization	X,O,D			
Team teaching	X,O,D	X,O,D		
Schedule	X,O,D	X,O,D		
-Moving from general theme to specific activities	X,O	X,O,D		
-Gold House Team participation	X,D	X,O,D	X,Q,O,D	X,O,D
<u>DESIGN & DELIVERY</u>				
·Team planning process		X,O,D		
- Objectives of teachers		X,O,D		
Instructional goals				
Student social and emotional growth and development		X,O		
-Identification of service sites		X,O,D		
-Stages of development				
Recruitment of students		X,O,D	X,Q	X
Meaningful and useful experiences		X,O,D	X,Q	X,O,D
Clarifying roles with agencies		X		X,O,D
Encouraging student responsibility		X,O	X,O	X,O
Inclusion of reflection		X,O	X,O	X,O
Connection to curriculum		X,O,D	X,O,Q,D	X
Student involvement		X,O,D	X,O,Q,D	X,O

·Implementation with students				
Role of principal	X,O	X	X	X
Role of teachers	X	X,O,D	X,O,Q	X,O
Role of students	X	X,O,D	X,O,Q	X,O
Role of service recipient	X	X,O,D	X,O,Q	X,O
Service site as a learning center	X	X,O,D	X,O,Q	X,O
·Conditions necessary for implementation of CSL				
Role of principal	X,O	X	X,O,Q	X
Role of teacher	X	X,O	X,O,Q	X,O
Role of students	X	X,O	X,O,Q	X,O
Role of agencies	X	X,O	X,O,Q	X,O

STUDENT ACTIVITIES

	Principal	Teachers	Students	Agency
·Student reactions to service experience	X	X	X,O,Q,D	X
·Effect on student learning	X	X	X,O,Q,D	X,O,Q
·Effect on student attitudes towards:	X	X	X,O,Q,D	
-Self				
-School				
-Community				
·Principal, teacher, agency reaction to student:	X	X	X,O,Q	
-attitudes towards citizenship in class, school	X	X,O,Q	X,O,Q	
-acts of assuming responsibility	X	X,O,Q	X,O,Q	X,O,Q
-behavior	X	X,O,Q	X,O,Q	X,O,Q
-self-esteem development	X	X,O,Q	X,O,Q	X,O,Q

CURRENT STATUS

·Effect on future planning at Chestnut JHS	X	X,O,Q		
·Effect on Gold House team instructional program	X	X,O,Q		

Interviews

The principal, teachers, students and community partners were interviewed personally to gain information to explore the historical development, rationale, implementation process, reaction to and impact of CSL at Chestnut Junior High School.

The interviews provided data to understand how the different participants organized, delivered and perceived the experience, and interacted in the implementation of CSL in the school curriculum. Patton suggests that "The purpose of the interview is to find out what is in someone else's mind....We cannot observe how people have organized the world and the meanings they attach to what goes on in the world----we have to ask people questions about those things. The purpose of interviewing, then, is to allow us to enter into the other person's perspective" (p. 196).

Interview guides were developed to provide a plan which could most effectively elicit the perceptions of the subject and to assure that the topics covered in the interviews would be the same. The questions in the interview guides reflected the design of the study. (See Interview Guide Appendices B-D).

Nine interviews were conducted to gain information for the case study. Four teachers and three community partners were interviewed individually. Each interview was taped and transcribed for use in developing an analysis of the data. Additional copies of the transcriptions were made to allow for markings and consolidation of like-information. Subsequently, the teachers and representative students participated in separate group interviews.

Observations

Participant observation was conducted throughout the research period. Observation took place at the various sites: in the school when teachers planned,

designed and implemented the various service experiences, and in the community when students participated in the service. Also observed were the interdisciplinary team meetings conducted during the school day, the service activities at the various sites and the students' response to the service experiences.

The advantages of participant observation as described by Perkins, et. al., (1981) outlines and clarifies why this method of research enhances the study. "A distinct advantage of observation as a data collection method... is that the data gathering occurs *in situ*, in the actual presence of the behavior. Observation also allows the behavior.... to be analyzed over a period of time. In addition, the observer can interpret the behavior of organizational members within the context of the social structure and climate of the organization. Finally, observation is adaptive; the focus of the observer's investigation can be shifted to take into account changes in the function of the organization. Unpredicted events or unanticipated consequences of organizational changes can be integrated into the observational model" (p. 222).

Student Questionnaires

Students completed a questionnaire designed to gather general information about their academic and social background, previous service experiences, how they participated in service with the Gold House, what they learned and if that learning enhanced their classroom learning, how the experience affected their feeling about future service activities in school and in future years, and finally, if the service experiences affected their relationship with their teachers. The questions were designed for the students to provide explanations for their answers, thus providing in-depth information for the study. (See Student Community Service Learning Questionnaire, Appendix E).

Although some seventy students participated in service experiences, the questionnaire was completed by forty-three students who had participated in at least one service experience. Three of the four teachers gave the students the questionnaire to complete. Some students were absent when the questionnaire was distributed while other students, who felt they did not want to be "tested" on community service, resisted completing the questionnaire.

Following the completion of the questionnaire, a group interview was conducted with a small number of students. The students were selected by their teachers to participate in the interview primarily based on their involvement and willingness to articulate their reactions. This interview provided additional in-depth information about the students' response and reactions to their CSL experiences.

Through the questionnaire and the group interview, the researcher was able to obtain the response of the students.

Analysis of Data

The Matrix for Research Design, presented in the Design of the Study, provided a framework and guide for collection of information and data analysis which demonstrated that "Data analysis is a dynamic and creative process" (Taylor, et. al., 1984, p. 130).

The researcher read the interviews first for content and to highlight and note perceptions related to the three components of the study. During the second reading, the process of identifying classification and organization, common themes, perceptions, observations and topic notations began. As themes emerged from the different interviews, copies continued to be highlighted, marked-up, cut and sorted into like-files.

To help the case analysis proceed, Patton suggests that programmatic and evaluation questions be asked: " What was the nature of the interactions among

participants? What were participants' attitudes toward the program? What role did staff play in the program? What were the major activities in the program? What were the primary program processes?" (1980, p. 302)

These questions helped provide direction for the organization and analysis. A separate list of common themes and possible ideas for the summary statement was made for use in the organization of the material.

Responses to the student questionnaires were recorded on the computer and summarized to show how students perceive and react to CSL. The researcher used the information to understand the students' involvement in service experiences prior to the Gold House CSL, students' reactions to their experiences, their perceptions of what they learned or didn't learn, their interest in future involvement and the effect of CSL on their relationship with their teachers. Common threads began to develop and eventually merge with the information gained from the observations, and interviews with the principal, teacher, student group and community partner interviews.

Documents provided by the principal and teachers and observation notes were organized programmatically and chronologically to use for the description of the CSL program and activities and the information was added to the appropriate files.

By organizing this data, a case record began to emerge to be used to describe the data and form the case study. The major files in the case record related to the three components of the study: history and development, delivery and design, and student reaction.

Limitations of the Study

The primary limitation, typical of any case study, is the question of representativeness and consideration for how valid the case study is for subsequent generalization in the field. The study focused on one junior high school in Springfield,

Massachusetts. It documents the methodology used by one interdisciplinary team of teachers as they infused service into their students' learning activities. Thus, the study provides an in-depth look at a situation in one urban junior high school.

Moreover, the Chestnut teachers and students had some previous experience with CSL, as the Springfield Public Schools expect CSL experiences to be implemented in every school in the system. Teachers are encouraged to provide students with active service-oriented experiences. The Chestnut teachers' interest in expanding their use of CSL as a pedagogy came from their observation of students' responsible and mature actions in an extra-curricular theater service experience in 1990. As a result of the positive change in the participating students, teachers decided they should provide CSL for all students in their house. In brief, as a result of their experience and the encouragement of the administration of the school, they were probably predisposed to view CSL favorably and thus are not similar to most middle school teachers in this respect.

Further, the study has a snapshot focus. It looks at one year in the process of implementing CSL into the curriculum. It does not have the virtues of a longer frame perspective on the subject and, thus, may misrepresent the actual viability of the program over time. For example, because of the time limitations, long-term effects on students will not be available for analysis.

Additionally, during the period of study, the Springfield Public Schools began a school-wide restructuring effort. The School Committee voted in December 1990 to organize schools as follows: elementary, kindergarten through fifth grade; middle school, sixth grade through eighth grade; high school, ninth through twelfth grade. In addition, three schools were designated kindergarten through eighth grade. As a result of this basic change, many unexpected factors affected program planning and implementation during the 1990-91 school year. Uncertainty and concerns about staffing patterns, the focus of schools, and student placement for the next year became prime considerations

of administrators and teachers. The effect of the restructuring on this study and the implementation of CSL into the curriculum at Chestnut was a decrease in priority and time for putting CSL in place. On the other hand, the teachers continued their effort to integrate CSL while the changes in the environment occurred and were able to sustain their focus.

Finally, the researcher is not an impartial observer of the CSL process. She has been involved in providing service experiences for students since 1972 when she designed curriculum including service for high school students. In 1987, she was appointed the supervisor of the Community Service Learning Program in the Springfield Public Schools. Although no longer employed by the school system, she continues to work with educators and community representatives to develop ways to connect service experiences and education. Taking all the above factors into account, however, they are more than balanced by the strengths of the study. The researcher had unique access to the subjects, was familiar with the school and community environment and had the opportunity to look at a process of learning up-close and in-depth. All these factors should lead to a particularly enriched analysis of how to integrate CSL as a regular component of a classroom curriculum. The researcher also consciously worked to achieve objectivity in her assessment of the teachers' effort to implement CSL into the educational process at Chestnut Middle School and refrained from guiding them in the development of the various service experiences.

Significance of the Study

The means to achieve education reform, school restructuring, and school improvement currently challenge the thinking of community leaders and educators. Educational journals, speeches and discussions constantly focus on how schools and community can create new structures to educate youth more effectively and to answer

the needs of society. The age of technology and instant communication have changed how society functions both interpersonally and within the community. Major adjustments must take place in our society if we are to maintain our participatory democracy; recognize our interdependency in schools, neighborhoods, towns/cities, states and nation; recognize and understand the needs of our youth; and provide adequate schooling for youth. The challenge for educators is to enable our youth to become literate, caring, thinking adults so they can function productively and meaningfully in the 21st century. There is mounting evidence that educators need to shift attitudes and be open to the creation of new structures.

Our educational system has functioned the same way for several generations, while our society and young people have changed. Many students do not respond to current educational practices. Witness the increased drop-out rates, number of teen-age pregnancies, amount of substance abuse, unmotivated students who "make it" through school with a C-D average, numbers of students who graduate with honors identifying their primary goal as the accumulation of wealth, or youth who appear to be achieving but can't seem to find anything to do and see their communities as chaotic or boring! Alienation, isolation and a detachment from their communities characterize the behavior of many young people, suggesting that we have not been meeting the needs of our youth.

As a society responds to needs and creates new structures, attitudes and behaviors must change. In this study, the potential of the pedagogy of CSL is examined as a way to create a new structure for learning, particularly looking at the role of the principal and teacher implementing CSL and the effect of the participation in CSL on student attitudes.

The notion of connecting service with the learning process is relatively new. Therefore, it is hoped that this study of the pedagogy and the role of the teacher in CSL will add a new and important dimension to the literature of community service. Current

community service research focuses on the effect of the personal, social, and intellectual development of youth (Conrad & Hedin, 1989) while teacher roles as they integrate service into the curriculum have not been identified, recorded, or documented. This paper will present data to examine how teachers infuse service as a focused activity to build curriculum and experiences that enable students to research problems and integrate learning, how service affects teaching styles, how service responds to students' learning styles, and how service affects students.

CHAPTER II

REVIEW OF THE LITERATURE

Historical Perspective

Community service is a long standing tradition in American society. In fact, the tradition of individuals helping one another for the common good is deeply rooted in the American psyche. While the country was primarily an agricultural society, the ethic of caring for one another was a natural part of living. The ethic not only supported human needs but economic ones as well. Farmers helped each other with harvesting, butchering and barn-raising, making cooperation a way of life. Young people understood their roles and how they related to their world.

In the early 1900's, William James called for "The Moral Equivalent of War." He proposed that all young men be conscripted into service to work in foundries, fishing fleets, and coal mines. His interpretation of service was designed to enable young men to "demonstrate their manliness in a peaceful way and as a result, they would tread the earth more proudly; the women would value them more highly" (Eberly, 1989, Sec.1, p. 6). James prescribed service, outside the context of war, to galvanize "a society to its highest levels of cooperative values, of raising a generation with a new sense of civic discipline" (Langton & Miller, 1988, p. 26). As Dr. James Kielsmeier, President of the National Youth Leadership Council, observed, William James saw national service as a rite of passage for young men as they moved from childhood to adult responsibility (1989, Section 1, page 8).

The Civilian Conservation Corps legislation was passed shortly after President Franklin Roosevelt took office in 1933. Some three million men participated in the projects during the nine years it remained active. The Army organized the logistics of the CCC, and the Interior and Agricultural Departments supervised the conservation work (Eberly, 1989). With the advent of World War II, many of those working with the CCC transferred their energies to the war effort.

In his inauguration speech in 1961, President John F. Kennedy challenged the American people when he said, "Ask not what your country can do for you, but what you can do for your country." As a national initiative, the Peace Corps was created as a way for youth to respond to this challenge. Over 125,000 people, primarily young adults, have participated in what "is viewed by many of the world's people as America's best program" (1989).

During the War on Poverty in 1964, several programs emerged with service features, including Volunteers in Service to America, the Job Corps, the Neighborhood Youth Corps and the College Work Study Program (1989).

Through the 1980's and into the 1990's, youth service received renewed attention, due to growing concern about the way we prepare youth to live in a participatory democracy, and growing evidence that community and family structures are not providing a basis for youth to understand how they relate to their communities. In addition to enriching the lives of youth, some advocates argue that increased youth service would help our country meet manpower, environmental and social problems (Danzig and Szanton, 1986).

A synergism for youth service emerged throughout the nation with grassroots efforts, national and state educational reform advocates and political leaders beginning to forge an agenda. Those in the forefront of the effort "agree that students should be provided with systematic and significant learning opportunities and that the results of

their activities be of real assistance to the community " (Earle, The State Board Connection. September 1989, p. 1).

Nationally, community service is beginning to percolate from a variety of states and cities. Atlanta established a community service graduation requirement of seventy-five hours of service. Vermont requires all students to complete a research or citizenship project which can be fulfilled through a service experience. In Springfield, Massachusetts, the School Committee adopted a Community Service Learning policy in 1987 stating that all students, kindergarten through twelfth grade, are expected to engage in community service learning during the school year. In addition, Springfield secondary school students are encouraged to participate in individual service experiences and an elective community service course is offered.

In California, Maryland, Pennsylvania, Ohio, Washington, Minnesota, Indiana, Colorado, New Hampshire, Rhode Island, Massachusetts, and Iowa service programs and policies are being instituted, with Minnesota's program having the most far-reaching program. In July, 1989, the Minnesota State Board of Education passed a Youth Service Rule which requires every school district to provide youth service learning and activities (1989, p. 5). The National Youth Leadership Council in St. Paul, has developed training materials and programs for educators and community agency personnel to help them to understand and implement service programs.

On the national level, both President George Bush and Senator Edward Kennedy have initiated proposals to provide service opportunities for youth. President Bush established the Office of National Service in the White House shortly after his inauguration. The Points of Light Foundation has been organized to provide funding for recognition and the promotion of service initiatives (Ervin, 1989). Senator Kennedy proposed Senate Bill 1430 in 1989, which was signed into law by President Bush on November 16, 1991. Title I of that legislation proposes to create or expand service opportunities for school youth through partnership programs (Kennedy, 1989). In

February 1990, the National Governors' Association proposed community service as one of the objectives to achieve the national educational goal on Student Achievement and Citizenship. The goal states: "By the year 2000, American students will leave grades four, eight, and twelve having demonstrated competency over challenging subject matter including English, mathematics, science, history, and geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy (National Governors' Association, 1990, p. 4). The objective reads, "All students will be involved in activities that promote and demonstrate good citizenship, community service, and personal responsibility" (p. 4).

Community Service & School Reform

In educational reform literature, one finds increasing amounts of information on and recommendations for community service, including a rationale suggesting that participation in service experiences meet the developmental needs of our youth. The literature further suggests that through collaboration and partnership building, community organizations and schools can form educational networks to provide appropriate service experiences. With the recent second wave of school reform literature, recommendations for school restructuring provide a framework and process for infusing community service learning into schooling.

Test scores and drop-out rates indicate a large part of the student population is not being reached by current educational practices, yet society expects all students to graduate from high school (Grant Commission, 1988;

Boyer, 1983). The structure of society and schools affects the number of student failures. Schooling has become specialized and isolated from the community, causing students to perceive their educational experience as irrelevant or impractical, and as a result, they often become apathetic and passive.

Although service is not a new theme in schooling, the program emphasis is expanding and receiving serious attention. Traditionally, private secondary schools have encouraged students to participate in service and many have given credit for the activity (Grant Commission, 1988). In the last several years, advocates for community service have increased and the program structures have been refined bringing the learning component into the program design. A review of the literature shows a growing expression of need for youth service. Donald Eberly (1988); Cynthia Parsons (1988); Father Thomas Hesburgh (1988); David Hornbeck, (1989); the Grant Commission study, The Forgotten Half (1988); and the Carnegie Council on Adolescent Development, Turning Points, (1989); National Governors' Goals (1990) strongly urge that community service programs should become integral parts of the school program. They argue that students will gain self-respect, increase their self-esteem, increase compassion and commitment, understand their roles within their communities, and develop intrinsic values such as caring, sharing, happiness and fulfillment. They will gain an understanding of the old American ethic of caring for one another and the basic meaning of active citizenship. They believe more attention needs to be paid to the role of the young person as he/she prepares for the life of citizen and that youth service provides that opportunity. There is growing momentum to recognize the civic mission of public education and the needs of our youth.

Hornbeck, a former Commissioner of Education in Maryland, presents a particularly strong case for service. He views our society as one in crisis, with a crisis in values and a nation at-risk not because of lower math and science skills,

but because we care too little for one another and too much for ourselves. His response to the crisis focuses on developing an understanding of common values that builds an ethic of caring, trust, respect, tolerance and integrity. He recommends the establishment of community service learning programs in schools and the community (Speech, November 13, 1989).

Leading educators Ernest Boyer (1983), John Goodlad (1984), TheodoreSizer (1985) and others have written extensively about the condition of youth and schooling in our society. They express grave concern about the way our institutions cause youth to feel apart and isolated, the need for our schools to provide a connection to society and our democratic institutions and the fact that our schools are not organized to do this.

One of the basic reasons for community service cited by Boyer states, "Today, public trust of institutions is low, and alienation from them is high. Yet, they cannot be abandoned....All students, as a central goal of education, should learn about the social memberships and how groups and institutions shape their lives" (1983, p. 104). In the Aspen Institute Quarterly, Boyer quotes a report on the United States Office of Education which describes our schools "as the social 'aging vats' that have isolated adolescents and delayed their learning adult roles, work habits, and skills" (Winter, 1990, p. 79). His concerns relate to the central reasons for the development of community service programs: to connect students with life, to help them understand their communities and their interaction with those communities and to give them the skills and understanding to function positively in a participatory democracy.

Although Goodlad doesn't mention community service specifically, he maintains that community experiences are important for youth and suggests that it is a myth that schools alone can provide education. Curriculum needs to allow students to be more engaged, connected to what they learn in class work. The

educational ecosystem Goodlad encourages would help institutions and agencies become conscious of their responsibility to develop "the knowledge, values, skills, and habits of a free people" (p. 361).

Goodlad's work offers a rationale for linking outside organizations and schools in partnerships for change and school reform and indicates the need to engage young people in the learning process. Thus he provides a framework and base of understanding for the inclusion of CSL in the school program.

The literature cautions that as programs develop, they need to be educationally sound, quality programs with standards and principles. As the community service movement expands, practitioners have formed guiding principles. Following a conference sponsored by the Johnson Foundation at Wingspread in 1989 the Principles of Good Practice for Combining Service and Learning were established by the National Society of Internships and Experiential Education and the foundation. The principles build on existing literature and research (Conrad & Hedin, 1989), strengthening the concept and giving clear guidance to practitioners. They state that an effective program:

- engages people in responsible and challenging actions for the common good
- provides structured opportunities for people to reflect critically on their service experiences
- articulates clear service and learning goals for everyone involved
- allows for those with needs to define those needs
- clarifies the responsibilities of each person and organization involved
- matches service providers and service needs through a process that recognizes changing circumstances
- expects genuine, active, and sustained organizational commitment
- includes training, supervision, monitoring, support, recognition, and evaluation to meet service and learning goals

- insures that the time commitment for service and learning is flexible, appropriate, and in the best interests of all involved
- is committed to program participation by and with diverse populations (Honnet & Poulsen, 1989).

The most far-reaching proposals suggest that youth/community service should become part of the fabric of the school systems in the country, not only integrated as an experience in the curriculum, but made a part of the school culture (Coalition for National Service, 1988; Kinsley, CSL Sourcebook, 1989; Parsons, 1988; McPherson, 1989).

How does that happen? Practitioner Dr. James Kielsmeier believes that service-learning can "dramatically alter the climate of education" (1989, Section I, p. 1). Further, he states that as service-learning develops, "students and teachers work together to shape educational strategies. Students become owners and designers of their own learning" (1988).

Many schools with service programs do not have school system policies regarding CSL, and most of the community service experiences are voluntary, taking place outside and unrelated to the school setting. Robert Shumer, Associate Director of Field Studies at the University of California, Los Angeles, asserts that voluntary programs may not produce the desired benefits and that, "To have educational value, experiences must help people to grow --- to see relationships between prior experiences and future action, to see how a single experience relates to a broader context. If students do not make these connections on their own, adults (teacher and community members) must assist in the process" (1988, p. 26).

The learning cycle defined by Dr. David Kolb suggests that complete learning requires four elements which help define the desired benefits described by Schumer. They are: concrete experience and observation, considered

reflection on that experience, synthesis and abstract conceptualization, and testing of the new concepts in new situations. Educators applying the learning cycle to service-learning integrate service activities into the very heart of the learning process (McPherson, 1989).

The Second Wave of School Reform and Community Service Learning

As school reform begins to address the effective ways to teach our young people and restructure schooling, educators who advocate the integration of CSL into the curriculum see a connection between this second wave of reform and the implementation of CSL. They also find the basis for the assertion that CSL is a method of teaching in the writings of educational theorists beginning with John Dewey (Eberly, 1988; Kielsmeier, 1989; McPherson & Nebgen, 1989).

As educators review the needs of education, they reflect on the increasingly diverse population of our country and the needs of that population. They ask how schools and communities can structure schools to provide meaning to lives and the necessary basic skills to enable people to grow, live and work effectively in a democratic society. School reform literature suggests that educators, administrators and teachers, need to develop ways to reach all students. They need to recognize and respond with appropriate methodology to the variety of learning styles that exist in a classroom. They need to examine the role of the teacher in the school and classroom.

Theodore Sizer's study presented in Horace's Compromise (1985), responds to educational needs and challenges traditional high school education. In the early eighties, Sizer and some twenty-five colleagues conducted a study of high schools in eighty schools through the country. After examining the purpose of education in a democratic society, the effective ways of teaching and learning, the current

educational structure, Sizer's study recommends nine principles for education.

The principles include:

1. *Focus*. The school should focus on helping adolescents learn to use their minds well. Schools should not attempt to be 'comprehensive' if such a claim is made at the expense of the school's central intellectual purpose....

2. *Simple goals*. The school's goals should be simple: that each student master a limited number of centrally important skills and areas of knowledge. While these skills and areas will to varying degrees, reflect the traditional academic disciplines, the program's design should be shaped by the intellectual and imaginative powers and competencies that students need, rather than by 'subjects' as conventionally defined....Curricular decisions should be guided by the aim of student mastery and achievement rather than by an effort to 'cover content.'

3. *Universal goals*. The school's goals should be universal, while the means to these goals will vary as the students themselves vary. School practice should be tailor-made to meet the needs of every group or class of adolescents.

4. *Personalization*. Teaching and learning should be personalized to the maximum extent feasible. Efforts should be directed toward a goal that no teacher has direct responsibility for more than eighty students....

5. *Student-as-worker*. The governing practical metaphor of the school should be student-as-worker, rather than the more familiar, teacher-as-deliverer-of-instructional-services. Accordingly, a prominent pedagogy will be coaching, to provoke students to learn how to learn, and thus to teach themselves.

6. *Diploma by exhibition*. Students entering secondary school studies are those who are committed to the school's purpose and who can show competence in language, elementary mathematics and basic civics....The diploma should be awarded upon a successful final demonstration of mastery for graduation --- an 'exhibition.'...

7. *Attitude*. The tone of the school should explicitly and self-consciously stress values of unanxious expectation..., of trust (until abused), and of decency (the values of fairness, generosity, and tolerance)....

8. *Staff*. The principal and teachers should perceive themselves as generalists first (teachers and scholars in general education) and specialists second (experts in only one particular discipline). Staff should expect multiple obligations (teacher-counselor-manager) and feel a sense of commitment to the entire school.

9. *Budget*. Ultimate administrative and budget targets should include, ... substantial time for collective planning by teachers, competitive salaries for staff, and ultimate per pupil cost not to exceed that at traditional schools by more than 10 percent...(pp. 225-227)

In the nine principles, Sizer challenges school communities to rethink how they organize learning. His focus on civic education and development of character as key educational goals (p. 84) and his recognition that teaching is not formula driven (p. 3) provide an alternative approach to current practices.

"Education is something someone does to somebody else," (p. 3) Sizer observes. Further, he says we tend to accept that education is something that should be delivered. We "underestimate the mystery, challenge and complexity of learning and, as a result, operate schools that are extraordinarily wasteful" (p. 3).

Regarding teaching, Sizer suggests that it is a science, art and craft and the best teaching should take place through "coaching" students. By asking questions and providing students with the settings to discover answers, teachers provide students with ways "to learn how to learn, and thus to teach themselves" (p. 226). Sizer observes:

Good teachers sense when progress is being made, not so much by objective tests as by impression born of a wide variety of signals from the students. The intuitive, serendipitous, the mysterious ordering of things that suddenly makes a learner say, I see! (pp. 191-192)

Horace's Compromise raises key questions about school goals and structure, the focus on teaching and learning, student learning styles, and how school communities can address them. The recommended solutions represent departures from current practice: increased personalization of education, the recognition that teaching and learning are at times synergistic, and the need to increase our attention to the humanities and values inherent in them. Optimally, these elements of Sizer's study provide a means to motivate students and help counter the apathy, drop-out rate and lower test scores which characterize the behavior of many students and represent current statistics in our schools.

Other educators have begun to address similar concerns and identify ways to implement educational reform strategies. Kenneth Michaels (1988)

recommends specific ways to restructure schools:

- the individual school becomes the unit of decision-making
- development of a collegial, participatory environment among staff and students
- flexible use of time
- increased personalization of the school environment with a concurrent atmosphere of trust, high expectations, and sense of fairness
- a curriculum that focuses on students' understanding what they learn --- knowing "why" as well as "how"
- an emphasis on higher-order thinking skills.

Further, Michaels suggests that recommendations refer to the means to bring about change, not the ends. He urges educators to examine their values, "develop new belief systems and ultimately create schools that educate as well as train, schools that foster learning in all the ways it can occur" (p. 3). Educators in Washington State add that the reform movement should embrace the concept of building a learning community (Washington Education Association, 1989).

School reform suggests that schools work towards developing a school climate and program to meet the needs of all students and to organize educational events and activities so that all young people gain a commitment to learn (Michaels, 1988) and are prepared to "live effectively as citizens, family members, and workers" (Viadero, 1989, p. 6). A report issued by the Council of Chief State School Officers in November 1989 recommends that reform should address "improvement in learning for all students, not just on strategies such as shared decision-making, site-based management, or teacher career ladders" (p. 6).

Educators increasingly recognize the various learning styles of students and recommend ways to respond to students' needs. Goodlad and Oakes (1988)

suggest that because misunderstandings exist about the differences in learning styles and intelligence, educators must make adjustments in order to meet the needs of the various learning styles.

Activity learning, learning by doing and engaging students in the learning experiences are becoming familiar terms in educational reform literature. Albert Shanker (1989) challenges educators when he states, "We could learn a lot about how to run our schools by thinking about how we as individuals best learn something" (p. E. 7). He suggests that the best way to learn is by doing, "by making and unmaking something, solving problems and investigating ourselves the answers to questions we are made to care about." Applied appropriately to the instruction of content areas, service experiences provide a way for activity learning to occur and for students to become engaged in the learning process.

In order to respond to the differing learning styles of students, teachers need to consider their methods of instruction and redefine their role in the educational process. The role of the teacher, how teachers are perceived, and how they function individually and together in the educational process are factors basic to the reform efforts. Traditionally, teachers have worked in their own classroom in isolation from their colleagues. The Carnegie Task Force on Teaching as a Profession (1986), the Holmes Group (1986), and various teacher centers have researched and studied ways to involve teachers in rejuvenating the teaching profession. One of the major recommendations suggests that teachers should be given opportunities for leadership roles and for working together (Lieberman, 1988, p. 4-5). At the New York City Teacher Center Consortium, findings show that teachers in expanded leadership roles become involved in:

- building trust and rapport
- making an organizational diagnosis
- building skill and confidence in others

- using resources
- dealing with the change process
- managing the work (1988).

By creating new options for teachers and by breaking the isolation teachers have experienced, the profession is providing ways to build collegiality so teachers can share common problems and explore solutions (1988). As teacher-leaders emerge they must find ways to create new structures for teachers to work together, to focus on the problems of their schools, and to increase their repertoire of teaching strategies (1988). The effort focuses on building a learning community which would engender self-worth and respect among teachers.

The Washington Education Association in "Building A Learning Community" (1989) suggests that teachers become "managers of learning" rather than "deliverers of content" and that teachers no longer "need to be responsible for structuring knowledge, but need to be responsible for helping students participate in that process" (1989, p. 12).

How do teachers become managers of learning? Dr. David Berliner, professor of education at the University of Arizona, suggests that the essence of management can be learned from the business world and adapted by teachers to educational practices (1983). He states that "management is the art of organizing talent" (p. 30) and suggest that teachers learn these nine executive functions: planning; communicating goals, regulating the activities of the workplace; creating a pleasant environment for work; educating new members of the work group; relating the work of the site to other units in the system; supervising and working with other people; motivating those being supervised; and evaluating the performance of those being supervised (1983).

Berliner maintains that learning in the classroom is based on choosing content, scheduling time, forming groups, and choosing activity structures. In

choosing content, he states that the classroom teacher is the final arbiter. "If teachers use this executive function wisely, curriculum goals are likely to be met. If teachers aren't aware of the importance of this function, the results could be disastrous" (p. 31).

Researcher S. T. Bossert found that teachers who rely on lecturing "establish fewer close social ties with their students than teachers who primarily utilize small group and individualized projects. Recitation places teachers at the center of control. It forces them to rely ... on the authority of an office rather than on more personalized influence mechanisms. By contrast, small group and individualized instruction increases opportunities for teachers to covertly bend classroom rules to handle individual problems and facilitates teacher involvement in, rather than simply teacher direction of, the activity" (p. 32). Clearly, he believes that when teachers apply the management skills to the school and classroom environment, they will redefine the way education is delivered. A new model will emerge.

As an alternative to the teacher lecturing to homogeneously grouped classes engaged in competitive whole-group learning, Goodlad and Oakes suggest that learning be structured for small group instruction with children engaged cooperatively as they exchange ideas and work on separate but interrelated tasks. They propose the following analogy: "Teachers must function more like orchestra conductors than like lecturers: getting things started and keeping them moving along, providing information and pointing to resources, coordinating a diverse but harmonious buzz of activity. Classroom rewards need to be based on shared goals and accomplishments; individual awards, on improvement" (Goodlad & Oakes, 1988, p. 19).

Educational Theories and Community Service Learning

The educational theory and methodology of John Dewey, Ralph Tyler and Hilda Taba provide information to enable educators to understand restructuring recommendations including responding to a variety of learning styles and the need to personalize education via small group instruction. Dewey's philosophy of education maintains that every child is a creative thinker and should be able to learn through the discovery method and that how students learn and what they learn must be integrated as a whole (Eddy, 1988).

Tyler (1949) and Taba (1962) have written extensively on the importance of integrating learning experiences into the curriculum to provide a framework for understanding the unit method of instruction. In Basic Principles of Instruction, Tyler (1949) maintains that learning occurs "through the active behavior of the student; it is what he does that he learns, not what the teacher does" (p. 63). Taba's Curriculum Development, Theory and Practice (1962) provides an in-depth approach to the process of curriculum development. Her analysis and descriptions of content organization and design provide concrete ways to produce curriculum that will engage students actively in learning. CSL practitioners are guided by her presentation of the objectives of education, the integration of learning experiences, and the development of a teaching-learning unit. Taba believes that schools must understand the connection between motivation and the concerns of the learners and the essentials of education. Her ideas provide a framework and direction to meet many reform recommendations, including the integration of service-learning into the curriculum.

As a school successfully implements CSL, characteristics of school reform become more than theory. Community service learning provides a focus, a central theme around which school reform can occur. Kielsmeier (1989) calls

CSL the "Trojan Horse" of educational reform. McPherson (1989) writes that CSL becomes a unique expression of a school and its community as it provides a powerful way to integrate current educational reform recommendations with critical community concerns. Further, she suggests CSL facilitates school reform while providing an expanded pedagogy to meet the learning styles and needs of all students, making learning relevant and exciting and necessitating critical thinking about what has been learned.

Interaction between community representatives and students brings about active engagement. In order to facilitate the interaction and meet learning objectives, teachers become managers of learning and adjust their teaching styles appropriately (Kinsley, 1989).

Recent experiences in the Springfield, Massachusetts, public schools and in Washington state schools demonstrate how CSL can provide a central focus around which educational change can occur. The experiences validate the research of Goodlad and Oakes which holds that "Curriculum best suited to providing all students with access to knowledge is organized around central concepts of the disciplines and grounded in real-life experiences (p. 19). They also demonstrate the potential for enhancing Sizer's nine principles (1985), a way for teachers to manage their teaching as recommended by Berliner (1983) and to effectively personalize teaching by lecturing less and providing participatory experiences as suggested by Bossert.

Springfield, an urban center in western Massachusetts, has a public school system comprised of 40 schools and 23,000 students. The student population represents a diverse spectrum of society with 39% White, 31% Hispanic, 28% Black, and 2% Asian.

In 1987, the School Committee initiated a policy to implement community service learning to include all young people in the school system. The process established to implement the policy provides a way for all students to participate in service experiences and closely resembles elements of school-based management called for in the second wave of educational reform by Michaels (1988) and others.

Each Springfield school was asked to determine a service theme based on need in their community(ies). Community was defined in a broad sense, ranging from the family unit to the classroom, school, neighborhood, city, state, nation, and world. A teacher-leader (called a building representative) was elected by the School Committee to participate in a workshop on curriculum development for CSL and to act as the coordinator of CSL within his/her building. The teacher interacted with the principal to provide the leadership and organization for CSL and met with other staff members, students, and parents to plan and develop the service activities. Because of the nature and culture of each school, the process and ultimate service project developed a unique personality.

Based on the research and literature of Dewey, Taba and Tyler, the Springfield program emerged. The program was developed with administrators, teachers, community representatives, and students working cooperatively. An advisory committee appointed by the Mayor provided significant input to the structure and direction of the program. Academic and creative arts supervisors and principals provided suggestions of how the program could be integrated into the curriculum rather than developed as an "add-on." The creativity the teachers gave to the program shaped the implementation of the service projects as they applied long-standing but sometimes-forgotten unit and integrated approaches to the service projects. Students added their thoughts on what was appropriate and what service areas interested them. Their reflections and reactions were important in the future design of the program.

In addition to the adopted mission statement, the following planning guidelines were provided:

- assess what was already taking place in the school
- determine needs in the community that the school population could meet
- identify resources and interests of students and staff
- establish a theme
- establish a connection with the organization/group to receive services
- determine the major ideas/objectives to be learned
- review curriculum and select specific content to be learned
- build a repertoire of activities
- orient students and staff
- carry out the project
- reflect on the project, giving students the opportunity to understand the meaning and impact of their efforts
- evaluate to determine what worked, what did not, and how to improve (Kinsley, 1989) .

In the development and implementation of the service project, staff was given the opportunity to make decisions about the content and service activities for their school. One teacher felt she had been given "permission" to teach students in a way that reaches them (Cavanaugh, 1989). Most teacher-leaders and principals developed the service projects so that other teachers, students, and in some cases, parents and community representatives participated.

With learning objectives identified and connections with community organizations made, service projects became activities with students actively engaged in learning about areas such as the environment, the elderly, health/safety issues, the homeless and hungry, and citizenship through hands-on lessons. Curriculum content was learned in a lively manner, usually in group experiences both in the school and in the community. The flexible use of time

and methodology was evident and in fact, became an essential element in the service projects.

With teachers and students given the opportunity to build on existing service activities and by working cooperatively to determine how the service would be integrated into the learning process, the climate of the school reflected a more positive environment (Anderson, 1989).

Because the service-learning experience usually was integrated into the curriculum through an orientation and then a service activity, students examined why things occur as well as how they occur. The students were able to examine the issues and develop a sense of meaning and relevance to the service experience (Kinsley, 1989).

The Springfield CSL model and outcomes demonstrate the connection to the school reform characteristics as outlined by Michaels (see page 22) .

Reflecting on the school's service project for the homeless, Principal Judith Kennedy of Mary O. Pottenger Elementary School stated: "We're talking about community service during social studies, we're reading about it during language arts and we're writing stories about it. We're including it during art time when we're making placemats and flowers for the tables. We're singing about it. So it's involved in all the curriculum activities in the elementary school" (Paschetto, 1988).

Kate McPherson (1989) wrote about students in Purdy, Washington who researched and protected a stream as their service experience and applied accurate scientific methodology to make informed decisions about the effects of environmental change. Sixth grade students in Bothel, Washington used math skills to determine the amount of concrete they needed to complete a sidewalk and developed questions about volume, percentages and fractions. In the Puget Sound region, where teaching higher-order thinking skills is integrated into

community service experiences, Tacoma high school shop students built a chair for a fifteen month old child with multiple sclerosis. To do so they analyzed materials that provide stability and mobility, considered the growth of the child and planned an expandable design, applied the design to other handicapped conditions and evaluated the success of the final product. Finally, a cost benefit analysis required them to review critically all aspects of the work.

McPherson concludes, "If the content of the curriculum is organized around key community issues and if the effects of the information have real consequence, then content takes on a new meaning and significance for youth" (p. 7).

CSL becomes a natural part of the educational process when it is integrated into the curriculum, making it part of the teaching and learning experience (Kinsley, Growing Hope, 1989; McPherson, 1989).

Community Service Learning and Partnerships

There are many options for teachers to incorporate service into the school program. Some of the ways that schools, primarily high schools, have used to provide service opportunities include club or co-curricular, clearinghouse, course for credit, projects within the school, existing classes, independent study, school-wide project (Hedin & Conrad, 1987). In all of the models, connections and relationships need to be made with one or more community group. Although the youth service relationships are usually small in nature and design, the process used to develop partnerships can serve as a model. As with the formation of all partnerships, careful consideration and planning must take place in order for them to function.

The process for organizing the interaction between a school class and the participating community organization takes on the characteristics of a voluntary interorganizational model (Whetten, 1981). The characteristics he defines are:

1. Analyze the situation, identifying the need/problem to be addressed, identify the key organizations to be involved.
2. Manage organizational decisions, clearly defining the project and the roles of both groups.
3. Manage the decisions, outlining the objectives and structure, outlining a plan for the project.
4. Take action, making sure the fulfillment of responsibilities occurs.
5. Measure the impact on objects, assessing any changes that occurred with the individuals and the organizations (1981).

A model presented more simply was designed by the National School Volunteer Program (NSVP) (1981) (now National Association of Partners in Education) to demonstrate how volunteer relationships and programs involving the community in schools could be formed. Although the word partnership was not used at that time, the NSVP process is still timely.

The school volunteer development process includes:

Problem identification

Identification of program needs: Needs assessment of the target population

Goals of the program: Preparation of objectives in measurable terms

Identification of potential resources

Program design: Establish program procedures and process for implementation

Program implementation -

Resources
Recruitment
Orientation
Training
Assignment
Recognition
Evaluation.

The steps outlined closely resemble the implementation steps provided for Springfield schools as they began their CSL projects. The major difference

between CSL activities and volunteer projects is that teachers become directly involved using the process to design units of study based on curriculum objectives and students become the providers of service.

The important additions provided by McPherson (1989) and Kinsley (1988) combine service activities with learning objectives. In this partnership model, appropriate curriculum objectives and specific content areas need to be considered and applied. Reflection and analysis are key elements to bring about the desired results. As noted previously in this paper, the additions were drawn from the literature of Dewey (1916), Tyler (1949), and Taba (1962).

Community service learning is a benign way to involve a school(s) in the partnership process using school-based management. By giving the school the decision-making responsibilities for the design, and by identifying a teacher-leader to work with a principal and a team of teachers to coordinate the process of designing a service project, teachers become empowered to make decisions and build relationships with people in the community.

Jones and Maloy (1988) conclude that partnerships can affect school reform and provide change "if collaboration empowers teachers as professionals to interact with outsiders to renew a sense of educational purposes" (p. 5).

Further, they outline three major propositions inherent in interactive partnerships:

when teachers associate with colleagues and people from other organizations to exchange benefits, partnerships generate mutual learning processes. That empowerment counteracts the frustration, isolation, and organizational stasis experience by many educators....

as people from different organizations (or different parts of the same organization) interact, participants play new roles and develop new relationships. Experiencing new activities in different settings fosters both personal and organizational growth and development (Bronfenbrenner, 1979; Kegan, 1982).

...after learning new roles and experiencing other organizational cultures, partners infuse daily activities with alternative understandings about teaching and education" (p. 11).

Jones and Maloy (1988) caution that because of the "difficulties of interorganizational cooperation and a conservative culture pervading schools, ... there are ample reasons for partnerships to fall short of their potential" (p. 15). Based on Passow's (1986) study, they (1988) suggest four factors for consideration if partnerships are to achieve success and affect school improvement. A partnership "must involve changes in the knowledge, skills, attitudes, understandings, and values of staff; in the organizational relationship of the school; in the climate and environment of the school; and in the transactions between teachers and learners" (p. 5).

As the CSL movement matures, increased attention needs to be focused on staff development and training models to demonstrate how CSL can be infused into the curriculum and bring a reality to the learning process. The characteristics of successful partnerships for school improvement need to be considered, as well as the strategies necessary for the completion of successful CSL projects. The role of the teacher, the pivotal person in the CSL effort, needs to be further examined and framed in a way for teachers to easily adapt it in their work. Teachers need to know how to become the "orchestra conductor" in their classroom and how to bring the community into the learning process.

Although the discussion about youth/community service has existed since the early part of the century, the movement has made dramatic strides in the last two years. Service has long been recognized as an important aspect of American life. However, the concept has gained recent credence with the converging needs to increase a sense of community and citizenship among youth, to bring activity learning into the classroom, and to respond to the vast human and environmental concerns in society.

Before CSL becomes part of the mainstream in education, however, many challenges will have to be met and many bridges will have to be crossed:

- teachers will need to understand and be trained to infuse CSL into the curriculum
- school staff will need to understand how to use the community as a laboratory for learning
- experiential education will need to be accepted
- teachers will take on new roles, some organizing and supervising student learning experiences in the community
- higher education will need to include CSL in their teacher education programs and find new ways to work with their pre-school through 12th grade partners
- administrators will have to adjust policies to include service as a natural part of the schooling process
- communities will have to establish educational networks to provide students with the opportunities to participate in CSL
- families will need to share the values of caring for one another, understanding the need for a common good
- schools will need to consider how best to integrate CSL into the fabric of the school
- schools will need to establish a method of assessing CSL.

Before schools, administrators, and teachers are willing to accept CSL, they must believe and understand that the pedagogy provides learning benefits for students and that the changes that must occur in curriculum and methodology are worth the time and effort. If all of this comes about, Theodore Sizer's nine principles will be enhanced and John Goodlad's vision of a newly constructed educational ecosystem will become reality, Berliner's and Bossert's recommendations for effective teaching will occur, Jones & Maloy's partnership process will become a guide for positive interactions between community and schools. Schools will provide a way to help students build a sense of

purpose and understanding of the community. The community will provide a vast array of places where students can become actively engaged sharing their talents and learning.

Summary of Youth/Community Service Literature

For several years, research efforts in youth service have been conducted by Fred Newmann from the University of Wisconsin, Charles Harrison from the Carnegie Center for the Advancement of Teaching, Lee Levison from the National Association of Independent Schools, and Dan Conrad and Diane Hedin from the University of Minnesota.

Conrad and Hedin (1989), in a paper prepared at the National Center on Effective Secondary Schools, summarized the extent of research about youth/community service programs in the nation. They concluded that "Youth community service is a term representing a wide array of programs operating under an equally wide array of assumptions about their impact" (p. 17), and they suggest that, "At the risk of oversimplification, advocates can be divided into those who emphasize youth reform and those who stress reform of education" (p. 17).

Youth reformers advocate the need to "engage youth in meeting the demands of democracy" (p. 17) and usually cite the lower voter participation and statistics on the various social ills, including teenage pregnancy, substance abuse and crime. These advocates also cite data from the American Council on Education survey of incoming college freshmen (New York Times, 1988) which reflects a major change in values among this age group. The survey indicates:

the importance of the goal of 'being well off financially' rose from a far-down-the-list 29 percent in 1970 to 76 percent (the number one position) in 1987. In contrast, 'developing a meaningful philosophy of life' showed a mirror-image reversal in both percentage and place by moving from a top-ranking 83 percent in 1967 to a 13th -ranked 39 percent in 1987 (p. 18).

Advocates argue that service is an antidote to these attitudes and should be added to the experience of our youth "through requirements -- or opportunities-- for participation: a national service program, state or local youth service corps, revitalized service ethic in traditional youth organizations, school-based service clubs, and service requirements for high school and/or college graduation" (p. 18).

Those who advocate educational reform through youth community service focus "on the power of service to meet the basic objectives of schools: promoting the personal, social and intellectual development of young people and preparing involved and effective citizens" (p. 18). These individuals argue that service should become integrated into the academic programs of schools.

Using the developmental theories of John Dewey, Jean Piaget and others "who stress learning as an interaction with the environment" (p. 18), Conrad and Hedin focus on the education reform rationale. Summarizing a wide range of studies the researchers report:

a heightened sense of personal and social responsibility, more positive attitudes toward adults and others, more active exploration of careers, enhanced self-esteem, growth in moral and ego development, more complex patterns of thought, and greater mastery of skills and content directly related to the experiences of participants. Furthermore, when the impact of service on others has been examined, youth have proven to be effective in raising math and reading scores and in reducing drug use among peers (p. 24).

There are major challenges for those who conduct research in this area. Newman and Conrad and Hedin (1989) identify several problems which need to be considered in developing research instruments and projecting studies:

- service is not a single, easily definable activity like taking notes at a lecture
- within a service experience, different students could perform different tasks
- students don't experience service in the same way

- because of the wide-range of plausible activities, it is difficult to determine appropriate variables
- areas such as self-esteem, self-confidence are difficult to measure.

Increasingly, practitioners see a relationship between education reform and youth community service or CSL. If service experiences are to be connected to curriculum objectives and become part of the educational reform movement, understanding the role that teachers play in this process is essential. Thus far, research has focused on the benefits to students and recipients to service. Although the way teachers implement CSL and the outcomes of these experiences for teachers and their students has not yet been studied, they are an important part of the education equation if CSL is to become part of the mainstream in schools and play a key role in educational reform.

The review of literature gives us an historical context of CSL. It will be used as the basis for understanding the work of the team of teachers at Chestnut Junior High School as they integrate service into the learning process for their students.

CHAPTER III

THE CASE STUDY

Introduction

The case study will examine data related to the effort to integrate Community Service Learning (CSL) into the educational process during the 1990-91 school year in an inner-city junior high school in the Springfield Public Schools, Massachusetts. The principal, an interdisciplinary team of teachers, their students and community partners participated and provided data for the study. The three parts of the study will describe and analyze the history and development of CSL at Chestnut Junior High School, the design and delivery of CSL, and the students' activities and reactions.

Further, the study reports on the origins of CSL, the process of implementation, and the effect upon the participants in order to better understand the significance of the role of the principal, teachers and community partners as they interact to incorporate service into learning. The study describes the ways students become involved and their reaction to connecting community service to school. It also addresses concerns and obstacles that arise which block full implementation of CSL.

The educational reform literature and standards described in Chapter II for the "Best Practices and Principles of Community Service" (Poulson & Honnet, 1989), and the CSL development process in the Springfield Public Schools will be applied to the information obtained from the participants in the study to compare the practice in the school with the work of the theorists.

In the tradition of case studies, the goal of this study will be to develop comprehensive, systematic, and in-depth information (Patton, 1980, p. 301) about CSL at Chestnut Junior High School.

Through this examination, we will seek answers to the following questions: Can CSL become an integral part of a schooling process? And, if so, do principals, teachers and community partners view CSL as an integrated activity which responds to the needs of youth? What factors do they view as necessary to make this happen? How do teachers perceive the effect of CSL on teaching and learning? What factors do teachers identify that block the integration of CSL into classroom teaching? What do they consider the reasons for the success or lack of success of CSL? Do they believe that CSL meets personal, social, and intellectual needs of students?

History of the Development of Community Service Learning in the Springfield Public Schools

The Community Service Learning Program was established in the Springfield Public Schools in the spring of 1987 as an integral part of the school program. The then Mayor Richard E. Neal introduced the concept of community service to the School Committee and the administration of the schools in his capacity as chairperson of the School Committee.

A philosophy of CSL was adopted in March 1987, and a goal was established to implement the program in the entire school system, kindergarten through twelfth grade. A coordinator of CSL was appointed by the School Committee in the fall of 1987 to assume full-time responsibilities for implementing the program. Her previous experience, teaching high school social studies courses which included community and service as part of the curriculum and supervising Springfield School Volunteers in the Springfield Public Schools for ten years, gave her an understanding of the potential for service connected to learning and experience using the community development process to develop relationships between schools and community partners.

In December 1987, Mayor Neal appointed and met with a CSL Advisory Committee comprised of principals and teachers from the schools, central office

administrators, and community representatives. He outlined their mission: "to create service opportunities to ingrain civic duty and responsibility in the minds and lives of the city youth" (Rolzinski, 1990, p. 101). At the same meeting he also stated,

I've had an obsession with the idea of community service. I feel very strongly that we have failed to inculcate our young people with community service. We've somehow convinced our young people that they don't have to give back to their community. They understand their rights, but don't always understand their civic responsibilities (102).

Mayor Neal also provided several copies of Robert Bellah's Habits of the Heart for members of the Advisory Council to help understand the philosophical base for the community service program.

As school administrators and the advisory committee began to consider how to implement Mayor Neal's proposal, learning was added to the community service concept. If service was to become part of the schooling process, they felt, service should be connected to instructional goals and integrated into the learning process. The administration and the advisory council worked together to shape the philosophy which guided the direction of CSL. The program was designed to enhance academic learning and support the social and emotional growth of students rather than requiring a designated number of hours of service. Further, community service learning experiences were designed by students and teachers, and all students should be involved. With this approach, it was believed that teachers would be more willing to use service as a way to teach and the needs of students would be better met. These recommendations were accepted by the Advisory Committee and became the basic philosophy that guided the development of CSL in the school system. The basic tenets of the philosophy were presented in a mission statement from the Advisory Committee which the School Committee accepted in 1988. It reads:

Community service learning is a program in the Springfield Public Schools to develop and instill in all students a sense of the value of citizenship, of community, and the responsibilities that good citizens demonstrate to help each other to benefit the community.

Community service learning will provide every student in the school system with an understanding of the subject. Traditionally, community service learning programs are designed only for high school students so that they can gain experience in the community and learn more about the community. The Springfield Public Schools community service learning will become part of the program, kindergarten through twelfth grade, and will become part of the culture of the school system... (Springfield School Committee Minutes, March 16, 1988).

The early components of the CSL program included an elective community service course for high school students written by the newly appointed coordinator and five teachers, one from each Springfield high school, who participated in a CSL curriculum workshop. In the course, students learned about the various aspects of Springfield as a community and selected an area in which they wanted to become involved in service. Student applications, parent permission forms, participant time sheets and a volunteer agreement were prepared to support the students and communicate with their parents and the service site. Students kept a journal incorporating reflection as part of the course requirements. During the first year, some forty community agencies agreed to provide service experiences for the young people (CSL, Springfield, 1988). Students initially expressed skepticism about providing service, but by the end of the school year their journals indicated a positive reaction to their experience.

In addition to the high school course, each of the forty schools in the district was asked to develop ways to involve all of the students in service activities. A teacher was selected from each school to participate in a CSL curriculum workshop and to coordinate the individual school projects and received a small stipend for the additional work. Teachers were given the following CSL development process to use as a guide for implementing their school service experiences, recognizing that each in school culture, needs and resources would be unique.

CSL Development Process

- I. Establish an individual school or classroom service-learning theme.
- II. Determine school or classroom objectives:
 - a. Select content.
 1. Identify major ideas to be learned.
 2. Review curriculum areas applicable to theme, e.g., health, social studies, science, language arts, English.
 3. Select specific content to be taught for each grade.
 - b. Select and organize learning experience.
 1. Determine how you can involve some of the following methods in the service experience:
reading, writing, observation, research, problem-solving, discussion, graphs, art, music, drama, community interaction.
 2. Identify what students are expected to learn.
Skills to be taught.
Affective outcomes expected: attitudes, habits, self-esteem.
 3. Meet with community representatives(s).
 4. Build a repertoire of activities.
 5. Develop learning experiences.
 6. Establish timeline.
 7. Reflect.
 8. Celebrate.

The CSL development process evolved as a result of combining community development planning (Friere, 1974), and educational methodologies developed by Ralph Tyler (1949) and Hilda Taba (1960). Simplifying their theories, Friere's theory of development states that programs should be based on needs determined at the local level.

Tyler outlines a teaching method based on learning from real experiences. Taba advocates that the children should learn through interdisciplinary experiences focused on a theme which serves as the core of learning.

The theme a school adopted would be based on a need or interest identified at the school level. Community partners would be contacted to verify the need and plan jointly with the school to develop the CSL activity. Teachers could use the theme to motivate students, applying CSL developmentally. In some instances the school focused on their own community.

The reflection and celebration components were added to encourage teachers and students to pause and consider the impact of the experience and what was learned. Students were encouraged to reflect on their experiences through writing, drawing and discussion. The celebration was designed to acknowledge students for their achievements, creating an awareness that individuals and groups could "make a difference" in their communities and in the process, build self-esteem.

In the 1989-90 school year, some forty-eight agencies and organizations received services of students in the Springfield Public Schools (CSL Annual Report, 1989-90).

Chestnut Middle School

Chestnut Middle School, the former Chestnut Junior High School, is the oldest middle school building in Springfield. Built in 1903, it is physically old but "rich in history and memories" (Springfield Schools of Choice, 1990, p. 35). Located in the North End of Springfield, it is in an ethnically mixed, low income neighborhood with the majority of the population Hispanic. Although Chestnut had begun to use a middle school structure and philosophy in 1988, the school wasn't officially designated as such

until the middle of the 1990-91 school year, when the entire Springfield school district reorganized.

During the period of the study, 1990-91, Chestnut was a grade 7-9 magnet school, meaning that students from the entire city could elect to attend. A special gifted and talented program emphasizing mathematics, science and foreign language drew students from the entire city. Because Chestnut was primarily a neighborhood school, the largest percentage of students was Hispanic 78%, with 9% Black, 11% White and 2% Asian. To complete the demographics, nearly 90% of the 860 students qualified for the lunch program and the student mobility rate was high.

The principal observed, "Probably 80 percent of our students have all the qualities teachers learn about that are assured to make a child fail ---- a poverty background, a non-English-speaking family, the mother didn't graduate from high school, and so on" (Burbank, Spring 1991).

The principal and staff have seen these factors as challenges and have accepted the following goals:

We accept the responsibility to teach all students so that they can attain their maximum educational potential through a program characterized by high support, high content and high expectations.

The staff at Chestnut Middle School believes that all students can learn and can achieve mastery of basic grade level skills regardless of their previous academic performance, family background, socio-economic status, race and/or gender.

We believe that our schools' purpose is to educate all students to high levels of academic performance while fostering positive growth in social/emotional behaviors and attitudes (Schools of Choice, 1991).

In the 1990-91 school year, Chestnut established the theme, "Reach Up and Reach Out," which seeks to remind all that there should be no limitations for a child's education. The theme encourages academic achievement and emphasizes the importance of developing self-esteem as it acknowledges the need to understand and be responsive to each other and the community. Teachers were encouraged to place strong emphasis

on Community Service Learning and experiences that reach out to others in a helping and meaningful way.

The Chestnut family "reached out" for additional support from the community and received small grants, ranging from \$3,000 to 5,000 from:

- the Edna McConnell Clark Foundation Grant to write and implement interdisciplinary curriculum,
- the Carnegie Foundation "Turning Points" Grant in cooperation with the Massachusetts Department of Education and the University of Massachusetts for the certification of and training site for middle school teachers, and
- a Student Assistance Team on site and operational for two years.

In addition, the Massachusetts Department of Education recognized the school and its business partner, Springfield Institution for Savings, as a Massachusetts Exemplary School-Business Partnership in 1990 for the Adopt-A-Student Program.

The general philosophy of the school was expressed by the principal in an article in the Massachusetts Teacher:

We don't focus on what we don't have, on the poor background of the child, the lack of a good home setting and poor reading skills. Instead, we focus on what we do have and expand on that. This approach gives us and the child a different outlook about where they're going -- it's not catch-up or going back, but moving ahead (Burbank, p. 42).

Community Service Learning at Chestnut Middle School

When the principal was appointed to the administrative position at Chestnut in 1987, she found the school in crisis. She had worked in the school system for several years and was transferred from the assistant principal position at Van Sickle Junior High School to Chestnut. "There was a great deal of unrest in the neighborhood. Almost every day there was a fight adjacent to the school " (p. 40). The school staff was

enlisted to address the situation. Many organizational and programmatic strategies now associated with the middle school structure and philosophy were put in place, including smaller instructional units, shortened instructional periods which provided more flexibility, and interdisciplinary teams with an emphasis on community service (p. 40).

The principal indicated her interest in making CSL part of the initiative to restructure Chestnut. She compared the personal aspect of middle school practices as synonymous with CSL practices, "looking, assessing and doing." Her motivation for and knowledge about CSL came from her previous experience on the initial CSL Advisory Committee.

She remembered these early times and reflected on how service connected to what Chestnut was trying to do:

I was struggling with educational issues, social issues, staff issues, organizational issues. It seemed that one thread might unite all those issues in one unifying force. ... The whole idea of service as learning and learning by doing and reaching out into the community, involving the education of children beyond the school made sense.

The principal views CSL as a means to integrate learning, "a total integration of everything you're teaching children." She feels that CSL teaches the "basic premise of education in a democracy," that it becomes "a vehicle by which we teach children to live in and be healthy, happy members of that democracy, contributing members of that democracy."

Further, she stated:

...we've come out of an era where we talked about rights and we explored our individual rights. That first generation who talked about rights had their parents background and were taught about responsibilities and the terrible weight of having rights and freedoms. Somehow we've lost that. I think we now are starting to look at the missing ingredients.

To translate that philosophy and rationale to the education and needs of students at Chestnut, the principal continued:

...we realize our right to make our own decisions about our own happiness or what we want to do also bears some responsibility for our own actions. We learn that by doing. If we're angry about poverty in the North End

and we just grouse about it, then who do we expect to change that? That's our responsibility, and that's our empowerment to see that we can make a difference.... CSL is a vehicle."

With this belief system, the principal guided and "coached" the development of CSL at Chestnut. The first CSL theme adopted in 1989 by the Chestnut staff and students grew out of a need in the school to increase respect and discipline within the building and out into the neighboring community. The "Be a Good Neighbor" theme was adopted by the school to encourage students to be more respectful and less aggressive and to help create a more conducive learning environment within the school.

The principal appreciated the fact that the Central Office administration didn't mandate a specific program. In her opinion, leaving the design of the program and selection of a theme up to the schools was an important factor in the development of CSL at Chestnut. "Designing CSL, we made the motive very concrete, meeting immediate needs and very do-able. I think the fact that CSL was strongly encouraged, but not mandated, was important because that's the essence of any involvement," she observed.

The theme formed a general umbrella for a variety of activities that teachers and students developed during the year. To create an understanding of the theme, the art department conducted a poster contest for the best "Be A Good Neighbor" poster. Consequently, the walls of the school were covered with dozens of posters conveying the message to the student body.

Activities occurred in classrooms as well as school-wide projects. One teacher and his students produced a video, "Portrait of a Neighborhood," which depicted the rich heritage of the community. Throughout the history of Springfield, the North End has been the entry point for immigrant groups, the French, Jews, Irish, Blacks and currently Hispanics. Many people representing the various ethnic groups and former neighbors were interviewed and represented in the video. The video helped the students gain a sense of history of the neighborhood. Because of its quality, "Portrait of a

Neighborhood" has been shown on the local access cable network and continues to be used for school orientations and programs.

The school also instituted an annual event, "Chestnut Homecoming: Take a Walk Down Memory Lane." At this event, former graduates return to the school and provide students with motivational thoughts and incentives regarding education and possible careers. They share a bit of Chestnut history and build pride in the traditions of the school.

On a Saturday in the spring of 1988, staff, parents and students gathered at the school to clean-up the outside of the school and neighborhood. Graffiti was scrubbed off the building, the lawns were raked and trash was collected. Goodwill was extended to the neighborhood, the school had a new look and students and staff interacted on a "neighborly basis."

The principal noted that when you center your work around a theme, it tends to guide your thoughts and attitudes toward something, "it gives you a focus when you're searching for meaning." By integrating service as the focus of a theme, she reflected that the values inherent in service help provide meaning. Thus the next logical step was for staff and students to identify what they meant by what they were doing. With the "Good Neighbor" theme, how did that translate for students in terms of drawing graffiti on the walls of the school, and in their lives? How did the theme affect attitudes toward the neighbors and the climate in the school? This was a time for all to reflect on the total experiences.

The principal valued the theme as a way to focus learning. She saw the real challenge in connecting CSL with the individual student and personalizing it:

What really has meaning to any one of us is that little niche that is ours. So we need to be careful, as educators, to personalize community service learning. It's a vehicle to personalize learning and our own feelings. That's really the hot button for all of us about learning. It had meaning to me. I felt good about it. I learned something. It's going to help me, and oh yes, and help someone else. You know it ultimately helped me.

Further, she believes that CSL helps teachers teach to the individual child. Teacher/student relationships develop in a such way that by "looking into the eyes of each child and seeing their educational needs," education can become personalized.

As the principal traced the evolution of CSL at Chestnut, she focused on three stages. The first was the "identifiable discipline issues in the school. The simple frustration of noisy halls and children disrupting classes or each other... we clearly identified that wasn't being a good neighbor."

The second stage focused on the external situation in the neighborhood where definite problems existed, including tension between the school and the neighborhood. The principal reflected that being a good neighbor, with work crews helping in the neighborhood and cleaning up their own building, made a statement to the community.

As the concept evolved at Chestnut, a third stage emerged which supported the student- centered philosophy at the school. The principal explained how CSL empowers students and staff to respond to basic human needs:

to make a difference and to be able to stand on our own....We often show our feeling of lack of power through anger, aggression, frustration, withdrawal, all of which are not productive for a society... By taking a child and showing them that they can make a real difference either for someone else or because of, or as a result of their actions, the inference then is that 'I make a difference'... Then you can draw that inference toward mathematics, and that nebulous thing called self-esteem, that we all struggle with, is enhanced.

The principal also suggested that CSL done in school-wide theme activities and in individual classrooms provided a way to implement Chestnut's adopted "learning cycle" in which:

1. Staff and students learn something.
2. They experience the learning in some way.
3. They celebrate the knowledge and experience.
4. They reflect on it.

The learning cycle condenses and parallels the CSL development process (cited on pages 50 & 51) into a four step process.

In summary, the Chestnut CSL program, as viewed by the principal, is based on the concept of:

building a sense of community...through a careful and structured process designed to teach students those things that encompass the outcomes of a good education. It is a careful attempt to free staff and students from the 'system,' and in so doing, empower them to assume responsibility for their choices and actions (Anderson, et. al, June 1991).

The Gold House Service Experience 1989-90

The Gold House at Chestnut Middle School is comprised of some 100 seventh grade students taught by an interdisciplinary team of four teachers. Their rooms are clustered together on the second floor of the school. On Monday, Wednesday and Thursday the team members come together and meet for a period to plan integrated learning activities, deal with organizational issues, meet with parents and counselors about individual students, and other items pertinent to their work.

In the fall of 1989, the mathematics teacher in the Gold House received a request from a puppet and family theater organization in Western Massachusetts to provide ushers for their Saturday morning programs at a downtown theater. The theater's mission is to provide puppet and family fare to racially and socio-economically diverse audiences in western Massachusetts. The request did not come through the school, but rather, serendipitously, via the teacher's sister, who had worked with the director of the puppet and family theater at a local social service agency. Although the teacher was well aware of the "Good Neighbor" theme, initially she didn't consider this activity closely tied to the school theme, but simply a Saturday morning activity for students. Her thinking was reinforced in the way the request came.

The teacher's initial reaction was one of skepticism as she wondered if these 7th grade students could accept the responsibilities of ushering hundreds of students and parents for the ten scheduled shows. Would they show up regularly? Would they

behave? Would they take the job seriously? She consulted with the other team members of the Gold House teaching team, the principal and her sister, a social worker, who all agreed that the service opportunity was workable and worth trying. The teacher recalls, "...they thought it was worth the risk. To me, it was a huge risk." In her classroom she had control of the students. With this community project, she wasn't sure she would have control. She wasn't sure it was worth the effort to organize the students and give up her time on several winter Saturday mornings. As a mathematics teacher, she wanted to see a connection to math and realized that, "this was definitely more in the realm of anything but math." As she reflected on the situation, she said:

We didn't think the theater experience was anything educationally recognized. We just did it because it was a response to a need. I looked at it as an experiment, and no one discouraged us and that was the big key to doing it.

A second teacher agreed to help implement the activity, together with the director of the theater. As they talked to the principal about the project, they began to see it as a community service.

The theater director and teacher began to plan. The director indicated that although in previous years adults and high school students had ushered, he felt middle school age students could perform the task because the show would be of interest to them. He also wanted the students to act as greeters to the little children and their parents in chipmunk and rabbit costumes.

The teachers decided that they would make the experience available to everyone in the class. As one teacher said, "We didn't want to give it to just the 'top' kids that we knew would behave well. We even took a chance with one student who had given us trouble." And, according to the teacher, he ultimately became one of the best ushers.

The teachers obtained job applications from McDonald's and asked the students to formally apply for the job as an usher. Clear lines of communication were established between the principal, team teachers, and parents. Many phone calls

between the teacher and the director were needed to organize details and clarify roles. Additional responsibilities were outlined for the students as ticket takers, occasionally as concessionaires and helping as production assistants. Eventually, some thirty students were selected and trained by the theater director to assume their new roles on Saturday morning. He explained the importance of the service experience to the 7th grade students, helped them understand what was required and what their roles would be prior to and during the puppet theater performance. Their tasks could be very demanding he explained, as many parents with little children enter the theater and want to find seats. The ushers must know the physical layout of the theater, be polite and helpful, and in some instances solve problems that arise. In essence, he told students that they would be managing the theater prior to and during the production. Most of the students had never been given such responsibility or personal challenges.

The teacher acted as the catalyst, organizer, time-keeper. When necessary, she would bring the students together to assess the situation and be present to answer questions and "coach" the young people. Basically, she organized a structure and assigned tasks to the students.

Students' responses to their jobs were far beyond the teachers' expectations. The supporting teacher from the team observed:

Watching kids who in the classroom created problems, at the theater were very independent, very responsible, and able to deal with situations that I thought they probably wouldn't be able to deal with, and in a very mature manner.... They had a feeling of responsibility. They were given responsibility.

Students maintained interest and performed their tasks. One student, when asked what important thing she had learned from the theater ushering experience, said that one day she was late, and by being late, saw it was disruptive. No one had covered the door she was supposed to cover, and people were filing in unsupervised. She realized then how important she was to the whole process. Her comment, "Well, I'll never be late again."

The director reflected that the students viewed the experience as a work environment. The fact that they felt they were performing a "job" added to the "grown-up" significance of the task. He remembered, "One of the girls had come up to me with different nephews for whom she had been given free tickets, and said, 'I want you to meet my boss.'" He felt that they really understood their roles and "rose to the occasion" to perform them. Overall, the director complimented the students for the way they performed their tasks. He stressed that there were very few times in which the students didn't fulfill their assignments and said, "that's remarkable because over the season, we deal with thousands of people."

The teacher used the experience as a way for students to apply math skills, particularly word problems, that would help them understand the seating arrangement in the 1,000 seat theater. For example, the theater is set-up like a coordinated plane, and the teacher gave the students exercises using their multiplication skills to figure out how many seats in a section. She also had students conduct a survey of the patrons for the theater director, complete with a statistical analysis of the survey, including percentages and answers.

The teacher became enthusiastic about the theater experience and suggested to the team that they look for ways to expand the community service experience to the entire Gold House. She expressed motivation for expanding what was now considered community service:

I see them (the students) in a different way. I see them as responsible, efficient and problem-solvers. When they come in my classroom, I probably even treat them differently because I see them the way they can be in other situations.

The experiment had worked out, the risk found to be worth taking. As the teachers began to consider how to expand the program, the idea of using "community" as a theme for an interdisciplinary unit developed. As part of the unit, the team and the theater director decided to join forces and apply for a grant from the Massachusetts

Cultural Council. Grant money could provide them with resources to have the theater's core artists work with students to create five puppet plays with geographical, environmental and cultural themes. Students would research the cultures and biological communities of the different environments to help create the settings for their plays. They would then write the plays and build the puppets and scenery under artist/teacher supervision. As part of their community service, they would perform the plays for their peers and elementary schools. Although the grant and many letters of support were written, the proposal was not funded. However, the concept of community service had been adopted by the Gold House team.

The Gold House 1990-91

Flexibility is one of the principles of a middle school and the Gold House teachers responded with resiliency and flexibility when they heard the disappointing news about the grant. The application process had provided the teachers with the opportunity to plan and write an interdisciplinary theme for their House. They still wanted a "Community" theme and to involve all students in community service learning. Because they wanted the students to look beyond their local community to the world community, they decided each class in the Gold House would represent a different biological community. Each teacher identified a way(s) students in the House could participate in community service learning.

Students were introduced to five world communities which relate to science: the ocean, mountains, desert, rainforest, and grasslands. They voted to take names of animals that live in their particular community. The Dolphins, the Eagles, Scorpions, Leopards, and Cheetahs became the names of the five classes within the Gold House. Students learned about their particular biological community using related curriculum areas and wrote reports. Each class created an environment with posters and other art

work. The English teacher located a folktale for each biological community. U.S. Operation Desert Storm took place during the middle of the school year and focused attention on the desert community.

In addition to the biological "community" theme, the Gold House teachers selected a variety of CSL options for the students, representing activities within the school and the neighboring community. They also began to consider consciously how the service was connected to the learning process. As when they had begun the theater experience, they had not considered it as "anything educationally recognized," but as a traditional form of community service. Through their activities, students' growth and development became apparent. They realized how their activities related to the larger school-wide CSL theme, they began to see them as a valuable part of their students' total educational experience in the Gold House.

The Chestnut school-wide theme, "Reach-Up and Reach Out," related to the work already done in the Gold House. Teachers, parents, and students felt the theme would help raise expectations. And by including CSL as a vehicle for learning, teachers believed the students could realize their potential and assume responsibility themselves and for others as they "reached out" to their community.

Gold House teachers planned an assembly, in October 1990, to formally introduce the CSL experiences to the students. The researcher attended as an observer. Teachers prepared a participatory lesson which taught about commitment in a very symbolic way. The day before the assembly, every student was asked to trace his/her hand on construction paper, cut it out, and write his/her name on it. On assembly day, students gathered in the auditorium with their paper hands. A banner announced the "First Annual Community Service Learning Assembly." On the walls of the auditorium were four-foot-tall paper hands, each marked with the name of a community service project. Easels held charts describing the service activity tasks. The atmosphere reflected controlled excitement and enthusiasm.

The mathematics teacher, who had sponsored the theater experience the previous year, set a serious tone for the assembly, stating that there were many opportunities for service experiences in the school and community. She explained that teachers and/or community partners would describe their particular service activity. She asked the students to listen to all of the speakers and consider carefully what service they wanted to do.

With a press ticket in his hat to capture the students' attention, the English teacher described how the students could serve on the school newspaper, The Eagle Eye and Monday Memo. Students could interview people and work together to write articles, and in that way serve the whole school. The newspaper needed artists to draw cartoons and design ads and salespeople who would sell ads to local businesses.

The reading teacher described a program at the neighborhood elementary school in which students help younger students in reading and writing, read aloud, use video equipment for skits, do creative arts and crafts, and help with games.

Holding a large jar of water representing the Connecticut River water, the science teacher described a water testing project in which volunteers would work with the Connecticut River Council testing the river that borders the neighborhood, as part of a larger testing project. Students would take water samples from the river, record them, and clean along the river edge.

From the American Red Cross, the volunteer director showed the students a video on the Junior Red Cross and how young people can become involved in activities ranging from disaster training, first aid, to working with elderly people in nursing homes. Chestnut Junior Red Cross volunteers would serve at neighboring Chestnut Knoll Retirement Home.

The New England Puppet and Family Theater Director, realizing the students had been sitting for some time, wisely asked them all to stand up and stretch. Then he described last year's service experience in which thirty Chestnut seventh grade students

worked on Saturdays, serving thousands theater patrons, selling tickets, ushering, becoming animal greeters and helping in other ways around the theater. Three students talked about how much fun the experience had been the previous year and the responsibility they learned.

As the final presenter, the social studies teacher asked students to consider helping at the Gray House, a multi-service social center in the neighborhood, doing office work, helping keep the yard clean and raking leaves, tutoring younger children and working with youth groups.

Following the presentations, students were directed to think about all of the options and decide where they wanted to help, where they wanted to "lend a hand." Each child was encouraged to select the large hand representing the community service project of their choice. Students were told that only those who wished to participate should do so, and they could change their minds in the next few days. Later they would fill out an application. The initial results showed that the theater received 26 hands, the reading program 18, Junior Red Cross 7, the newspaper 6, Gray House 6, and the Connecticut River 4. Several students chose not to identify a service experience.

The students took this selection process very seriously. Some did change their mind. After a few days, almost all of the Gold House had made a commitment to a community service project. They symbolically placed small hands on the larger hands which had been put on the Gold House hall corridor walls. The large hands remained as wall decorations throughout most of the year, acting as a reminder to the students of their commitment.

Before relating to the detailed descriptions of each service experience, the changes that took place after the initial assembly should be noted. In late October, the teacher responsible for the reading program with the local elementary school was appointed assistant principal of Chestnut. The teacher who replaced him was transferred to an elementary school, and a long-term substitute arrived later in the year. Because

Because neither teacher was at the school long enough to become involved in the CSL reading program component, the reading program did not materialize and caused disappointment for some of the students.

The second change was the cancellation of the Connecticut River water testing project, because the community partner was unable to supply various testing devices and a connection to the larger project. Without this important support, the teacher canceled the water testing project. The teacher involved assumed the responsibility for the Junior Red Cross activity with Chestnut Knoll and, later in the year, worked with a class on a CSL activity related to an environmental issue.

The English teacher and advisor to the newspaper decided that the newspaper shouldn't be viewed as community service. Although he continued to advise the newspaper, students involved in it participated as an extra-curricular activity. The teacher later conducted a writing process service-learning activity with Chestnut Knoll. He also coordinated a Christmas assembly program held in the school auditorium, attended by residents from Chestnut Knoll.

Gold House Community Service Learning Sites

Each CSL site will be described in detail to develop further understanding of the various ways CSL was implemented at Chestnut. The community partner, the organization providing the site for the service activity, and the in-school CSL topic will be described as well as the development process that occurred. Within the development process, key elements and conditions that will be considered are: the community partner, connection with learning, activities that took place, what students learned and how they learned it, the effect on the students, and the effect on teachers.

The sites include: the puppet and family theater; a neighborhood retirement home with an after-school program, a writing process intergenerational class, and a

Christmas assembly; a science class examination of an issue which was shared with the community; and a neighborhood social service center.

The Gold House Theater Service Experience - Second year

The second year of the theater experience operated as effectively and efficiently as the first. Planning and organizing followed the established pattern described earlier on pages 58-61. Students maintained interest and involvement throughout the run of the six shows. The teacher and theater director developed a deeper sense of what the experience meant for the students, particularly how it affected students' social growth and development. The teacher more clearly saw how the experience positively affected her role with the students in the classroom.

Defining CSL after two years' experience, the teacher said, "I think it is the lives of students and real people touching each other." She continued:

I guess what I mean is, teachers aren't real people to students and somehow in a community service environment, students are working with real people. They may see their teacher as a real person for the first time, and they might see other adults as people they can respect and relate to and be respected by, needed by.... I can think of some kids who just behave differently around me. I think it's because they remember that they were a different person in front of me at the theater. They bring some of the responsibility, the respect they live at the theater....When they do something wrong in school, I know that they really can do what's right. They know that I know, so it becomes easier to break their cycle of behavior.

Further reflecting on the experience, she said, "You can work a half a year, or a whole year before you'll get that in the classroom. Outside the classroom, it will happen almost instantaneously."

She sees the CSL process as a way to connect to and develop the self, the inner being of the young people in a positive way. "It also reverses the order of the pre-

adolescent life....usually they function from the outside in. Their physical needs are met." She feels CSL gives them the opportunity to build in the other direction.

I feel this way because some of the students shocked me with behavior that was different than in school. Now I can see everybody as having a lot of potential. And I am probably the biggest skeptic as far as community service is concerned.

Although initially she felt community service was not a very good use of time, the theater experience changed her mind. She observed:

I guess my experience with community service is analogous to what the kids go through. Once I did it, I saw things differently. For the kids, once they're responsible, once they serve others, and problem solve, they become believers in all those good things....It flashes out what learning is to be. They take what they're learning and they put it to practice right away. It's problem solving, critical thinking....I've elevated my expectations.

She saw the students' experiences as opportunities for them to assume an adult role and to be looked up to by hundreds of little children. "They look upon themselves as providers of good."

The theater director considered the experience successful. He described the work environment as respectful to the students because they were praised for doing a good job. He also felt the environment was freer than in the school setting. He sensed the students developed ownership towards the theater and took pride in it. "I think they feel as though it is their turf.... And I think they really like giving of themselves."

Although the theater experience is viewed by the partners as extremely successful, concerns about the lack of time spent on reflection were expressed. After the performance, the teacher led the students in a discussion about what they experienced; and during the performance, she talked to them about what was taking place. Finding the time in the school day to bring the students together was extremely difficult. Ideally, she felt more time could have been given to reflection.

The teacher observed the keys to the success of the experience were solid planning and clear communication between the partners. The theater director had

presented a concrete activity to the teacher to be adapted for seventh grade students and they worked together in the planning stages and throughout the experience. The teacher recalled:

There was a phone call that landed in the right place. The principal signed off on it. Another principal would have given it to the honor students, and that would have been the end. It would have been a one shot deal. But this evolved. It didn't start out to be what we ended up with. Once the evolution started, we realized what we could do with it. It's just getting this to the fertile ground. And how do you find the fertile ground when we're [as teachers] so insulated?

As the project evolved, students were given responsibility and performed successfully. Their response gave meaning to everyone's involvement as their behavior demonstrated they liked what they were doing and felt they were helping in some way.

Building on the fertile ground concept, the teacher used a metaphor to describe the experience and the cooperation that took place:

The experience was like using fertile ground, planting and growing strong plants. With the theater experience, we had the fertile ground. The teacher was the sower of the seeds, in this instance, the children. The sower tills the soil and stands by and watches. The seeds know what to do when they get there, the seeds know how to grow, they don't betray you if the ground is fertile and if the sower tills appropriately. That's the part that I believe now, but guess I wasn't really convinced initially.

A Neighboring Retirement Home

A retirement home located next door to Chestnut Middle School has been serving elderly women for over 100 years. The building is a stately brick Georgian structure with spacious grounds surrounded by a chain-link fence. Thirty-four of the residents care for themselves and lead independent lives. Eight residents live in the infirmary and receive care. It is a non-profit, privately run institution. One criterion for admission is financial independence and for the most part, residents maintain their own funds. For many years, the chain-link fence around the home provided a feeling of

security for the residents but, symbolically, cut the home off from neighbors, including the school.

In 1987, Chestnut teachers and students began to work together with the residents of the home on joint activities: social studies students interviewed the seniors for a project, a Spanish class taught the seniors Spanish so they could communicate with the employees at the home, and the seniors received invitations to programs in the school auditorium. Both institutions began to see how the seniors and the students could benefit from intergenerational programming.

Three very different intergenerational service experiences developed during the 1990-91 school year between the Gold House students and the seniors.

- Early in the school year, the Red Cross and the home's activity director proposed that students become Junior Red Cross members and volunteer at the home. Knowing the Gold House CSL plans, the principal told the teaching team about the offer and they decided to include the service experience as an after-school activity.
- At Christmas, the seniors were invited to an assembly in the school auditorium where the entire Gold House presented a holiday program.
- During the spring, the English teacher developed an intergenerational writing process project which took place at the retirement home and produced a booklet of writings which was shared with the seniors.

The Junior Red Cross

The activity director and the teacher adviser for the Junior Red Cross planned to have the students and seniors meet together after school two Wednesday afternoons each month for the purpose of helping the Red Cross and developing activities together. The teacher and the activity director agreed that the students and seniors would meet

together, plan and conduct activities every other week. At the beginning, there was no set program schedule. The program evolved based on student interest and the activities taking place at the retirement home.

For the first experience, the Junior Red Cross students helped put together a massive mailing for the Red Cross. Some twenty-five students participated and worked from after school till six o'clock.

Later they assisted with a major Red Cross fund raiser, a five mile race. Chestnut students were stationed at the half-way point of the race, giving water to the runners, and then helping the runners when they completed the race.

The students and the teacher met on Wednesday afternoon to plan for the following Wednesday's service experience. The activity director also made suggestions based on activities she was planning for the seniors. The service experiences included addressing Christmas cards for patients at Shriners, playing word games, viewing a tape made of the Christmas assembly held for the retirement home residents, showing and discussing the Chestnut produced video "Portrait of a Neighborhood," creating Valentine decorations for the seniors' room doors, showing the ladies how to make large tissue paper flowers to accompany a Hawaiian theme activity at the retirement home, sharing the gerbils from science homeroom, and planting marigold seeds, watching the plants grow and later delivering them to children at Shriners' Hospital.

The latter project appealed to all. The ladies watered and nurtured the plants and showed them to the students as they were growing. When the plants were mature enough to share with the children at Shriners' a group of students and five seniors from the retirement home delivered the plants. Reflecting on the event, the activity director said:

They all seemed pretty excited about it. The students were excited and the ladies felt they were doing something worthwhile for somebody else. I think that's important for the elderly population.

During National Red Cross Week, the activity director explained the purpose of the Red Cross and gave the students some brochures. She described her experience as a high school Junior Red Cross volunteer. She felt this session helped the students understand that they were part of a broader community service effort, beyond the local service experience at the retirement home.

Toward the end of the year, the teacher encouraged the students to make large, cheery nametags for all the seniors. Each student interviewed a senior to find out what they liked. Based on the interview information, each nametag was specially designed for the individual receiving it.

During the year, the teacher's biggest frustration was trying to get the students and seniors to mingle. Sometimes the students would "clump together because they were shy... and some of the seniors were shy." The teacher and the activity director rearranged table configurations to bring them together. Recognizing the value of the nametag activity, the teacher planned that activity as the first one for the following year.

Both the teacher and activity director saw benefits for the seniors and students. They observed a mutual giving and sharing as students gave of their time and the seniors obviously wanted to be with the young people. The seniors shared their thoughts about being young and the students learned. They observed that eventually these simple service experiences brought the generations together, sharing developed and each seemed to understand the other generation better. The students involved in the Red Cross experience also noted that they changed their attitudes towards the elderly. The activity director commented:

When you pick up a book and read about what it was like 50 years ago, you don't find any common bond between 50 years ago and yourself. When you have a relationship with somebody who tells you about what it was like, that becomes something more significant.... It also helps to dispel myths about the elderly...When you develop a relationship with them, you see that they are not all the same, they are all different.

Students helped fill the void for seniors without family when they made things with and for the seniors at holiday time. By sharing information with the students, the seniors felt useful. According to the activity director, "When seniors retire, they begin to feel they are not needed. They need a worthwhile goal to build up their self-esteem and their sense of still being a person who can contribute to something." She believes this service experience helped counter those feelings, "I think in that respect community service projects are good projects for the elderly."

During this time, the activity director observed that the students and seniors began to look upon each other as neighbors. Previous barriers that had existed began to fade. The teacher recalled that when they took the plants to Shriners', one of the students introduced the seniors as their next door neighbors.

The activity director observed that she saw the students grow in self-esteem, feel appreciated and wanted. "The Junior Red Cross volunteers are giving of their own time. The ladies thank them and say, 'We like you coming over.'" The teacher added her thoughts, particularly about students' growth in developing responsibility and socialization skills. "Our kids don't learn these social skills, even simple ones like using the telephone appropriately. This experience exposed them to many of these skills." She recalled in the beginning how difficult it was for the students to overcome their shyness, reach out and talk to the seniors. By the end of the school year, the "reaching out" had happened and everybody was talking. Self-esteem, which the teachers had identified as an outcome of successful service experiences, seemed to have developed sufficiently to give them the confidence to form relationships with the seniors. Some of the students felt so good about the experience that they asked if they could continue helping at the retirement home in the summer.

The planning and organizational aspect of the service experience was helpful for the students in developing responsibility. The teacher reflected,

"...planning, that's what they like to do most of all... As soon as one session is done, they're thinking about the next meeting." They liked the idea of planning something, preparing it, and bringing it over there, and seeing it work. They could see the results. After the experience, the students would say, "Well, that was a good idea, now what will we do next?"

The teacher continued:

I think it comes out that they feel more responsible. They couldn't sit down and say, 'Well, this is what I've learned from this experience,' but the end result is, they feel important. They feel ownership. I watch them walk in there now and they are comfortable. They used to walk in there and huddle in a corner. Now, they feel they are an important part of it.

The teacher observed that the seniors also became more comfortable and began to suggest things to do as well.

As with the theater experience, it was difficult for the Junior Red Cross volunteers and the teacher to find time to reflect formally on the experience because of the many demands on the teachers and students. Walking back to the school, the teacher and students would discuss what had gone on and how it had felt. The teacher recalls that the students always showed excitement for the next thing that they were going to do.

The Christmas Assembly for the Seniors at the Retirement Home

At holiday time, the English teacher taught all the Gold House students the Christmas poem "Twas the Night Before Christmas" as part of an elocution lesson. The students were asked to memorize the poem and recite it at an assembly. The teacher felt that learning the poem would have more meaning for the students if they had the opportunity to use it in a performance. The team therefore decided to invite the seniors from the retirement home to attend a Christmas assembly as honored guests.

Students wrote invitations and sent them to the retirement home:

Chestnut Street Junior High
495 State Street
Springfield, Massachusetts 01107

We, the students of the 7th grade Gold House, invite you to a Christmas entertainment party. We will recite the poem "A Visit from St. Nicholas." Original raps will be performed by two of our students. Refreshments also prepared by students will be served.

We hope you will be there.

Where: Chestnut Auditorium

When: Thursday, December 20th, 10:00 a.m.

Assembly day arrived, and ten women from the retirement home came to the school. The researcher attended as an observer. Students greeted the guests at the door and escorted the seniors to their seats in the auditorium. Students' manners were impeccable. The entire Gold House student body, some one hundred seventh grade students, was seated in a square block of seats facing the row of women.

The English teacher opened the assembly with an explanation of the holiday nature of the program or "entertainment party" as it was named by the students. Students working on elocution in their classes would share and practice what they had learned including the rendition of "The Night Before Christmas" and raps written by students.

As she welcomed the guests, the principal told of her pleasure that students were doing something for their neighbors during the holiday period. Pleased that the students

were working on something as important as elocution, she asked the seniors to think back to their elocution exercises when they were in school. Remembering, they smiled.

Capturing the attention of both the students and the seniors, the English teacher told of the history of "The Night Before Christmas" and its responsibility for popularizing Santa Claus in our culture.

Then the students rose, and, in ensemble, began to recite the poem without a single visible piece of paper. They seemed to love to shout out the names of the reindeer and to tell the familiar story. The students knew every word and projected tremendous enthusiasm and expression throughout the presentation. The English teacher had prepared them well. The seniors again smiled and showed their appreciation for the presentation as did the other adults present. The poem seemed to touch the child within the students. The researcher wondered if they had recited the poem only for peers, if they could have allowed themselves to be so joyous or if they wouldn't feel they needed to be "just a little cool." The researcher concluded that the enthusiasm for the poem and the quality of the presentation would have been different without the presence of the seniors.

Following the poem, as promised by the invitation, the seniors were entertained by rap music written especially for the program by one of the students. Four other students performed the rap. The music students wanted to show the seniors examples of today's music, as it compared to the entertainment provided by the one hundred year old poem. The student audience clapped and laughed, showing tremendous appreciation for the rap music. The seniors also clapped and appeared to enjoy the experience.

When asked her impression of the program by the researcher, a senior who also happened to be a former principal in the school system, indicated that she enjoyed the students' enthusiasm. When asked for her reaction to the new music by a teacher, another senior replied, "Oh yes, it is very lively." To her great surprise, one of the seniors had a short dance with one of the students. The smiles on the seniors' faces and

their expressions of thanks certainly indicated they enjoyed both the old and the new aspects of the program .

Students baked chocolate chip cookies and decorated sugar cookies and served cider for the to the guests.

Although this was a short CSL experience, it provided another example of how the service theme applied to the work of the Gold House and demonstrated that community service had become a part of the team's ethic and practice. In this instance, the CSL activity grew out of a teaching activity. Students took the activity more seriously when they performed it for other than their peers. They shared their talents, and the teacher felt they gained more meaning from the experience because the seniors were part of their audience.

The Seniors and the Scorpions

The Gold House English teacher preferred to participate in CSL in a service experience connected with something he was teaching.

During the second semester, he had written a unit for the Dolphins to learn fables and prepared the students to teach the fables to younger students. Using Elliot Wigginton's (1989) Foxfire process, he relied on students to make the contacts with the elementary school. Too late he realized they had not been able to do so. When he reached the elementary school principal she responded that they had too much planned before the end of the year and the project would have to wait until the following year. Although the teacher and students were disappointed, lessons had been learned.

The teacher reflected on the various elements of setting up a CSL experience, "First you have the need that you have to teach something, then you have to organize it, then you have 'the logistics of getting the students over there and the follow-through,

and finally, the reflection." He continued to believe, however, that the students should be involved in every level of planning and organizing the experience.

He applied these elements as he prepared a CSL writing unit for his students with the seniors at the neighboring retirement home. The service experience entitled "The Seniors and the Scorpions: An Intergenerational Encounter Through Writing Process" was proposed to the activity director. The teacher suggested that some of the seniors join the Scorpions (students representing their homeroom's biological community, the desert) as he taught structured sentences and paragraph development through the writing process method. He was having trouble getting the students to write and share their work with each other. He felt that because students didn't think in an organized way they therefore had a difficult time writing. By teaching them structured sentence and paragraph development and pairing with seniors in a structured setting at the retirement home, he hoped to improve their writing and social skills.

As a class, the Scorpions were easily distracted and known for behavior problems. They were children, dealing with the various tensions of the neighborhood, who brought these tensions to class. Some were dealing with the gang issue, the temptation of available drugs and other assorted societal problems. One faced becoming a father during the year.

The teacher believed in the students, however, and wanted to pair a small group of students with a senior to work together on the writing lesson. Certainly, this was an unusual pairing to help students learn how to write structured sentences. The proposal was to mix two very different cultures and generations: seventh grade, mostly Hispanic students from the North End, and middle to upper-middle-class white women now residing in the North End, but originally from other city neighborhoods. The activity director was not daunted by the idea and agreed to ask some of the women to join the project.

Eight seniors consented to participate. The teacher went to the retirement home to orient the seniors for the first meeting, describe the class and familiarize them with the writing process. He gave them three questions to answer using the words and syntax of the question, the same assignment he had given to the Scorpions in class.

Example:

What are your three favorite colors?

What is something you remember from when you were eight years old?

When you used to come home from school, what was the first thing you did?

Samples from the seniors' writing:

My three favorite colors are red, blue and green.

Something I remember from when I was eight years old is when I had the opportunity to learn to swim at Garvin's, and later to row a boat there.

Upon arriving home from school, I'd first check to see what I could eat; then I changed into play clothes.

He shared the seniors' writing with the students the next day and prepared them for their joint project.

The activity director described the group of seniors who volunteered to participate as a group which included a few former teachers who knew how to write a structured sentence, and "others who were just students like the rest of us who kind of forgot what structured sentences were. So it was a learning and teaching process for our residents."

The activity director set up work tables in a large room and paired two seniors with three or four Scorpions. For six weeks, the Scorpions met once a week with the seniors for an hour, learning to write together using the writing process. They began with structured sentences, progressed to structured paragraphs and then moved to writing structured poems.

Both groups learned to use and practice the writing process. In this methodology, the individual prepares a writing assignment and then shares his/her

writing with a partner for peer editing and assistance. The Scorpions had difficulty sharing their writing and editing while working in their classroom with each other. According to the teacher at the retirement home, however, the students worked more cooperatively and finished more of their work when paired with the seniors. He attributed this phenomenon to small group interaction where there was an older person to help instruct and keep the students on task. Conversely, there were instances where the students became the instructors, which gave the students a sense of importance as they realized they could help the seniors. The setting and situation seemed to motivate them. The hour's time would be spent writing together for approximately forty-five minutes, and reading the results of their work for the remaining time.

Behavior problems didn't end just because the students changed learning sites, but the new site and structure modified them. Before they entered the home, the teacher would have the students remove candy and gum and "I caution them about the volume of their voices. More than once, an unconsciously exclaimed expletive had to be addressed" (Katzoff, 1992, p. 2).

The activity director expressed some surprise at the students' behavior. She had been a student at Chestnut and contrasted the behavior expectations of the early sixties with the nineties. "... if we spoke out or did any thing...that would be IT. This is just so different." She recalled that one of the seniors asked the teacher about the students' behavior, "They're not like that over there (meaning the school) are they?" The teachers responded that this group was more difficult than most and that students' behavior reflected their social environment. The activity director observed that "basically, they're good kids. There are some characters, but not bad kids."

In an article describing the service experience, the teacher described a situation in which the students excluded the seniors when they spoke Spanish to each other. Speaking their native language together in front of others who don't speak the language became the subject of a lively discussion when the class reconvened at the school. The

teacher asked the students, "If you were with a group of people and they spoke, say, German, while you were with them, how would you feel?". One of the students empathized immediately, "I would think they were talking about me." Her sensitivity helped the others to understand the need to be more aware of including the seniors (1992).

As with other service experiences previously described, the teacher and activity director saw the experience as a way to help the students gain the social skills often lacking in their day to day living. Removing gum from their mouths, learning appropriate behavior in a place of business, interacting politely with older people and including others were all lessons learned.

Even the student attendance seemed to be affected by the experience. According to the teacher, "Given the poor attendance pattern of so many of the kids, the groups were stable throughout the project" (1992).

The last meeting was a social gathering on the spacious and well-kept lawn of the retirement home. The group shared the result of their writing and enjoyed refreshments provided by the home.

The following are examples of the seniors and Scorpions writing from the booklet published at the end of the service unit:

Structured Answers

Something I remember from when I was eight years old was that I had a teacher who wore an apron over her dress and wore a red ribbon on her dress on a dark day. (Senior)

Structured Paragraphs

My three favorite colors are black, gray and red. I like black because it matches with any colors. I like gray because it is the sky color. I like red because it is a sexy color for girls and it matches with jean pants. I wear these colors almost every day. (Scorpion)

Multi-paragraphed Composition

When are you most peaceful?

I am most peaceful when I am with my family. I love to be with my five grandchildren...two boys and three girls. Their ages range from 2 months to 20 years. The oldest girl is in college. The youngest is a boy. His father is happy to have a boy in the family.

I visit all of my family at different times. Sometimes I visit my oldest son, Jim. He writes a column for the Springfield Union News and also writes children's books. My other son, Brian, works at an investment company. In addition to Brian and Jim, I also visit with Greg and Dennis. (Senior)

Where are you most peaceful?

I am most peaceful in a friend's house. We play cards and soccer in Springfield Soccer games. My other friends play soccer, too. Now I don't play soccer because I twisted my foot in a soccer game. I felt stupid.

The friend's house I go to is Tuty and Hector's house. We play games and clean up because I like to clean up. We listen to loud music. We listen to rap, club house and BVD. I like loud music, cleaning up and talking to Hector and his brothers because it's fun talking to them. (Scorpion)

Where do you feel most happy?

I feel most happy when I'm by myself. I can do anything I want. I am mostly happy when I'm in my room. I have plenty to do and I rule it. I like being alone because I can think.

I watch T.V. in my room. I watch "Who's the Boss." My favorite person on that show is Samantha. I like her because she is pretty. I like her because she is smart.

My room looks like a mess. I have clothes on my floor. I have trash on my floor. I have dishes in my room. I can't see my floor so, please, I need help. (Scorpion)

Structured Poems

Strawberries

Strawberries are my favorite fruit.
Red. Soft. Sweet.
Picking. Shucking. Eating.
You can put sugar on them.
Strawberries. (Scorpion)

Golf Course

I like the outdoors.
Hazards. Foursome. Tournaments.
Putting. Driving from the first tea.(sic) Walking on the fairways.
I enjoy the friendship with the girls and teams playing against one another.
Golf Course. (Senior)

Chestnut

Chestnut is a school.
Fight. Food. Class.
Girls. Boys. Teachers.
Chestnut is nice, gib, fun.
Chestnut. (Scorpion)

Later, in the article describing the unit, the teacher observed:

...from the point of view of CSL, the Scorpions served as my helpers to teach the Seniors the writing structures we had been learning in class. They also provided the Seniors with an audience to memories and ideas which the elders... were very happy to share.

In my original attitude, I saw myself instructing the Scorpions in the presence of the seniors. What I quickly learned was that I was instructing both the seniors and the Scorpions together as one inter-age class. Understanding this broader definition of being a teacher in the community is the most important insight I gained through the project. (1992)

Organization Against Shamelessly Infecting Society

The Organization Against Shamelessly Infecting Society (OASIS) grew out of a science class project studied by the Eagles (the name selected by the students to represent the mountain biological community). The Eagles were the seventh grade gifted and talented math, science, foreign language students who comprised the magnet class at Chestnut. For the most part, these students were bused to Chestnut from various sections of the city.

The science teacher introduced a question for the class to research and determine a conclusion: What effect does burning styrofoam have on the air we breathe? She applied the question to a real situation in the local community. In West Springfield, directly across the Connecticut River from Springfield, stands an incinerator that burns trash every night. In Springfield, plastic does not get recycled, it gets burned.

These questions appealed to students' self-interest, as it related to their health and the health of those they knew. From the outset, the research problem was real, not a theoretical activity. The teacher invited a speaker from an environmental group to discuss the topic with them. After several periods of research, the students concluded that the dioxins and the PCBs released when the styrofoam was burned were harmful, particularly to children, babies and nursing mothers. Their self-interest was piqued, and their social conscience raised.

The students expressed concern about the local situation and wanted to form a campaign to "eliminate all plastics." The teacher presented as an alternative, a smaller campaign to develop a plan to eliminate styrofoam in the schools, which they could present to the School Committee. The students liked the idea. The teacher suggested that students could approach the principal about using the school's designated "silent reading time" to conduct further research and develop their plan and presentation.

With the necessary permissions, students met and formed a club. Along the way, one of the boys proposed the name, Organization Against Shamelessly Infecting Society. According to the teacher, they didn't want Chestnut or styrofoam in the name because they envisioned the club continuing through high school and working to address many different environmental concerns.

Students divided the tasks to organize themselves for the presentation: the research/speakers, the poster and the fact sheet. When they made their first presentation to the class, they divided the assignments into the following parts: introduction and intent, the history of plastic, alternatives to plastic (paper), the importance of stopping the burning of styrofoam and the summary.

During the development of the presentation, the teacher recalled that the students:

learned all kinds of skills and made phone calls. They dealt with School Committee people. They called paper companies. They found out how

rude people can be to children over the phone. That was a major issue we dealt with.

The teacher described the phone situations the students encountered. To find out if paper products were a cost effective alternative to styrofoam, the students first called the Central Office of the Springfield Public Schools (SPS) to find out where SPS buys their paper. The Central Office person wanted to have teacher's verification that the call was legitimate. When they called the paper company, the person they reached was quite rude to the students. Somewhat indignantly, the teacher called the company, reached the person and explained the context of the call. He said, "Well, we're not in the business of educating students." Her response was, "Well, thank you for your cooperation," and she hung up. She rejoined the students who were painting a poster for the project. Soon, the phone rang and the man's supervisor apologized, saying, "You know we've been overworked," and assured her that the man with whom she had spoken was a really nice man, "He's just been having a hard day." Accepting the apology, the teacher put a student on the phone who asked for information about the cost of the paper products. They all learned a valuable lesson in the process. These were the only two times the teacher directly intervened in the work of the students. They organized and generated the rest of the presentation.

At the suggestion of the School Committee person to whom they talked, the students asked to be part of the regular agenda of the Committee rather than participating in the pre-agenda "Speak Out." She wisely advised them that they would be given more time, and if action were to be taken, it could be done during the regular meeting. They were put on the agenda to give their presentation. The teacher told the students, "Now you're in the ultimate community service project. This is a global community service project."

The students arrived early for the School Committee meeting they took away the styrofoam cups that are always present for the members to use and replaced them with paper cups. They began their presentation by saying, "You notice that you're all

drinking out of paper cups tonight, as opposed to the usual styrofoam cups" and went on to present their data.

The teacher recalled that one of the students learned so much about dioxins and their effect on the atmosphere that he impressed the School Committee with his knowledge. The others were persuasive with the facts they gathered and the end result of the students' presentation was a School Committee vote to order paper products for the school system in the future.

Following the School Committee, the director of social studies and advisor to a meeting of the Student Service Councils invited the OASIS group to give their presentation to the Student Service Councils where it was again well received.

The teacher reflected that the project really developed because of students' interest and where that took them. She described her role in the process as one of coach and sometimes the devil's advocate, as she raised questions that adults might ask the students during the presentation. The night of the School Committee meeting she felt real pride in what the students had accomplished, demonstrating that they really knew their topic and had done their homework. The studying, planning and organization had worked well. "I actually didn't know what to expect when we began," she said. "I took a risk and gave the project to the students. They responded beyond expectations."

The students also reacted to the project with pride. One of them said, "I feel pretty good about what I did on the styrofoam project. I realized what it was doing to the earth." He felt that organizing a committee and making a presentation "really can help," and:

I think that maybe because we were kids...the [School Committee] listened to us more, because it wasn't a bunch of adults, it was the younger generation who saw something that they wanted to be done and put it before them, he said.

The OASIS project exemplified the learning cycle outlined by the principal when she talked about the philosophy and practices of Chestnut:

- Staff and students learn something.
- They experience the learning in some way.
- They celebrate the knowledge and experience.
- They reflect on it.

The OASIS team certainly did all of these things, and they took the learning cycle one more step by acting on what they learned. This gave added meaning to the entire science class and enhanced their academic, social, and emotional growth.

The Multi-Service Social Center

The multi-service social center identified as a service site for Gold House students, the Gray House, is a non-profit agency located in the North End of Springfield. A group of Catholic sisters established the center a few years ago and renovated a Victorian house for the center's activities. Services range from helping the very young to the elderly. The center provides tutoring for the young and English-speaking tutoring for all ages. In the center's basement, volunteers operate a used clothing store. Elderly come to the center for meals, and there is an after-school program for neighborhood children. Two paid staff run the entire operation with the help of many volunteers, mostly from the neighborhood.

While the center is technically in the school's neighborhood, to reach it one must cross Main Street and pass through unsafe areas. Unless one is very familiar with the dynamics of the neighborhood, it is not easily accessible.

In selecting a CSL activity for students in the Gold House, the social studies teacher decided to approach the center as a possible CSL partner. No specific project in mind, she was motivated by her desire to get her students "hooked into something that was doing a lot in the community." She saw the center as a place in the neighborhood

with which students were familiar, and if students were going to provide community service, "why not in their own neighborhood?"

Although new to the Gold House team and to teaching social studies, the teacher was intrigued with the concept of CSL as part of her students' education. The teachers involved in the theater experience had described the effect of community service had on their students, the different side of students evidenced when they were involved in community service, and the helpful insights service provided to understand and teach students. She eagerly joined the team and looked forward to developing an activity. Her impression was that community service provided an opportunity for give and take that didn't exist in the classroom projects in which students were much freer with things they said.

In her mind, she saw CSL as:

giving the children exposure to the community and needs of the community. It shows them how they can help and participate. And, it gives them the opportunity to interact with adults, other than teachers, in a responsible way. Most of all, I think it helps them feel good about themselves and what they can accomplish.

She felt one of the biggest pluses using CSL was the "ego boost" that students received from the experience, particularly because other adults working with the students praised them and expressed appreciation for their contributions. Service experiences were a way to achieve for students who didn't do well in school. "Often, the kids who are not very good with studies are very responsible when it comes to doing a [community service] job" she observed.

The teacher made an appointment and visited the center to discuss CSL possibilities for her students. Although the director was welcoming and encouraged student involvement, "seemed to be having a hard time as to what they could do. My being new, and she not knowing, was not a good combination. It was like they [the center staff] were always reaching for what the students could do, and they didn't know

what they could do." The situation wasn't cut and dried like the theater experience. There wasn't a specific on-going activity or an identified need.

In the fall, the teacher and several students went twice to the center to rake and clean-up the yard. They were disappointed when they were not invited into the center or offered anything to drink. At Christmas a larger group of students went to the center and wrapped presents. To avoid further disappointment, the teacher brought drinks and cookies for the students and while the students did an excellent job, they felt a lack of appreciation from center personnel. The only "thank you" was offered as the students were going out the door.

The teacher suggested that students could prepare a newsletter for the agency, but the timing was never appropriate. Two girls started to tutor but stopped because of parental concerns about walking home after dark.

After these initial attempts, the teacher felt frustrated and decided not to pursue the situation any further, because as a new social studies teacher, she had many issues to deal with in her classroom. Other Chestnut teachers from the home economics department and the eighth grade attempted to provide service for the center, but neither did those efforts develop into concrete activities.

With this information, the researcher was eager to meet and interview the center's director. Realizing that the center's diverse program was managed by two people who also had responsibility for directing many adult volunteers and serving a very needy population, the researcher knew that their ability to respond to the school's offers to help was very limited.

The center's director reacted positively to students' service contributions. By working together at the center, she felt "The students could learn about the real meaning of community, not only structures, but taking care of people." She appreciated the service provided by the students and certainly, the little children appreciated the wrapped presents. Although it was difficult to oversee the students because of the

limited staff, "they welcomed the student involvement. They saw it as a way for students to feel responsible for the center." She acknowledged the amount of work it takes for successful coordination. When asked what role she saw herself playing, she said, "planning and assessment." When asked about the role of the teacher, she felt that the teacher was the supervisor for the students. Her attitude about recognition was that it should be low key and personal. She also shared with the researcher the fact that the center's board expressed concern about two different service projects from the school taking place at the center simultaneously.

In retrospect the teacher realized that more structure and communication were needed to make the experience successful for the students,

I think the conditions for implementing CSL are a lot more involved than I thought they were when I started. I now realize that it's very important to have someone on the other end of the service experience who is willing to involve themselves in the projects.

The experience "needs to have a beginning, a middle and an end. It can't be floating out there," she stated. Had she known guidelines were available for the development of the service experience, she would have used them. Her enthusiasm for CSL efforts has not diminished, and she continues planning to incorporate CSL.

The thoughts of both teacher and the center director expressed different perspectives on the roles to be performed for the successful implementation of CSL. They both showed a real desire to develop CSL experiences, however, did not clearly articulate the service to be performed or the responsible parties. If further planning occurs, the communication suggested by the teacher needs to be implemented. Additionally, because the Board seemed to have some concerns about student involvement, perhaps they need to consider how CSL fits into the organization's program. In this instance, a third party could be recruited to help negotiate and coordinate a CSL program based on guidelines outlined in the review of literature and the successful experience of others.

Students' Response

Although the case study focuses on how teachers integrate service into learning experiences, the response of students is important to consider and understand. The researcher particularly wanted to find out how students reacted to their service experiences, their perceptions of serving, and how service may have affected their learning and relationships with teachers. The methods of gathering information to determine these reactions, perceptions and feelings included observation of students' participation in the service experiences and a student questionnaire and a group interview with selected students. Although the questionnaire asked for yes and no answers which could be quantified, the questions were asked in an open-ended way to invite comments and to encourage students to express their opinions.

The observations occurred throughout the school year. The researcher attended teacher planning sessions, the initial introduction of community service at an assembly and the group service experiences throughout the year.

Teachers gave students the questionnaire upon completion of the service experiences. Prior to students answering the questions, the teachers discussed the questionnaire and revisited some of the experiences. Since there were four teachers involved in separate classrooms, each teacher conducted the reflective discussion in their own way. The researcher and the teachers agreed that this would be the best approach to gather the information, as the students would be most familiar and comfortable with the teachers. According to the teachers, some students resisted filling out the questionnaire because they viewed it as a test, and they did not want to be tested on community service.

The questionnaire provided data about students' backgrounds, their previous service experience, where they attended elementary school and the specific experiences

they had completed as well as their perceptions of the experiences. The information derived provides the researcher with information to draw a profile of the student population as well as gain information about their cognitive and affective reaction to service.

The group interview took place following the completion of the questionnaires. The interview gave the researcher an opportunity to ask the students about their feelings and response to their involvement in service experiences in a more personal way.

Description of the Student Population

The student population in the Gold House numbered close to one hundred during the 1990-91 school year. The ethnic makeup of the group was predominately Hispanic. Since Chestnut Middle School offered a mathematics, science and foreign language gifted program, several students traveled across the city from primarily white neighborhoods. Most of the Gold House students participated in service experiences and forty-three completed the student questionnaire. As previously noted in Chapter III, seventy students participated in service experiences. One teacher did not distribute the survey. Also, several students were absent the day the questionnaires were distributed.

In the questionnaire the students were asked to designate their zip code which identified their neighborhood. Twenty-three students, over half of those responding, designated 01107 as their neighborhood which is also the school's neighborhood. The area is primarily Hispanic and is the lowest socio-economic neighborhood in Springfield. Six students designated 01108 as their neighborhood, an area of Springfield that is primarily white, with families who have a relatively high standard of living. The remaining fourteen zip code addresses, represent a mix of race and ethnicity as well as of socio-economic backgrounds.

The majority of the students reported that they attended elementary schools in the neighborhood and adjoining neighborhoods. Only nine students indicated that they had attended schools other than the Springfield Public Schools, a surprising statistic since an assumption exists that there is high mobility in the schools.

Twenty-four students, over half of those responding, indicated they had not participated in service experiences prior to the Gold House activities. Nineteen students indicated experience in a wide-range of service emanating from the church, family, social agency and school activities. The majority of the previous service experiences focused on the homeless, neighborhood and school clean-up campaigns, food collections and an AIDS Teen Team.

Table 2
Summary Response to the Questionnaire

A summary of the simple yes answers to the questions asked provides the following information

N = 43

<u>Question</u>	<u>yes</u>	<u>yes/no</u>	<u>no</u>	<u>N/A</u>
#3 Do you like providing service?	41	1	1	
#4 Have you learned from your service experience?	38		4	1
#7 Has service affected your classroom learning?	12	1	24	6
#8 Do you like service experiences as part of school?	40		1	2
#10 Has your participation in service activities affected your attitude towards future community service involvement?	29		10	4
#11 Does your relationship with your teacher change when you work together on service activities?	27		13	3

As the table demonstrates, the students overwhelmingly expressed in their response to question #3 that they enjoyed providing service. Forty-one stated they did, one student wasn't sure and one student emphatically said he did not. Students' primary reason for their enjoyment of their service experiences was that "service was fun," although they offered other responses including they learned more about people, responsibility, good manners, liked helping older people, helping others besides yourself and that service gave them something to do. Their responses indicated service would enhance and affect their personal and social growth and development.

When asked if they had learned from their service experiences, in question #4, only four students indicated they had not. Only one student said "I did very little and I did not learn anything" and this student was consistently negative throughout the questionnaire. The other students did not explain their "no" answer. Thirty-eight of the students had learned many different things. Students began to identify academic areas that had been enhanced by the service experience, in addition to the comments showing an effect on their personal and social growth development. Students cited what they had learned about styrofoam, about the environment, how to write an article and make speeches. One student felt he had learned "the most important things in the world." Several students who worked with the puppet and family theater realized how much patience they had learned from working with the "younger kids" and the "rude parents." Other social skills enhanced included respect for older people, being polite and being on time.

The response to question #7 regarding the relationship between service and regular classroom indicated that few students saw a direct connection between classroom work and their service experiences. Twelve students saw a connection with twenty-four responding that they did not. The teachers were surprised at the response as they observed that students learn scientific information and gain research, reading and writing skills. Answers to other questions indicated a stronger connection of service to

curriculum than this response indicated. In the group interview, several students who indicated a "no" answer to this question discussed quite concretely what they had learned, particularly in the OASIS project.

Forty students indicated in response to question #8 that they enjoyed participating in service, with one negative response and two had no responses. Answers ranged from "in service experiences you learn a lot," to "I think it's important to have the chance to help your community" to "it is a good way to learn extra things." Students indicated they wanted opportunities to participate in activities:

"I like to wake up...to go to work"

"I liked it because it was on Saturdays and it felt like a real job"

"because I didn't go home"

"we get to do activities after school not just in school"

"I liked that I had to go after school because at home there is nothing else to do"

"that there were activities after school not just in school"

"it gave us something to do after school if you didn't have nothing to do."

In question #9, advice for teachers about future service activities ranged from letting students plan more and giving them more choices to making service more fun and increasing the activities. Many answers suggested doing something in class that connects with service, and some called for grading service and involving service with younger children. One student suggested a form of reflection: "ask questions about the service and share." Another student suggested that service shouldn't be connected to classwork: "It's supposed to be fun as well as important." Many students did not respond to the question or found it difficult to express themselves clearly.

In response to question #10, twenty-nine students indicated a positive response to future participation in service. Nine felt that service didn't affect their attitudes. Four didn't respond. Some comments included:

"Community service is more important than I used to [think it was]"

"It has changed my way of being, I would want to do it again"

"Now I know I can help other people and I'm more interested"

"For me it was nice to help out others"

"I help more elderly people and I write more. I would like to do it again."

Most students who expressed no did not explain their answer. Two students, however, indicated their negative answer was because "service is a little bit boring."

Twenty-nine students, in response to question #11, felt that service experiences changed their relationships with their teachers in a positive way. One student said, "I like it because you get to know your teachers better and it shows that the teachers really care that you have fun ..." Nine tended to think there was not much change. The positive responses suggested that:

"by working in a small group, involvement increased"

"we can work more on the same level"

"seeing my teacher in the weekend helped her understand me better and the same for me"

"I have made more improvement"

"it brings us closer"

"you get to know them better"

"you get to know another side of your teacher besides the teacher figure"

"I feel better when I work in groups with people"

"you can be more open"

"because I had a smart attitude and then I changed"

"now I know the teacher can be fun"

"you get to know what they are really like"

"I was working with the teachers and I trusted them"

The consistently negative respondent suggested that service didn't change his relationship with his teacher. His response, "It just doesn't. What I did was not fun at all." Other skeptical replies indicated:

"She is still a teacher"

"It's about you and how you help a person and who you help, not you and your teacher"

"because theirs [sic] no changes in me"

"it stays the same"

The other four "no" answers did not provide an explanation for their answers. Compared to answers given to some of the other questions, these answers seemed to flow. The students seemed to be able to express themselves succinctly, and the responses clearly indicated the majority of the students changed their feelings and attitudes towards their teachers in a positive way.

Group Interview Response

A group interview was conducted by the researcher with eight students representing the various service experiences. The students were selected by the teachers based on their participation and their ability to articulate their experiences. Although the group did not represent a cross section of the student population nonetheless the information they provided gave additional insight into their reactions to the service experiences. The purpose of the interview was to gain a better sense of the students feelings and reactions to learning through service and how they perceived the service experience affecting their relationship with the teachers. Because of limited time, the interview focused on the in-school experience, the OASIS research project and the Red Cross experience at Chestnut Knoll.

When the students were asked what they learned from the OASIS experience, one student responded that as they tried to ban styrofoam from the schools "they learned that organizing a committee, developing their position and taking it to the school committee really can help." Another student observed, "...it really does work to do a project like this...and for kids, kids can actually do something. I think that because we were kids and it came from us, that they listened to us more, because it wasn't a bunch of adults, it was the younger generation who saw something that they wanted to be done."

When asked how they reacted to doing something with their research rather than only handing in a report to their teacher, a student responded that:

by doing a research project, you become aware of the dangers [of styrofoam], but by researching and doing a presentation to the School Committee, you are actually doing something about it. It's better to do it that way than to just read and find out about it.... you're actually doing something about it instead of just sitting back and waiting for somebody else to do something.

Further, the student reflected, "If you just gather information and put it on a piece of paper and get a grade for it, ...later on in life it'll be like you know the information but you don't know what to do with it."

In response to questions regarding what the students learned at Chestnut Knoll through the after-school experience, students showed a sensitivity, feeling and greater appreciation for the elderly. One student said, "We make them feel young." When asked why she thought that, the student said, "If you're with them a lot, they get more lively." They also observed that their initial impression of the elderly was that they were boring, but as they got to know them, students realized that they could do things together. The seniors also told the students what it was like when they were young. The students realized that as the weeks progressed, they began to know the elderly at Chestnut Knoll as individuals and had opportunities to share social experiences with each other.

When asked about the effect of the service experience on their relationship with their teachers, the students concurred that they got to know their teachers in a different way. One student said,..."we know her as a real person, not only a teacher." Not only did the students suggest the teachers were "friendlier," but that the students were "nicer" to the teachers in their regular class time. They suggested that mutual attitudes changed. One student summarized his feelings and seemed to express the feelings of the group as he said, "You know her [the teacher] as a person, a friend." Earlier teachers had expressed the positive reaction to the effect of the service experiences on their relationships with the students. Combining these reactions to the service experiences with the teachers' responses expressed earlier (p. 51) a reciprocal benefit accrued for students and teachers.

Student Response Summary

Based on the questionnaire and interview data from the students, the in-school and after-school service experiences can be considered positive. The vast majority of the students wanted service to become part of the learning process. Students also saw service as fun and they enjoyed participating. Based on the students' reactions, the primary effect of the after-school experiences was enhancement of the students' social and personal growth. The comments on the questionnaire and the student comments in the group interview indicated that the presentations and the interactions with the seniors at Chestnut Knoll enhanced students' social skills and their personal development. They expressed that they learned patience, manners and politeness as well as other social skills. In addition, the in-school experiences certainly enhanced their understanding of scientific information, writing and recitation skills. Those students involved in the OASIS project expressed that they had gained confidence by realizing they could effect

change as they persuaded the School Committee to vote to purchase paper products and ban styrofoam.

Students' perception of the connection of service to learning experiences in the classroom was not always clear. Questionnaire response indicated that a modest number of students saw a connection. In informal conversations with students, teachers felt there was a clear connection between the service experiences and how the students learned both socially and intellectually. The group interview indicated not only that students learned information but that they learned "what to do with the information."

Several conclusions can be drawn:

- Students' perception of community service is that it does not connect to formal learning and that learning in the community is not considered in the same way as classroom learning, a perception that corresponds to a traditional way of viewing community service.
- Students have learned a very narrow definition of "academics, schooling and learning" and if it isn't in a book, lectured, tested, and graded, it may not fit their formal construct.
- The question was not clear to the students.
- The teachers did not always make the connection between the learning and the service that was provided to the school, community or individuals, such as the seniors.
- The understanding of how service can be integrated into learning and enhance learning needs further clarification.

Clearly, the students endorsed after-school service experiences. Several expressed a real need to have something to do after school, indicating a lack of activities in the community and at home. Other students appreciated the fact that they were doing something real.

Through their responses to the questionnaire, most of the students projected that they would continue participating in service beyond the Gold House experience, having come to a realization that community service is important. As previously noted, one young person found "it has changed my way of being."

Giving advice to their teachers seemed to be the most difficult response for the students to articulate in the questionnaire. The comments that were shared indicated the

need for more activities and increased student involvement in planning. Some suggested that grading and more structure be provided. However, one student clearly was opposed to even connecting service to classwork. He wanted to see service in a way that was fun and separate from what he considered academics. Overall, even though there were many positive and thoughtful suggestions, one could conclude the students were somewhat uncomfortable in the role of advising teachers or weren't clear about their understanding of the connection between service experiences and learning. These reactions reinforce the students' apparent difficulty in connecting service to learning experiences in the classroom.

A most significant response, expressed by over half of the students, indicated that they felt that service experiences affected their relationship and feelings towards their teachers in a positive way. Interestingly, the teachers had also noted this outcome during the interviews and also in informal conversations. The students appreciated working in small groups, getting to know each other, the openness which the experiences engendered and the fact they were often working on the same level with the teachers. Both teachers and students saw how "getting to know the teacher as a real person" affected their relationship and their work together.

The students' who participated in various projects with the senior citizens, noted how the experiences provided a vehicle to break down stereotypes and barriers held by young people towards older people and mutual attitudes between teachers and students.

The responses provide added meaning and substance to the case study. The students' perceptions provide positive information about the meaning of the service experiences and demonstrated the significance of the service experience to the students.

Comparing Literature with the Community Service Learning Methods Used by the Gold House Teachers and the Community Partners

In Chapter II, Review of the Literature, the researcher referenced documents which cited principles and process to be used for the development of CSL between schools and community partners. Articles from books and periodicals were referenced which cited recommended teaching and learning strategies based on recent educational research related to school reform. The researcher selected this material to include in the Review of the Literature because of previous work she had done as a supervisor of CSL and developer of CSL training material. Through this work, she observed that often the method used by teachers to implement CSL was closely connected to the teaching strategies suggested in school reform literature.

How closely did the practice of the teachers connect to the guidelines and process provided for CSL practitioners? How closely did their practices connect to the educational reform recommendations cited? Based on the information shared in the case study, there are clear illustrations of how the guidelines established by the Wingspread document and the Springfield Public School CSL development process were met and the educational reform research cited by Sizer, Michaels, Goodlad, Bossert and Berliner was reflected in the learning climate and practiced as methods by the teachers.

Guidelines and Process for CSL and the Practices of the Gold House Teachers

The Gold House teachers were unaware of specific guidelines for the development and implementation of CSL when they introduced community service to their students. Although they knew about the school's "Be A Good Neighbor" theme and various community service efforts, they were not aware of the process for the development of CSL issued by the school district in 1989. (See Literature Review, pages 27-28). They certainly were not familiar with the Principles of Good Practice for

Combining Service and Learning developed in 1989 by the Johnson Foundation and National Society for Internships and Experiential Education (NSIEE Literature Review, pages 27-28).

With the establishment of the middle school concept at Chestnut, the principal had created a climate to encourage the team teaching concept and participatory learning. With the CSL theme and the many examples of community involvement taking place in the school, there was a clear message that community service was valued and supported. An atmosphere was created that encouraged openness and experimentation to increase the ways students could become actively engaged in their education. One felt this energy in the school.

How closely did the practice of the teachers connect to the guidelines and process provided for CSL practitioners? Each seventh grade Gold House service experience was quite different. Three were curriculum-based, two of these took place primarily in the school; the third, next door at the retirement home. Three occurred after school or on Saturday. However, the process used to develop each was quite similar. As the case study describes, three of the four teachers involved in the study participated in service experiences that followed the guidelines very closely. Whether the service experience emanated from teachers' assessment of the community/ school/classroom needs or whether the needs came to the teachers as a concrete request varied according to the particular community partner; each service experience, however, filled real needs.

There were very good reasons why the fourth teacher's service experience didn't totally correspond to the suggested guidelines. As one analyzes the guidelines and the social service center service experience, the key elements missing were:

- the articulation of clear service goals
- clarity about the supervision of the students' service experience
- a concrete, ongoing need that students could fulfill over a period of time.

Without those ingredients, the other guidelines couldn't fully evolve. That particular situation serves as an excellent study to use to analyze and speculate when intervention could have occurred and how changes could have been made to bring about a satisfying service experience for both students and the community agency.

For the other three teachers, the guidelines were met, except for the reflection component. Each teacher indicated a strong belief in the value of reflection, each intended to build it into the service experience, and each expressed regret that they had not included reflection in a more structured way. However, the interviews indicated that although there was not a formal, structured reflection, discussions and conversations occurred which served as a substitute. The information shared in some of the informal reflections is quoted in the case study.

Several common outcomes continued to surface with all of the experiences. According to teachers and through the students' observations, the service experience provided a vehicle to enhance the social, academic or emotional growth and meaning to the seventh grade students who were serving. Whether it was reciting "Twas the Night Before Christmas" before an audience including the elderly, or dressing up in a chipmunk costume to welcome and to thrill a five-year-old attending a puppet show, or preparing a presentation to persuade the School Committee to ban styrofoam from the school district and understanding how you as an individual can "make a difference," or helping a senior learn how to write a structured sentence while they were helping you learn, or wrapping Christmas packages for needy children in the neighborhood, the teachers felt strongly that students gained a better sense of self awareness and responsibility and became more effective at interacting with others. In essence, the teachers validated the guidelines and moved closer to Ralph Tyler's (1949) educational theory (referenced in the Literature Review) in which he advocates that education should be developed around learning experiences.

The guidelines provide a process for teachers to follow to create successful service experiences. Based on the content of the case study, two additional guidelines emerged, one involving students, the other for teachers.

None of the guidelines includes the importance of motivation for and benefits to the students. Shouldn't students' needs be considered in the development of guidelines when service and learning are combined? In the development of a service experience what attention should be given to how service motivates students and affects their growth and development? The Principles of Good Practice for Combining Service and Learning don't address this concern. Hence, this recommendation for an additional guideline: service experiences should provide meaning to and/or personal, social, or intellectual growth for the person(s) giving service.

The CSL development process, if followed in a literal way, does not encourage serendipity or the intuitive teaching which occurred in the Gold House. Certainly, the OASIS project extended a unit of study beyond the original expectation of the teacher, simply because students were curious and somewhat outraged by what they learned. They wanted to do something to change the situation. All the lessons learned about impacting change could not have been planned from the beginning of the assignment or followed as a strict lesson plan or formula.

Although the CSL development process, based on the theory of Tyler (1949), Friere (1974), Taba (1962) is useful for teachers, the experience of Gold House teachers demonstrated that the process should be considered theory and teachers should be open to the "unexpected." Rather than preparing their units of study with a "ready, aim, fire" approach as the process prescribes, the teachers' experiences call for an approach which can be better described as, "ready, fire, aim" (Clark, 1992). By demonstrating flexibility and realizing that teaching is not formula driven, the teaching that occurred corresponds to Sizer's (1985) description of teaching mentioned in the review of literature in which he suggests

that teaching is a science, art and craft and the best teaching should take place through "coaching" students. By asking questions and providing students with the settings to discover answers, teachers provide students with ways "to learn how to learn, and thus to teach themselves" (p. 226). Sizer observes:

Good teachers sense when progress is being made, not so much by objective tests as by impression born of a wide variety of signals from the students. The intuitive, serendipitous, the mysterious ordering of things that suddenly makes a learner say, I see! (pp. 191-192)

In essence, there is a development process which can be followed to implement CSL, but flexibility, openness and the willingness to take a risk are characteristics which can help a good learning experience blossom into a great learning experience.

Educational Reform Literature and the Practices of the Gold House Teachers

Educational reform literature emphasizes themes of school climate and the methods used by teachers to meet the learning styles of all students. Strategies include working with teachers to apply the results of successful research and building on their best instincts as teachers. Sizer, Goodlad, Berliner suggest more attention should be given to how teachers can adopt methods to become coaches, orchestra conductors, and managers of learning rather than lecturers, engage students actively rather than passively, and in essence, create student-centered learning situations.

Kenneth Michaels (1988), recommended the following criteria as necessary for schools to set the climate for change:

- the individual school becomes the unit of decision-making;
- development of a collegial, participatory environment among staff and students; flexible use of time;
- increased personalization of the school environment with a concurrent atmosphere of trust, high expectations, and sense of fairness;
- a curriculum that focuses on students' understanding of what is learned--- knowing "why" as well as "how";

- an emphasis on higher-order thinking skills (Michaels, 1988).

Further, Michaels suggested that the recommendations refer to the means to bring about change, not the ends. He urged educators to examine their values, "develop new belief systems and ultimately create schools that educate as well as train, schools that foster learning in all the ways it can occur" (p. 3). He recommended that schools develop a school climate and program to meet the needs of all students and to organize educational events and activities so that all young people gain a commitment to learn (Michaels, 1988).

There are clear parallels between Michaels's work and Sizer's (1985) Common Principles. Each criterion corresponds to and applies the principles to a specific school setting. The principal and Gold House teachers at Chestnut put the theory into practice.

Based on the information shared by the principal for the case study and noting the organizational changes she implemented at Chestnut soon after her arrival, the principal demonstrated a knowledge of the educational reform literature and good leadership instincts. She dramatically changed the way the school functioned and initiated the middle school structure. She created a climate that encouraged collegiality and flexible use of time, provided ways for teachers to learn the "why and how" of learning and interdisciplinary teaching and to give more personal attention to the individual child's needs. The school mission developed by the site-based school team and the teachers was quoted on page 7. It provides an understanding of the school's commitment to educating all students at Chestnut.

We accept the responsibility to teach all students so that they can attain their maximum educational potential through a program characterized by high support, high content and high expectations.

The staff at Chestnut Middle School believes that all students can learn and can achieve mastery of basic grade level skills regardless of their previous academic performance, family background, socio-economic status, race and/or gender.

We believe that our schools' purpose is to educate all students to high levels of academic performance while fostering positive growth in social/emotional behaviors and attitudes (Schools of Choice, 1991).

As one examines the characteristics of the Gold House service experiences, one sees that students were involved in active, participatory learning helping to fulfill the school's mission.

- The theater service students applied math skills they learned in class and solved word problems to better understand their task. During the actual service, the teacher reported that the students were constantly challenged with problems to solve, most of them of an interpersonal nature.
- The OASIS activity demonstrated the "how and why" of learning in a dramatic way. The students not only learned the scientific data about the effects of styrofoam on the environment, but took their concerns and acted on them. Constructing a persuasive argument to present to the School Committee epitomizes the development of higher order thinking skills.
- In the Seniors and Scorpions service experience, the Scorpions achieved at a higher academic level than usual. Their writing experiences gave them an understanding not only of how to write, but how writing can be used to show emotions, describe situations and communicate to others.
- The entire Gold House participated in the Christmas program for the seniors from the retirement home. According to the teacher and the researcher who observed the one-time event, the presence of those ten,

lovely women in their seventies and eighties showing their appreciation of the program gave the students' experience real meaning.

Referring to Sizer and Michaels's educational reform recommendations summarized in the Literature Review, one observes theory come alive through the service experiences of the students. A participatory environment existed for students and staff, personalization of the school environment occurred, the "how and why" of learning took place, particularly with the OASIS project, and service activities became a natural part of the learning experience.

Sizer suggests that by asking questions and providing students with the settings to discover answers, teachers provide students with ways "to learn how to learn, and thus to teach themselves"(p. 226). In several instances, by including a service experience as a method of teaching, the Gold House teachers offered this opportunity to their students.

Teachers as Managers and the Gold House Team

After completing his research on how teachers teach most effectively, John Goodlad suggested that teachers should "function more like orchestra conductors than like lecturers: getting things started and keeping them moving along, providing information and pointing to resources, coordinating a diverse but harmonious buzz of activity (Goodlad & Oakes, 1988, p.19). Sizer refers to teachers as "coaches" (p. 226).

Recommendations made by David Berliner (1988) give teachers a strategy for how they can become managers in their classroom as opposed to keeping tight control through traditional lecturing and workbook teaching techniques. Essentially, he suggests that teachers look to the experiences of the business world for management practices which can be adapted to the classroom. He states that,

"management is the art of organizing talent" (p. 39) and further identifies nine executive functions for teachers to consider for guides in their classrooms:

- planning
- communicating goals
- regulating the activities of the work place
- creating a pleasant environment for work
- educating new members of the work group
- relating the work of the site to other units in the system
- supervising and working with other people
- motivating those being supervised
- evaluating the performance of those being supervised (1983).

In the classroom, Berliner maintains that learning is dependent on the content chosen, the time schedule, the groups formed and the activities and structure chosen. He suggests that currently the time allocation usually depends on the relationship to teachers' achievement and knowledge in their content area. In forming groups, the decisions made are "powerful variables that affect student achievement and student attitude" (p. 31). The choice of activity structure determines the behavior of both teachers and student.

Goodlad's notion about teachers becoming "orchestra conductors," Sizer's "coaches" analogy, and Berliner's suggestion that teachers "managing" learning were illustrated vividly by the Gold House teachers. The analogies to coaches and orchestra conductors proved true with the Gold House teachers, as the students became motivated to become involved in the learning experiences. Observing the teachers working with the students and learning about their teaching methods and through the interviews, it became clear that the teachers created student-centered

learning and the service component gave meaning and/or motivation to the students.

The science teacher observed that there is a feeling of risk and concern as a teacher moves from direct instruction as the teaching method to student-centered instruction. As a teacher gives up full control, noise increases, different activities take place throughout the class situation, and a teacher has to be flexible and adapt to different situations. She observed that instruction takes place in a different way. Both students and teachers are challenged. Teachers provide a way for students to discuss what they are learning and unify the learning to meet curriculum objectives. This occurred in the OASIS project. The students took the classwork one step further and found they could "make a difference" and bring a major change to the students and the city through this endeavor.

Student/Teacher Relationships and the Gold House

S. T. Bossert, quoted by David Berliner in the September 1983 Instructor Magazine, found that teachers who rely on lecturing establish fewer close social ties with their students than teachers who primarily utilize small group and individualized projects. Recitation places teachers at the center of control. It forces them to rely...on the authority of an office rather than on more personalized influence mechanism. "By contrast, small groups and individualized instruction increase opportunities for teachers to covertly bend classroom rules to handle individual problems and facilitates teacher involvement in, rather than simply teacher direction of, the activity" (p.32).

The math teacher observed that usually in the minds of students, teachers are not real people, but through community service experiences she felt that students saw their teachers as real people for the first time, as people they can

respect, relate to and be respected by and be needed by. She observed, "You can work... half a year or a whole year before you'll get that meaningful connection in the classroom, but outside the classroom it will happen almost instantaneously."

In one of the most important results of this interaction, the teacher found her attitude changed towards the students. She saw the students behaving in a more positive way in the service experience than they did in the classroom. At the service site, the students readily accepted responsibility, handled difficult situations with parents and children and basically ran the theater operation. Because of the positive behavior, she realized the capabilities and the talents of the students. Through the service experience, she raised her expectations for the students. When students reverted to class behavior exhibited prior to the service experience, she would remind them of their service accomplishments and regain the positive behavior. She reports that because of the service experience she believed she had fewer discipline problems in her class and greater academic success with the students. Not only did the service experience make a difference for the students, it also made a difference for the teachers.

Other teachers reported similar reactions to the power of the service experiences in helping them to know the students. In the questionnaire and interview, many of the students indicated they appreciated getting to know the teachers "as real people" and positive ways that affected their feelings and behavior towards the teachers.

Another of Sizer's and Michaels's recommendations became real. Based on the reactions of two teachers and many students, the increased personalization that occurred through the service experiences affected their relationships and their educational experience in a positive way.

The case study has provided an in-depth examination of the way in which the Chestnut principal created an environment for CSL to occur so that teachers were

willing to, in their words, "take a risk" to involve their students in service experiences in the school community and in the neighborhood, and how these conditions affected both teaching and learning. The case study tells how they brought research and theories of proposed instructional strategies to life. How can this information be used by school administrators, teachers, schools of education and community partners and help CSL grow? What issues does it raise for the various constituencies?

CHAPTER IV

SUMMARY AND CONCLUSIONS

The researcher conducted a case study to examine the way in which one interdisciplinary team of four teachers at an urban middle school integrated CSL into the school curriculum and environment. The study included a description of the historical context of CSL in the Springfield Public Schools, the development of CSL at Chestnut Middle School and the in-depth study of the way in which the team of teachers used CSL as part of their educational program in 1990-91.

The study was designed to gain information on and understanding of what happens in the educational process when teachers integrate a service experience into curriculum as an instructional strategy or a culminating activity and/or when they use community service as an extra-curricular experience for students. Specifically, the study gathered information to determine the role of the principal as instructional leader, how teachers used CSL both as an in-class experience and extra-curricular, the effect of service experiences on teaching and learning, and how students react to and develop as a result of the integration of the service experiences in the community.

Ernest Boyer (1983) and other educators suggest that our youth are isolated and alienated from society. They recommend that implementing CSL as part of their schooling is a way to reconnect youth and help them gain a sense of community. Others have observed how service can revitalize classroom learning as a way to implement school improvement instructional methods and engage youth in active learning (Nathan, June 1991), (Anderson, June 1991). The case study used these recommendations and

observations as the basis for the inquiry and demonstrated the effect of the integration of service experiences into the learning process.

Based on an analysis of the interviews and student questionnaire in the case study, when service experiences become part of the learning process the following occurred:

- the principal's vision and leadership affected the way the service experiences evolved
- teachers found the service experiences to be useful as a pedagogy throughout the curriculum disciplines
- service experiences could be used to teach basic skills and apply research as well as help students develop social and personal skills and understand the concept of community
- service experiences enhanced the teachers' understanding of CSL as a process and an instructional strategy
- integration of service experiences affected how teaching takes place and can be viewed as an instructional strategy to enhance educational reform
- teachers and students found that service experiences affected their relationships in a positive way which enhanced teaching and learning
- service experiences gave students an opportunity to develop a sense of community by experiencing community within their classrooms, school, neighborhood and city-wide community
- increased awareness that the process for successful implementation of service experiences needs to be better understood by both teachers and community partners.

The Leadership of the Principal and How Teachers Used Service as a Pedagogy

The teachers' initial community service experience in the 1989-90 school year was extra-curricular. The service occurred on Saturday mornings as the students became ushers for the puppet theater in Springfield. When asked to participate, the teacher reacted with skepticism towards the theater project. She felt that giving the responsibility of ushering and managing the theater to these

students was a huge risk and questioned the appropriateness of the use of time. With the support of the principal and another teacher, however, she decided to take the chance.

The enthusiasm and responsibility demonstrated by the students and the benefits that accrued for both teachers and students helped the teachers to realize the power of community service for the young people. Teachers observed a major improvement and change in their students' behavior at the theater, and in their own attitude towards and expectations for the students. Due to these factors, they decided to expand the service experiences into the Gold House educational program during the next year school year.

The principal agreed and supported their effort. In fact, the role of the principal was critical in setting a climate where CSL could develop and flourish. She fully articulated the meaning and importance of service experiences and encouraged the teachers to try incorporating service into the curriculum. Her benign leadership nurtured the teachers' instincts that service experiences were positive and established a context for learning that permitted service to become part of the Gold House educational experience. The case study describes the various ways this occurred.

The service experiences took place during regular class time and after school. The science, math, and English teachers used the service experiences as a way to enliven learning, to show students how they can help others, learn about their community and also learn to make a difference to themselves and others.

The science teacher posed a research question to her class: What happens to the atmosphere when styrofoam is burned in an incinerator? Students conducted a traditional research class and learned about plastics, air currents and other relevant information. The class project became a service experience when the students decided to use the information to try to create change, "make a

difference," and do something with what they had learned. Based on their new knowledge, they wanted to "ban" plastics. They assembled their material and presented a persuasive argument to the School Committee, asking them to buy only paper products instead of styrofoam for the school system. The Committee's positive response gave the students a true sense of accomplishment and a feeling that if they could do this, they could do anything. They found they could truly "make a difference." As one student observed, "I learned ... that even seventh graders have the power to change their communities for the better."

Even though the theater service experience took place on Saturday, the mathematics teacher used the service experience as a focal point for word problems associated with what the students had done or would do at the theater. The students also conducted a survey for the theater director and from the survey, developed statistical information which was useful to the director.

The English teacher organized an intergenerational experience for his students to interact with the seniors and with each other in groups. As reported in the case study, both generations helped each other write structured sentences, paragraphs and poetry. The students hadn't applied themselves to their writing task in class, in fact, they had been disruptive and uncooperative. But they wrote when paired with the seniors. The seniors also gained a refresher course in writing and a sense of companionship with the students.

Learning occurred in situations where students were helping others or finding a way that they could "make a difference." The teachers managed the classes or "coached" the students rather than providing direct instruction through lecturing and notetaking. Clearly, CSL became a way for students to learn basic skills, enabled students to apply what they learned in mathematics and science class, and helped them gain a sense of community in a variety of ways through direct experience.

Effect on Students' Learning and Development

In analyzing the ways students learned through the service experiences, a variety of learning situations were evident: involvement in active and cooperative learning, problem-solving, multi-cultural experiences, universal participation which enhanced the development of the young people.

All the experiences gave the students opportunities to grow academically, socially and/or personally. Through the service experiences, they began to see how their classroom and school could be considered a community. Students made connections with a governmental body (School Committee), the cultural community (theater), the elderly (Chestnut Knoll), a social service center (Gray House), and a health agency (Red Cross). Their community horizons expanded, and they grew in a way that affected all aspects of their whole being, intellectual growth, social and personal development. Not only did students' experiences enhance their understanding of basic skills and help them apply content information, their experiences helped them understand the meaning of community, of reaching-out to others, the concept of giving their time and sharing with the community through these different and varied vehicles. In addition, learning about the community gave them a stronger sense of themselves and their individual interests and strengths.

The in-school experiences strongly enhanced students' academic growth. As one example of the impact of the service experience, several OASIS students felt that not only had they brought about change by sharing their information with the School Committee, but they knew how to apply the process they had learned to future situations. Both organizational and scientific knowledge about the ingredients in plastics, air currents, and the environment was learned. The

experience also helped students understand how they relate as individuals to their communities and how they function as citizens.

Throughout the other service experiences, examples of the students' social and personal development were observed. Stereotypes and barriers, with each other and with the different communities with whom they came in contact, were broken. Students interacted with the elderly, various ethnic and racial groups, and adults from the different service sites. Manners and respect were behaviors exhibited by the students as they successfully conducted their various activities.

One of the teachers observed that through CSL students developed what is within them, including strong values and a real sense of self. As they build from the inside out, they better understand who they are, she reflected. This is in contrast to developing from information and stimuli conveyed in Conrad's information-assimilation model (see p. 44), the more traditional way of education.

The teacher's observation of the effect on the students corresponds with a statement made by David Sawyer of Berea College, in a speech at a Wingspread Conference (October 1991):

Service-learning is a powerful educational experience where interest collides with information, values are formed, and action emerges. The learning part has two dimensions: an inner dimension; learning about yourself, your motivation, your values, and an outer dimension; learning about the world, its ways and the underlying causes of the problems that service work addresses.

One of the primary outcomes of the service experiences for both teachers and students was a realization that the experiences gave them a deeper appreciation of each other and enhanced their relationships, and that this was evident not only at the service site but carried over to the classroom. During the interviews both teachers and students remarked that they had begun to know each other as "real people." Because of her students' successful work as ushers at the theater, one teacher realized that her expectations for her students were raised.

That realization affected her interaction with the students in class and she had fewer discipline problems. If their responsible behavior reverted to pre-service behavior, she would remind them that they had a "theater" side.

In summary, the wide variety of service experiences exposed the students to a range of different situations in the community, enhanced their academic skills and exposed them to different communities which helped the students gain a better understanding of community. A variety of adults participated and supported the students' growth and development. The village became involved in helping to educate the young people.

Understanding CSL as a Process and an Instructional Strategy

By examining how the teachers in the Gold House implemented the CSL experiences outlined above, the process and instructional strategies brought to life the community development theories of Freire (1974), the educational theories of Ralph Tyler (1949), and the recent instructional recommendations offered by Sizer (1985), Goodlad (1988), Bossert (1983), Michaels (1983), and Berliner (1983).

Freire suggested, in his community development theory, that programs should be identified by those who participate in them based on real needs. He believed the most successful programs emanate from the grassroots level with input from all constituencies involved. Chestnut initially established their global CSL theme based on the need to increase good discipline and citizenship in the school. According to the principal, when CSL started at Chestnut, a real need existed to improve the climate in the school and with the neighborhood, to reach out to students and help them understand what being a good neighbor is and learn to act responsibly. The teachers, in creating the service experiences, responded to real needs, either identified by them or members of the community.

The service experiences bring meaning to Ralph Tyler's theory of using real experiences as the basis for learning. In Basic Principles of Curriculum (1949), Tyler clearly outlines and recommends to educators that they should provide "opportunities for the student to enter actively into, and to deal wholeheartedly with, the things which interest him" (p.11). Throughout the community service experiences in the Gold House, the teachers and students validated this theory.

Combining Freire's and Tyler's theories provide a theoretical framework for understanding the basic foundations for the development process and methodology to implement CSL. Interestingly, the teachers developed their plans and activities without the knowledge of these theories and processes.

The way the teachers managed learning in the classroom and the instructional strategies they used correspond to the recommendations of Sizer, Goodlad, Michaels, Bossert and Berliner that are outlined in the literature review chapter. Analyzing the teaching styles that took place:

- the Gold House teachers became "coaches" with their students
- they gave the students opportunities to work actively in small groups
- they gave all students an opportunity to participate
- they gave students opportunities to apply their learning in a way that was useful
- they created meaningful relationships with the students that positively affected their interaction in class
- they understood how they could relinquish control and trust the students
- they provided learning to enhance the development of the whole person.

Reflection is cited as an essential ingredient for the success of CSL. The Gold House teachers incorporated the students' reflection time informally, in discussions, on walks back from the service site, or in class discussions. They

continually expressed a desire to involve the students. They did, in some measure, but they also felt the need to increase reflection to give students added benefit.

Time was always a consideration and concern, not only for reflection but for organizing the experiences ---- and meeting the many needs of their students.

Challenges to Successful Community Partnerships

Although successful CSL experiences developed throughout the year and teachers and students responded positively to the experiences, all goals established at the beginning of the year were not reached. The in-class experiences were the result of situations and needs that emerged as the year progressed.

In two instances, the teachers curtailed the experiences when they found that their goals did not coincide with those of the service sites or that they were unable to provide the necessary supervision or support for the students. If the teachers and the service recipients had greater understanding of the CSL development process the problems could have been avoided.

In another instance, after a teacher had prepared students for a service experience, he found that the potential recipient was unable to accommodate the students. Once again, following the CSL development process, planning with the recipient from the beginning would have avoided disappointment for both teacher and students.

In the successful service experiences, the elements that contributed to the success were:

- a willingness on the part of the principal and teachers to take risks, to start before the route was clear
- a willingness to allow a project to grow according to the interest of students

- an understanding of the needs to be filled
- experiences that met curriculum goals and objectives
- ongoing communication between the service site and the teachers
- well planned and implemented activities
- reflection and celebration built into the unit.

Teachers must understand that to implement the CSL school development process successfully, planning and managing are key. Unlike traditional direct instruction, the teacher's preparation time involves planning with community partners to provide centers for learning for students either in the classroom or at a community site. Service experiences provide teachers with "another way of teaching," (Kinsley, 1990) that corresponds to the recommendations cited in the review of literature.

In summary, the case study demonstrates how teachers can successfully use CSL as a powerful pedagogy to motivate students and to help them gain knowledge and learn about themselves.

The case study also raises many issues and questions about the future development of CSL. The case study responded to the questions asked on page 48 about the use, effect on teachers and students, the meaning of CSL and blocks to integration of CSL and suggest that CSL is a powerful pedagogy. But because CSL is not yet part of mainstream American education, the case study also raises many issues and questions about the future development of CSL. Some of these questions include: What needs to take place to institutionalize and organize CSL in our schools? How can CSL be explained to persuade teachers of its usefulness and meaning? What issues need to be addressed to make CSL part of the teaching and learning process for all students? How do we successfully develop community partnerships? How can assessment of CSL be developed to satisfy

those who are concerned about "grades?" What further research needs to be done to refine our current conceptions of the process and substance of CSL?

Issues

Clearly, the principal created a vision and provided leadership for the development of CSL at Chestnut, and the teachers integrated service experiences very effectively into the learning process in a very natural way. The service experiences were used to meet curriculum objectives, to provide experiences to enhance the development of the whole person and to help students understand how they can connect to the community. What can we learn from these examples when put into the context of current school organization and school reform recommendations? What issues need to be addressed to share this powerful pedagogy with the educational establishment?

1. Need to develop a clearer awareness and understanding of CSL as a concept and an instructional strategy that provides a vehicle for school improvement and a way for students to connect to the community. CSL needs to be embraced by the educational professional organizations and school improvement advocates.

There is a need to develop a clearer awareness and understanding of CSL. Currently, few teachers use CSL as an instructional strategy. Many resist because they view CSL as another thing to do. Teachers must understand the basic concept that CSL is a method of teaching involving ways in which students participate in experiences where they "make a difference" by helping others, that CSL is a way to teach basic skills, apply classroom learning and build, through direct experience, a sense of community. In order to increase the use of CSL,

teachers must understand the difference between extra-curricular and integrated CSL models.

Since community service has long been an American tradition, society has a perception that community service is an important thing to do, but usually it is conducted as a club or group project with a certain required number of hours to fulfill. Students have made decorations for the Red Cross for decades and Key Clubs have existed since the 1920's. The value of these service contributions is widely recognized and students have been encouraged to participate, usually gaining a greater sense of community as a result of their efforts.

The new paradigm of community service encourages the integration of service into the schooling process so that it becomes integral to the school culture. The Gold House teachers demonstrated how service experiences can be used as another way of teaching for all students in any curriculum discipline; they demonstrated how service experiences are both a process and an instructional strategy which affected both teaching and learning. The Gold House teachers helped validate CSL as they brought learning into community service.

The Gold House integrated model can be useful for other teachers as they become aware of and understand the CSL school development process which can be used to plan and organize service experiences with community partners. The model can be useful for teachers as they become aware of and understand CSL as an instructional strategy which can help them reach students and provide them with real life experiences. The model can be useful for teachers as a method to put into practice reform instructional strategies such as active learning, cooperative learning, interdisciplinary units, and experiences for all students. Most of all, the CSL process must be perceived by teachers as a useful teaching tool, rather than an extra thing to do.

In order for more teachers to understand how CSL is helpful to them in their teaching, pre-service and in-service training programs need to be developed in institutions of higher education and through staff development in schools. These training programs would demonstrate to teachers how CSL can be used as an instructional method and as a way to reach students. They would also understand how to organize successful learning experiences in the community.

2. Need to institutionalize and organize CSL in the teaching and learning process.

As school districts begin to implement CSL, they must consider where CSL belongs. In the Gold House model, the teachers accepted the CSL concept as a theme for their teaching. All content teachers incorporated it in some way, connected it to all curriculum areas. CSL is not the domain of just one curriculum area, but, in essence, CSL belonged to everybody in the Gold House. Teachers showed flexibility and adapted when things were successful and used it to enhance or support learning when it was appropriate. As school districts adopt this model, CSL should be connected to all curriculum areas and departments. Curriculum departments and programs should examine how service experiences can enhance their total curriculum goals and clearly stated curriculum objectives can be developed.

As one learns reading and/or math developmentally, so should one experience community service. To make service part of one's ethic, there must be a continuum of experiences and a recognized developmental process. Several Gold House students have expressed disappointment that the service experiences have not continued in the eighth grade. Awareness, understanding, planning and time can address this issue.

As school districts begin to plan for CSL, they must consider how service can occur throughout the K-12 grade structure. CSL can be integrated into the elementary schools where the unit method is a natural part of the school culture. Where workbooks flourish and teachers are most concerned about the standardized tests at the end of the year, drill is often more important than active service-learning experiences. Most secondary schools are organized for teaching to take place most easily through lectures and in classes scheduled for a set period of minutes, usually in seven or eight blocks a day. Integration of subjects and learning in the community are usually acknowledged but for the few, not all students.

There are right ways and wrong ways to incorporate service, ones that can bring amazing successes for students and ones that can bring about frustrations for teachers and students. When key elements of the CSL school development process were followed, successful experiences occurred. However, there is a need to recognize the serendipity associated with teaching and service experiences. With the OASIS Project, the service to the community grew out of a research project because of the reaction of the students to their findings and their desire to go beyond and change what they considered to be an unhealthy situation.

The Gold House teachers also learned that it was important to be flexible with CSL. In two instances the service experiences were not fully developed due to unexpected problems. The science and English teachers used service experiences to bring research alive and to teach students writing skills. Both these experiences were not outlined as part of the original CSL plan, yet teachers realized the potential and the benefit as the in-school activities took place. These examples demonstrate how service can become part of a unit of study to teach basic skills and content and stimulate learning.

In the restructuring process, as schools determine how they are going to implement CSL, consideration must be given to the time necessary for teachers to plan and organize. Because the Gold House teachers planned as a team, they had time to communicate with each other about CSL. Often plans would be interrupted by the many competing forces of a school system going through the restructuring process. However, planning and implementation time for teachers and access to a telephone are major issues to be considered. As changes occur in school districts, CSL can become a vehicle to test new structures and ways of delivering curriculum. As schools address scheduling, use of time to meet students' learning styles and content delivery, appropriate ways to integrate CSL can be provided.

The Gold House extra-curricular experiences occurred after school or on Saturday morning. When considering the institutionalization of service experiences, we need to recognize that not all teachers are willing or able to give extra time to supervise students at service sites. As schools and community groups develop new learning sites and consider extending the school day to meet the students' needs, ways could be designed to provide time and compensation for teachers to become involved in the extended day service experiences. The positive response of the Gold House teachers and students to the service experiences at the theater, Chestnut Knoll, and Gray House provided support for these after school experiences. Connections between schools and agencies could provide extended day experiences for students in formalized programs where they would be supervised by teachers, college interns, volunteers or agency personnel.

3. Need to have students understand the meaning of learning in the community and increase their participation in the educational process.

Students must see the connection between service and learning. In the questionnaire, many students responded that they had difficulty seeing the connection. In the student group interview and in the teachers' reaction to the students' response, there was an expression and belief that the service experiences enhanced learning. The consensus of the researcher and the teachers was that the students either did not understand the question or were not clear about the relationship. Discussions and reflections on the service experiences could create the awareness and understanding of the connection with learning.

With CSL, there is also an opportunity to incorporate student-directed learning in the educational process. Curriculum can be designed to respond to the interests of students, and students can identify the needs and solutions to problems in the community that they feel are crucial to address.

4. Need to understand appropriate connections, responsibilities and relationships between schools and community partners.

As CSL develops, community partners must understand how they can support youth and connect to the schools to provide service experiences. They must become aware of the mutual benefits of helping youth. Based on Gold House teachers' experiences, the community partner must be involved in the planning process from the beginning of the service experience as roles and responsibilities are defined, and communication must be ongoing. The case study indicates three examples of ideas for service experiences that did not come to

fruition because the community partners did not communicate clearly from the beginning of the development process.

5. Ways to assess CSL and provide research models need to occur to establish the credibility of CSL.

Assessment for CSL needs to be defined and supported. When a service experience is part of a course, teachers can assess participation in the same way that they do student participation in a class project. Emerging assessment procedures such as action research, performance based assessment and portfolios are possible ways to support the incorporation of CSL.

Research data is also needed to establish credibility and demonstrate CSL outcomes. Questions such as: Does CSL help students become better citizens? Do students become more socially responsible because of CSL? Can CSL truly develop self-esteem? To what extent does CSL help students achieve academically? Can CSL be considered a "constructivist" methodology? Why is CSL such a powerful pedagogy? need answers which quality research can provide.

The case study demonstrates how a principal and teachers can interact to nurture a learning process that is helpful to teachers and students, a process for organizing and planning successful CSL experiences.

The study also demonstrates how students develop and gain from the experience academically as well as develop a stronger sense of community. In so doing, the students increased their understanding of social skills and developed a sense of ownership in the community. As noted earlier, they looked at the community in their classroom, their school, with the neighborhood and in a larger city-wide experience. They did this by connecting with the cultural, elder, social service, environmental and governmental communities. Through CSL experiences

integrated into different aspects of their curriculum, the students gained a variety of images of the community, not just by experiencing an individual activity or by learning about community from a textbook.

The principal of Chestnut Middle School and the Gold House teachers and students demonstrated how CSL can be designed and delivered in middle school education. Their work has implications beyond their school as they demonstrated the effective integration of service experiences into the learning process, both through extra-curricular and integrated models. By involving all curriculum areas, they built a model and process for implementation which can be adapted throughout a school district. Because teachers worked together, cooperatively, to provide service experiences for their students, their model can be used by school districts to demonstrate to curriculum departments and programs how they can come together to build learning experiences for students around a common purpose. The principal, the Gold House team of teachers and the seventh grade students can help others understand how to build community, bring about change in education and integrate service experiences.

APPENDIX A

LETTER GRANTING PERMISSION TO CONDUCT STUDY



THE PUBLIC SCHOOLS of SPRINGFIELD, MASSACHUSETTS

Dr. Peter J. Negroni
Superintendent

Central Office
P.O. Box 1410
195 State Street
Springfield, MA
01102-1410

February 4, 1991

Graduate Program Director
School of Education
University of Massachusetts
Amherst, Massachusetts 01003

Dear Madam or Sir:

I have given Linda Carol Kinsley permission to conduct research for her dissertation with the principal, teachers and students in the Gold House at Chestnut Middle School. I understand the subject of the study will document how an interdisciplinary team of teachers integrates community service learning into the school curriculum and environment.

I approve of the qualitative method of research to be used to gather the data. The student questionnaire and the interviews with the principal, teachers, service recipients, and a parents should provide useful information for the study.

The Springfield Public Schools is entering a reorganization phase in which the junior high schools are becoming middle schools. In this transition, community service learning is considered to be an important component of middle school education. Therefore, it is my hope that the results of the study will become useful for application in other Springfield middle schools.

Sincerely,

A handwritten signature in black ink, appearing to read "Peter J. Negroni".

Peter J. Negroni, Ph.D.

APPENDIX B

INTERVIEW GUIDES

The principal's interview guide:

Name _____ School _____

Address _____

Telephone _____ Date _____

- How did you first learn about CSL?
- What is CSL in your mind?
- What caused you to believe that CSL should become part of Chestnut JHS?
- How did you get from the idea stage to where you are with your staff today?
- What conditions are necessary for the implementation of CSL?
- What are the greatest challenges you have in the implementation of CSL at Chestnut?
- What rationale for CSL do you share with the staff?
- Has CSL become part of the students experience at Chestnut? In-school, in the community? If so, how?
 - School-wide
 - Classes
 - Individually?
- Has CSL affected students, Chestnut JHS, and the community? If so, how?
 - School climate
 - Teaching methodology
 - Student behavior: responsibility, self-esteem, citizenship
 - Learning Outcomes
 - The neighborhood
 - Your role as a principal? Are there new relationships and connections formed?
- Do you see CSL connected to the middle school philosophy and structure? How?
- Describe your reaction to the CSL activities of the Gold House students this year?
- What changes in the CSL program will you make for the next school year? How will it be part of the Chestnut Middle School program?
- Do you see CSL as a "fad?" If so, describe your answer.

APPENDIX C

TEACHER INTERVIEW GUIDE

Teacher _____ Content area _____

Address _____

Telephone _____ Date _____

- How did you first learn about CSL?
- What is CSL in your mind?
- What caused you to believe that CSL should become part of your teaching?
- What caused you to involve your students in CSL?
- How did you get from the idea stage to where you are with your students today?
- What conditions are necessary for the implementation of CSL?
- What are the greatest challenges you have in the implementation of CSL at Chestnut?
- How did your students participate in CSL this year? In the past? This year?
- What effect do you feel CSL has on students?
 - Self-esteem
 - Sense of responsibility
 - Concept of citizenship?
 - Attitudes towards self, school, community?
- Are you connecting service with learning objectives? How?
- What do you think of CSL as a teaching tool?
- Describe your reaction about working with other teachers to develop the CSL experiences?
- Has CSL had an effect on the way you teach?
- How would you describe the key elements (stages of development) of a CSL project?
- Do you include reflection in CSL?

- Would you describe the service site as a learning center?
- What are your greatest challenges in the implementation of CSL?
- What conditions do you feel are necessary for the successful implementation of CSL?
- What changes would you make as you plan for next year?
- What are your plans for the inclusion of CSL for next year?
- If CSL is to become more than a fad, what do you think needs to take place in the educational system to make this happen? In schools? In pre-service and in-service training?

APPENDIX D

AGENCY REPRESENTATIVE INTERVIEW GUIDE

Staff _____ Agency _____

Address _____

Telephone _____ Date _____

- What services have the Chestnut JHS students provided for your organization this year?
- How have you been involved in the development of the service experiences provided by the Chestnut JHS students?
- Is the service of value for your organization and clients? If so, how?
- Do you think the students benefit and learn from the experience? How?
- What effect do you feel CSL has on students?
 - Behavior
 - Self-esteem
 - Sense of responsibility
 - Concept of citizenship?
- Have you seen any behavior changes occur with your clients/elementary students as a result of the service? If so, what?
- Do you define your role as a "community educator" in the CSL process? How?
- Would you describe the service site as a learning center for the students? Why?
- What are your greatest challenges in the implementation of CSL in your organizations?
- What conditions do you feel are necessary for the successful implementation of CSL?
- How would you want to participate in the future and would you make any changes in the program?

APPENDIX E

STUDENT COMMUNITY SERVICE LEARNING QUESTIONNAIRE

Name _____ Date _____

Address in city _____
(Street and zip code)

• Previous schools attended in Springfield _____

• Towns or cities other than Springfield where you have attended school _____

• At any time in your life have you participated in community service at home, at church, in the community (other than your service activities as part of Gold House)? _____ Please describe _____

1. What did you do in Community Service as part of the Gold House this past year? _____

2. My service experience(s) took place at _____

3. Do you like providing service? yes _____ no _____ Why or why not?

4. Have you learned from your service experiences at Chestnut Knoll, Grey House, Paramount Theater, Lincoln School, Working at the School Paper, or other experience? yes _____ no _____ Please describe _____

Have you learned anything about yourself? yes _____ no _____

Explain _____

Have you learned more about your school? yes _____ no _____ Explain

Have you learned more about your community? yes _____ no _____

Explain _____

7. Have your service activities helped you learn and understand your regular classroom work? yes _____ no _____ Please describe

8. Do you like having service experiences as part of school? yes _____ no _____

Explain _____

9. What advice would you give your teacher about future service activities?

How to involve students? _____

How to connect service to classroom work? _____

How to work with the place where you provide service? _____

10. Has your participation in service activities affected your attitude towards future community service involvement? yes _____ no _____ Explain

11. Does your relationship with your teacher change when you work together on service activities? yes _____ no _____

Explain _____

APPENDIX F
QUESTIONNAIRE RESPONSE

#3 Do you like providing service?

<u>Number</u>	<u>Zip Code</u>	<u>Service</u>	<u>Experience</u>	<u>Opinion</u>	<u>Explanation</u>
1	01105	RC, PT, O		yes	learned more about people
2	01108	O		yes	participated "under my own free will"
3	01108	O		yes/no	liked the project but often preferred to play "Devil's Advocate"
4	01107	PT		yes	taught me responsibility
5	01107	Pt, CK, RC, GH		yes	more things to do, met new people, learned more about the outdoor's world
6	01107	Pt, GH		yes	it was fun and never had done it before
7	01107	PT		yes	it was fun and taught me responsibility and good manners
8	01109	PT		yes	it was fun and enjoyable to help the people
9	01104	PT, O		yes	it was fun helping people, banning styrofoam, and writing about people in a friendly manner
10	01107	Pt, O, GH		yes	it gives me something to do and I like helping out
11	01108	O		no	no we did very, very little
12	01107	PT		yes	it was interesting and I learned
13	01107	PT		yes	it was fun
14	01107	RC at CK		yes	because I like helping old people
15	01109	RC, PT, O		yes	because you get to work with people and met new people in my community
16	01104	PT		yes	because it was fun for me and the children
17	01107	PT		yes	because it was fun. I got to help people in need and I got to do something that makes me feel good about myself
18	01108	N/A		yes	it makes me feel good
19	01107	PT		yes	because I like to entertain kids
20	01107	PT, reading		yes	because it is fun and I learned more than I know
21	01104	RC, newspaper		yes	because I like activities and because it is fun
22	01108	PT		yes	it was fun

#3 Do you like providing service?

<u>Number</u>	<u>Zip Code</u>	<u>Service</u>	<u>Experience</u>	<u>Opinion</u>	<u>Explanation</u>
23	01107	GH, RC		yes	you get to do and help people and do different things
24	01104	PT		yes	it was fun to do because I like helping the kids
25	01105	RC, CK		yes	it's nice to help out
26	01107	PT		yes	I like working and it is fun over there
27	01104	PT, O, newspaper		yes	because it is a lot fun helping others besides yourself
28	01107	RC, CK		yes	it was interesting and fun
29	01107	RC, CK		yes	it was fun and I enjoyed it
30	01104	RC, CK		yes	because it was very nice for us
31	01107	RC, GH, PT		yes	because it was fun
32	01107	GH, RC, O		yes	because we could help other people
33	01107	PT		yes	because it is fun
34	01108	PT, O		yes	because it is fun
35	01108	PT		yes	it was fun helping people to seats and watchng the shows were an added extra
36	01107	PT		yes	because it is okay to do
37	01104	PT, O		yes	because it was fun
38	01107	PT, O		yes	bewcause it made you feel good, it was fun
39	01107	GH		yes	because it was fun
40	01105	RC, CK		yes	I like providing service because I like to help
41	01107	PT, TC		yes	so time goes by faster
42	01107	RC, CK, newspaper		yes	It is nice to know you can help people
43	01104	PT, newspaper		yes	I like helping people out and I like to be responsible

#4 Learning from Service Experiences - Explanation

<u>Number</u>	<u>Zip Code</u>	<u>Service Experience</u>	<u>Have you learned from service?</u>	<u>Explanation</u>
1	01105	RC, PT, O	yes	what it used to be like when the women at CK were young
2	01108	O	yes	I learned the dangers of styrofoam
3	01108	O	yes	ch for my articles and styrofoam presentation
4	01107	PT	yes	responsibility
5	01107	PT, CK, RC, GH	yes	I have learned the most important things in the world
6	01107	PT, GH	yes	how to have patience with little kids
7	01107	PT	yes	to have patience with rude parents, well not in a nice mode (sic mood) yes, to have
8	01109	PT	yes	to be nice to other people at special times
9	01104	PT, O	yes	have patience with younger kids. Learning about others and our communities.
10	01107	Pt, O, GH	yes	How to work together. How theater works. Respect for each other, etc.
11	01108	O	no	I did very little and I did not learn anything.
12	01107	PT	yes	To have paneitit (sic, patience) with kid
13	01107	PT	yes	it was fun
14	01107	RC at CK	yes	respect old people
15	01109	RC, PT, O	yes	to have patience with others
16	01104	PT	yes	to be respectful to people
17	01107	PT	yes	I learned to respect people
18	01108			
19	01107	PT	yes	I learned to have patience with kids, and do the best you can do.
20	01107	PT and reading	yes	being polite and help and I learned to read more
21	01104	RC, newspaper	yes	because now I know it is fun to be with older people.
22	01108	PT	no	no

#4 Learning from Service Experiences - Explanation

<u>Number</u>	<u>Zip Code</u>	<u>Service Experience</u>	<u>Have you learned from service?</u>	<u>Explanation</u>
23	01107	GH, RC	yes	to help other people
24	01104	PT	yes	I learned to be ploit (sic, polite)
25	01105	RC, CK	yes	Respect for elderly people
26	01107	PT	yes	How to work with kids and how to respect the old in there.
27	01104	PT, O, newspaper	yes	I learned how to write an article and write speaches and find seats in theaters.
28	01107	RC, CK	yes	you meet a lot of people
29	01104	RC, CK	yes	that old people are nice
30	01104	RC, CK	yes	to be nice to olders
31	01107	RC, GH, PT	yes	Because I learned it's fun to help other people.
32	01107	GH, RC, O	yes	I've learned may things, how to help each other
33	01107	PT	yes	I learned to be on time and other things
34	01109	PT, O	yes	I learned that helping can be fun.
35	01108	PT	no	
36	01107	PT	yes	I like at the Chesnut because it was a lot of experience for me.
37	01104	PT, O	yes	You learned to be on time. How to help people and to be kind to the environment
38	01107	PT, O	yes	helping people is fun and it made you feel good inside
39	01107	GH	no	
40	01105	RC, CK	yes	I learned to accomplish somethings and to help out more
41	01107	PT, RC	yes	you learn about people
42	01107	RC,CK, newspaper	yes	helping people is very nice and very fun
43	01104	PT, newspaper	yes	I learned if you help people you get a nice thank you.

#7 Service experiences connected to classroom work

<u>Number</u>	<u>Zip Code</u>	<u>Service Experience</u>	<u>Service activities connected to learning</u>
1	01105	RC, PT, O	yes, in service activities you help others, in the classroom you help others.
2	01108	O	no
3	01108	O	no, nothing really focused our class work
4	01107	PT	no
5	01107	PT, CK, RC, GH	yes, because it was hard for me before, but now I learned the good way.
6	01107	PT, GH	no
7	01107	PT	n/a
8	01109	PT	no
9	01104	PT, O	no, because it does not have an impact on what you do in class.
10	01107	PT, O, GH	no, I wasn't about classroom work.
11	01108	O	no, very little was done so I learned not very much.
12	01107	PT	yes, I mast a lot of friends
13	01107	PT	n/a
14	01107	RC at CK	n/a
15	01109	RC, PT, O	yes, helps me to better in math
16	01104	PT	n/a
17	01107	PT	yes, because now I understand more the things they teach us.
18	01108	n/a	
19	01107	PT	yes, it help me to keep up the good work
20	01107	PT and reading	yes, because community is important for us
21	01104	RC, newspaper	yes, I have learned what we the teenager are going to be liek when you are alder
22	01108	PT	no

#7 Service experiences connected to classroom work

<u>Number</u>	<u>Zip Code</u>	<u>Service Experience</u>	<u>Service activities connected to learning</u>
23	01107	GH, RC	no, because wehn you are helping other people, you forget about school
24	01104	PT	yes, because like dong work
25	01105	RC, CK	n/a
26	01107	PT	no
27	01104	PT, O, newspaper	no
28	01107	RC, CK	no
29	01107	RC, CK	no
30	01104	RC, CK	yes and no, because something. . . of my mood
31	01107	RC, GH, PT	no
32	01107	GH, RC, O	yes, some have
33	01107	PT	no, It hase'nt
34	01109	PT, O	no
35	01108	PT	no
36	01107	PT	yes, to get a lot of work done
37	01104	PT, O	no
38	01107	PT, O	no
39	01107	GH	no
40	01105	RC, CK	no, it's totally different
41	01107	PT, RC	no
42	01107	RC, CK and newspaper	yes, newspaper, it helps in my language class
43	01104	PT, newspaper	no

#8 Do you like service experiences as part of school?

<u>Number</u>	<u>Zip Code</u>	<u>Service Experiences</u>	<u>Service as Part of School</u>
1	01105	RC, PT, O	in service experiences you learn a lot
2	01108	O	Yes, I think it's important to have the chance to help your community
3	01108	O	It is a good way to learn extra things.
4	01107	PT	yes, because you learn and have fun at the same tyme.
5	01107	PT, CK, RC, GH	yes, I have more time for people and children
6	01107	PT, GH	yes, other people can have chances and I liked doing it because I had nothing else to do on Saturday's but watching t.v.
7	01107	PT	yes, because it taught us/me responsibility
8	01109	PT	yes, because it is fun, worthwhile and because it was on Saturday.
9	01104	PT, O	yes, I can do a lot more things more than school work
10	01107	PT, O, GH	yes, It's nice to know that you have all that responsibility and you fulfill it. It's nice to help people the way we did.
11	01108	O	yes, because when you do something it is fun.
12	01107	PT	yes, I like to wake up. . .to go to work.
13	01107	PT	
14	01107	RC at CK	yes, because I need to no about my community
15	01109	RC, P, O	yes, because we can have meetings in school
16	01104	PT	yes
17	01107	PT	yes, I like it because you got to know your teachers better and it shows that the teachers really care that you have fun
18	01108	n/a	
19	01107	PT	yes, I liked it because it was on Saturdays and it felt like a real job.
20	01107	PT, reading	yes, its fun and you learn more than you know
21	01104	RC, newspaper	yes, because like that you could say that school is fun
22	01108	PT	yes, get out of class can be fun (Paramount was on Saturday)

#8 Do you like service experiences as part of school?

<u>Number</u>	<u>Zip Code</u>	<u>Service Experiences</u>	<u>Service as Part of School</u>
23	01107	GH, RC	yes, I like that I had to go after school because at home there is nothing else to do.
24	01104	PT	yes, because it helps people
25	01105	RC, CK	yes, it was fun and it was after school
26	01107	PT	yes, because I like helping people and being with your friend.
27	01104	PT, O, newspaper	yes, because if in the future I have to go in community service I've had experience.
28	01107	RC, CK	yes, It's fun and cool.
29	01107	RC, CK	yes, because it's enjoyable
30	01104	RC, CK	yes, because I didn't go home
31	01107	RC, GH, PT	yes, because it's fun
32	01107	GH, RC, O	yes, we get to do activities after school not just in school
33	01107	PT	yes, because you learn things there
34	01109	PT, O	yes
35	01108	PT	yes
36	01107	PT	yes, to get out of school (Paramount was on Saturday)
37	01104	PT, O	yes, its fun
38	01107	PT, O	yes, it makes you more responsible
39	01107	GH	yes, because it gave us something to do after school if you did not have none thing to do.
40	01105	RC, CK	yes, because it is fun
41	01107	PT, RC	no, I know the people
42	01107	RC, CK, newspaper	yes, kids can enjoy the feeling of helping people and being there
43	01104	PT, newspaper	yes, because I think it is great and the students could learn how to be responsible.

#9 Advice to Teachers - Connection to Service Site

<u>Number</u>	<u>Zip Code</u>	<u>Service Experiences</u>	<u>Connection to service site</u>
1	01105	RC, PT, O	always know what is happening at the place where service is provided
2	01108	O	
3	01108	O	n/a
4	01107	PT	be on time, be polite, have respect so others will respect you
5	01107	PT, CK, RC, GH	be nice
6	01107	PT, CH	
7	01107	PT	n/a
8	01109	PT	n/a
9	01104	PT, O	take walks over now and then
10	01107	PT, O, GH	do more things than we did this year
11	01108	O	do many things in the community with the service like at least twice a week.
12	01107	PT	
13	01107	PT	
14	01107	RC at CK	
15	01109	RC, PT, O	
16	01104	PT	
17	01107	PT	
18	01108		
19	01107	PT	you have to have a lot of experiences and be patient
20	01107	PT, reading	understand and be polite
21	01104	RC, newspaper	it was a little boring
22	01108	PT	n/a

#9 Advice to Teachers - Connection to Service Site

<u>Number</u>	<u>Zip Code</u>	<u>Service Experiences</u>	<u>Connection to service site</u>
23	01107	GH, RC	n/a
24	01104	PT	
25	01105	RC, CK	n/a
26	01107	PT	n/a
27	01104	PT, O, newspaper	tell the students what to do and where to go and always smile
28	01107	RC, CK	I liked it
29	01107	RC, CK	I liked it
30	01104	RC, CK	
31	01107	RC, GH, PT	work there all year round
32	01107	GH, RC, O	how to be with the people there
33	01107	PT	n/a
34	01109	PT, O	n/a
35	01108	PT	n/a
36	01107	PT	n/a
37	01104	PT, O	n/a
38	01107	PT, O	act responsible
39	01107	GH	n/a
40	01105	RC, CK	n/a
41	01107	PT, RC	
42	01107	RC, CK, newspaper	tell people at centers your problems and maybe they'll help you
43	01104	PT, newspaper	telling students what to do and that it will be fun

#10 Future community service involvement

<u>Number</u>	<u>Zip Code</u>	<u>Service Experience</u>	<u>Future Community Service</u>
1	01105	RC, PT, O	yes, because of my experience, I would like to participate in future community service projects.
2	01108	O	yes, I feel that community service is more important than I used to.
3	01108	O	yes, I would like to do it again.
4	01107	PT	no
5	01107	PT, CK, RC, GH	no, it was better for me about the teacher
6	01107	PT, GH	yes, I might want to help other people
7	01107	PT	yes, it has changed my way of being, I would want to do it again.
8	01109	PT	no
9	01104	PT, O	yes, I learned it can be a lot of fun
10	01107	PT, O, GH	yes, I would like to do it again because it was fun
11	01108	O	yes, I have learned that many activities are very boring and I will try to choose better ones if I ever have the chance.
12	01107	PT	yes, it pays off at the end. . . If I can do it I will
13	01107	PT	n/a
14	01107	RC at CK	n/a
15	01109	RC, PT, O	yes, I feel I can do more volunteer work
16	01104	PT	n/a
17	01107	PT	no, I still think about the same about it.
18	01108	n/a	n/a
19	01107	PT	no, I always stay the same no matter what happens
20	01107	PT, reading	yes
21	01104	RC, newspaper	no, because it was a little boring
22	01108	PT	yes, it was my first time and I found it is fun

#10 Future community service involvement

<u>Number</u>	<u>Zip Code</u>	<u>Service Experience</u>	<u>Future Community Service</u>
23	01107	GH, RC	yes, now I will do it again to help people more
24	01104	PT	yes, I willing to do it agin
25	01105	RC, CK	yes, because I like it, it interesting
26	01107	PT	yes, I want to do more
27	01104	PT, O, newspaper	yes, I help more people than I used to before so, yes I would
28	01107	RC, CK	It's dope
29	01107	RC, CK	yes, because its fun
30	01104	RC, CK	no, because it was a little bit boring
31	01107	RC, GH, PT	yes, it is fun
32	01107	GH, RC, O	yes, now I know I can help other people and I'm more interested.
33	01107	PT	no
34	01109	PT, O	yes, it makes me want to do it again
35	01108	PT	yes
36	01107	PT	yes make it fun
37	01104	PT, O	yes, now it sounds fun
38	01107	PT, O	yes, it makes me realize the community service is fun
39	01107	GH	yes, for me it was nice to help out others
40	01105	RC, CK	yes, In a way it's made me think to be a doctor when I grow up.
41	01107	PT, RC	yes, it was fun
42	01107	RC, CK, newspaper	yes, I help more elderly people and I write more. I would like to do it again.
43	01104	PT, newspaper	no

#11 Relationship with teachers

<u>Number</u>	<u>Zip Code</u>	<u>Service Experience</u>	<u>Change in relationship with teacher</u>
1	01105	RC, PT, O	yes, because of being in a large classroom group we are in a small more involved group.
2	01108	O	yes, we can work more on the same level.
3	01108	O	no, She is still a teacher
4	01107	PT	yes, because seeing my teacher in the weekend helped her understand me better and the same for me.
5	01107	PT, CK, RC, GH	yes, I have made more improvement.
6	01107	PT, GH	yes, they be nicer
7	01107	PT	yes, it brings us closer
8	01109	PT	yes, you get to know them better
9	01104	PT, O	yes, Because you learn that he/she can be funnier than he/she really is.
10	01107	PT, O, GH	no, It's about you and how you help a person and who you help not you and your teacher.
11	01108	O	no, It just doesn't. What I did was not fun at all.
12	01107	PT	yes, I changed by attend (attendance or attention)
13	01107	PT	n/a
14	01107	RC at CK	no, because theirs no changes in me
15	01109	RC, PT, O	yes, you also get to know another side of your teacher besides the teacher figure.
16	01104	PT	n/a
17	01107	PT	yes, I get to know them better
18	01108	n/a	n/a
19	01107	PT	yes, I feel better when I work in groups with people.
20	01107	PT, reading	yes, there are no right or wrong answers
21	01104	RC, newspaper	yes, because I had a smart attitude and then I changed.
22	01108	PT	yes, you can be more open

#11 Relationship with teachers

<u>Number</u>	<u>Zip Code</u>	<u>Service Experience</u>	<u>Change in relationship with teacher</u>
23	01107	GH, RC	yes, now I now (the teacher) can be fun
24	01104	PT	yes, they acted nicer
25	01105	RC, CK	yes, they act nice out of
26	01107	PT	yes, I get nicer because I not using a . . .
27	01104	PT, O, newspaper	yes, when you work with a teacher in community service they speak like if they were a friend.
28	01107	RC, CK	no
29	01107	RC, CK	no
30	01104	RC, CK	yes, teacher had been more nicer
31	01107	RC, GH, PT	yes, They are more nicer
32	01107	GH, RC, O	yes, You get to know what they are really like.
33	01107	PT	no
34	01109	PT, O	no
35	01108	PT	no
36	01107	PT	yes, cause she makes it fun
37	01104	PT, O	no
38	01107	PT, O	no
39	01107	GH	no
40	01105	(the teacher)	yes, In school the teachers like (the teacher) is so mean in school and so nice out of school. I wonder why?
41	01107	PT, RC	no, it stays the same
42	01107	RC, CK, newspaper	yes, You get to know your teachers better
43	01104	PT, newspaper	yes, I was working more with the teachers and I trusted them.

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