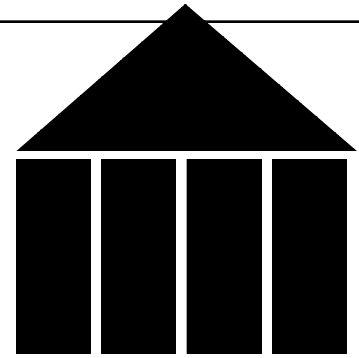


AACTE Service-Learning Special Study Group Newsletter



News and information about Service-Learning and Teacher Education

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Notes From Your Service Learning Study Group Chair

Kevin J. Swick, University of South Carolina—Columbia

Here the summer of 2001 is almost over and how quickly time will pass and the 2002 AACTE conference will be here! At our meeting during the conference the membership of the AACTE Service Learning Study Group confirmed the following as our officers for 2001: Kevin J Swick, Chair (University of South Carolina—Columbia), Joseph Erickson, Vice Chair (Augsburg College), Sue Root, Secretary/Treasurer (Alma College).

It was also at that time that we thank Jeffrey Anderson for his superb leadership as our Chair for the past two years. Thanks also go out to Jill Miels who served as our Secretary and Treasurer.

Now we are planning for the 2002 AACTE conference in New York at the Hilton, February 23–26. As your chair I have been in touch with the AACTE office and requested a room for us to conduct our 2002 meeting. If you have ideas please forward them to me or to Sue Root of Alma College or Joseph Erickson of Augsburg College. Do you have a particular issue in Service Learning that you would like discussed? Then let one of us know and offer some possible ideas on how we might include it in the program.



Jane 'Peni' Callahan of Providence College speaks at the 2001 AACTE Pre-conference Workshop on Service-Learning in Teacher Education, February 28, 2001.

Also, do you have colleagues who could benefit from being a member of our Service Learning SSG—then please get them to fill out the membership form and send it in to Sue Root. We need many new members!

Read this issue of our Service Learning newsletter and let one of us know of any articles or other items you might like to include in a future issue.

Thanks and look forward to hearing from you!

Kevin J. Swick, Chair

Send your announcements for future SSG Newsletter editions to Joseph Erickson at Augsburg College, 2211 Riverside Avenue, Campus Mail Box #312, Minneapolis, MN 55454 or via email: <erickson@augsborg.edu>.

Announcing AACTE Best Practice Awards

The AACTE Best Practice Awards were established in 1996 and awarded for the first time in 1997. They were designed to recognize institutions who have demonstrated "best practice" in achieving AACTE's strategic goals. This year, AACTE introduces a new Best Practice Award for Service-Learning in Teacher Education. This award recognizes exemplary practice in the use of service-learning in teacher education. Growing out of the work of AACTE and the National Service-Learning in Teacher Education Partnership (NSLTEP), the award recognizes excellence and identifies useful models of service-learning in teacher education. Review and evaluation of award submissions will be performed by a panel of experts.

Examples of exemplary practices could include, but are not limited to, the application of service-learning as a method in preparing teachers in the professional sequence and/or the academic field of study; the use of service-learning experiences of preservice teachers in clinical and/or community settings; the production of data that further enhances our understanding of the impact of service-learning on student outcomes; and/or the relationship of service-learning to content standards and teacher standards. The program must have been in operation for at least one year.

For selection criteria and submission requirements for the Best Practice Award for Service-Learning in Teacher Education, see the Call for Entries and Entry Form, available at the AACTE web site <www.aacte.org/Awards/call_entries.htm>.

For additional information, contact Kristin McCabe at 202/293-2450, or send an e-mail to <kmccabe@aacte.org>.

AACTE and ERIC Clearinghouse Publish New Service-Learning in Teacher Education Monograph

For several years, the American Association of Colleges for Teacher Education (AACTE) has been interested in determining the appropriate roles for service-learning in teacher education, and the value that service-learning holds for improving teacher and student learning. The long-standing assertion that learning in authentic settings enhances personal, social, and academic development is the basic premise underlying community service, contextual education, problem-based education, and academic

service-learning. This new monograph, co-edited by SSG members Jeffrey Anderson, Kevin Swick, and Joost Yff, focuses on providing teacher educators and practicing professionals with information on the conceptual, research, and application areas of service-learning in preservice teacher education. It builds on the base established by *Learning With the Community: Concepts and Models for Service-Learning in Teacher Education*, published by the American Association for Higher Education in cooperation with AACTE in 1997.

The current volume documents the continuing integration of service-learning into the mainstream of preservice teacher education. It includes key concepts and strategies that enhance the potential for increasing the effectiveness of service-learning as pedagogy in teacher education. Some of the questions examined in the book: To what degree

does service-learning enhance measurable learning outcomes among children? Do service-learning settings help to provide indicators or evidence of quality as specified in student and teacher standards?

Service-Learning in Teacher Education: Enhancing the Growth of New Teachers, Their Students, and Communities, is a compilation of 30 chapters produced by some 50 scholar/practitioners involved in service-learning in teacher education. It is

co-published by the ERIC Clearinghouse on Teaching and Teacher Education and the AACTE.

The price of the book is \$20 and is available online at: <<http://www.ericsp.org/pages/digests/orderpubs.html>>.

Service-Learning Research Conference Scheduled for October 2001 in Berkeley, California

For several years, leading researchers in the service-learning field have discussed the possibility of having an annual national conference that focuses exclusively on the study of service-learning. That time has come. The conference, called the *First Annual National Conference on Service-Learning Research: Fostering a Community of Service-Learning Researchers*, will present the most recent breakthroughs in service-learning at all levels (K-12 education, teacher education, and higher education). The conference will present new study findings, methodological and theoretical advances, and recently completed research agendas for studying various aspects of service-learning.

The dates for the conference are Sunday, October 21 to Tuesday, October 23, 2001. The conference will meet at the Berkeley Marina Radisson, Berkeley, California and is hosted by Service-Learning Research & Development Center, University of California-Berkeley, RMC Research Corporation, and Campus Compact

For more information, contact: Dr. Andrew Furco, University of California-Berkeley, via email at: <afurco@uclink4.berkeley.edu>.

n Campus-Community Collaboration Institute Scheduled for February 2002 in Michigan

Connecting K-12, Communities, and Higher Education, A Regional Institute on Academic Service Learning, is scheduled for February 8-9, 2002 at Eastern Michigan University. The event is co-sponsored by the Office of Academic Service-Learning at Eastern Michigan University, Michigan Campus Compact, and Michigan Community Service Commission.

For more information, contact Dale L. Rice, Director, Office of Academic Service-Learning, 232 Rackham, Eastern Michigan University, Ypsilanti, Michigan 48197; <dale.rice@emich.edu>, 734/487-1612. Conference participants will pay a registration fee of \$80. Presenters and youth will pay a reduced registration fee of \$35.

n New Organization to Provide Leadership for K-12 Service-Learning is Founded by Education Commission of the States

The Compact for Learning and Citizenship (CLC) is an organization of chief state school officers, district superintendents, service-learning professionals and others who support service-learning. Members are committed to linking school-based service and service-learning to K-12 curriculum and to organizing schools to maximize community volunteer efforts.

CLC was founded by and operates out of the offices of the Education Commission of the States (ECS). ECS is a national, nonprofit organization that helps state education and political leaders improve education at all levels by making sound policy decisions.

The CLC will work in many domains in support of K-12 service-learning, including: Resource Development,

Meeting Coordination, Policy Development, Technical Assistance, Advocacy, Leadership, and Networking.

Upcoming CLC publications include:

- Service-Learning Policy—Tool Kit
- Key Elements for a State-Based Model of Service-Learning
- Improving Service-Learning: Teacher as Reflective Practitioner
- Policy Brief: District Service-Learning Policy

For more information on the CLC, contact Compact for Learning and Citizenship, 707 17th Street, Suite 2700, Denver, CO 80202-3427; Phone: 303-299-3644; Fax: 303-296-8332. Project staff include: Terry Pickeral, Executive Director <tpickeral@ecs.org> and Lou A. Myers, Director, <lmyers@ecs.org>.

Web site: <<http://www.ecs.org>> ..then click *Projects and Centers*, then scroll down to: the category *Service-Learning/Community Service* and there you'll find the link to: Compact for Learning and Citizenship (CLC).



Terry Pickeral, Joseph Erickson and Don Hill, members of the National Service-Learning in Teacher Education Partnership (NSLTEP) in Dallas, Texas, February, 2001.

n Service-Learning Clearinghouse to Move to Santa Cruz, California

The Department of Service-Learning of the Corporation for National Service (CNS) officially announced on August 17, 2001 the awarding of the National Service-Learning Clearinghouse to ETR Associates, of Santa Cruz, California.

The purpose of the Clearinghouse is to collect and disseminate information and materials related to service-learning. Topics include service-

learning in: K-12 schools; institutions of higher education; community-based organizations; Indian Tribes and U.S. Territories, especially Learn and Serve America grantees and subgrantees; and AmeriCorps, National Senior Service Corps and other programs and projects involved in service-learning. The Clearinghouse also operates a variety of listserves for discussion and information on service-learning; a website and information database; a toll-free information phone line; and maintains a collection of publications on service-learning.

There will be a period of transition as the operations move to ETR Associates from the former host, the University of Minnesota. CNS hopes that this move will bring an enhanced set of services to the service-learning field. Information will be available to alert the field to new listserv procedures.

Those with questions about the new Clearinghouse, should contact: Susan Hillyard at: (866) 245-SERV (7378) or <nslc@etr.org>.

Please make note of the following new contact information for the National Service-Learning Clearinghouse, which became effective 8/23/01:

National Service-Learning Clearinghouse/ETR Associates

Mailing Address: Post Office Box 1830
Santa Cruz, CA 95061

Shipping Address: 4 Carbonero Way
Scotts Valley, CA 95066

Phone: (866) 245-SERV (7378)
(831) 438-4060

Fax: (831) 430-9471

Email: <nslc@etr.org>

URL: <<http://www.servicelarning.org/>>

n Communities Engaged in Enhancing Learning through Service (CEELS) Investigates Community Involvement and Shares Assessment Resources

What does it take to mobilize the community in support of student learning through service? A project of the Minnesota Commission on National and Community Service has engaged two volunteer centers, a school-to-work cooperative, a city, a local chapter of volunteer directors, and a large child-serving agency in an effort to investigate this issue. The three-year effort focuses upon boosting agency involvement in assessing student performance and learning in the community. Besides supporting basic partnerships, agencies will also get the chance to see specific methods and tools for giving formal feedback to students.

A guide to performance-based assessment in service-learning (K-12) is available on the Web: <<http://cfl.state.mn.us/servicelarning/resources.html>>. Additional materials from CEELS are expected and will be posted as they become available. The project is supported with a Learn and Serve grant from the Corporation for National Service. More information may be obtained from Cairn & Associates, (612) 722-5806, (612) 722-6062 fax, or email: <cairn@umn.edu>.

n Character Education Conference to Meet in October 2001 in Denver, Colorado

"Character Education: The Other Side of the Report Card" is the theme of the Eighth National Forum of the Character Education Partnership meeting at the Denver Marriott Tech Center, Denver, Colorado, October 18-20, 2001.

Designed for K-12 educators, community leaders and parents, policy makers at all levels, and university scholars, the conference themes include: Advocating for Character,

Creating an Ethical School, Providing Leadership and Training, Engaging Students, Learning to Serve, and Measuring What Matters. Additional information is available by e-mail at <cepforum@character.org>.

n NSEE Conference in Florida in October 2001

The National Society for Experiential Education's annual meeting is scheduled for October 24-27, 2001 in Kissimmee, Florida. Its theme is, "Experiential Education: Imagine the Possibilities." This conference will focus on the themes of 1) experiential education as a pedagogy, 2) service-learning and civic awareness, and 3) internships, cooperative education and career development. For more information, contact (703) 933-0017 or visit the web site at <<http://www.nsee.org/confs.html>>.

n Service-Learning Institute for Spanish and Portuguese Teachers

Building Community: Service-Learning Institute for Community-High School-College-University Partnerships in Spanish and Portuguese is the topic of a conference to be held September 21-22, 2001 at Santa Clara University, Santa Clara, California. Complete program information (including schedule, registration, and hotel) is available at <<http://www.scu.edu/academic/departments/modlang/conference/>>. Please contact Josef Hellebrandt at Santa Clara University, 408-554-4881 or <jhellebrandt@scu.edu> for more information.

n Web Resources for Service-Learning Educators

The W.K. Kellogg Foundation has introduced a new virtual community for anyone interested or involved in developing leadership capacity for social change. Leadership *Online* is a clearinghouse of leadership information as well as a place to meet and exchange ideas. Visit this new virtual community at <<http://www.leadershiponline.wkkf.org>> for an opportunity to connect with others interested in leadership news, events, and publications.

The Children's Partnership has posted a new online resource with state-by-state data and information tools addressing the digital age. The Young Americans and the Digital Future Campaign's "Toolkit for Action" is designed to help policy makers, business and civic leaders address the digital divide and other digital age issues affecting youth. Its focus is on decision-making within states and local communities. See it at <<http://www.childrenspartnership.org/youngamericans/>>. For more information, email: <frontdoor@childrenspartnership.org>.

Knowledge Network is a resource hub for general education, teaching and learning, civic responsibility, campus leadership and more. It is designed to provide information on promising practices in undergraduate education. Resources will include model and innovative programs, projects, and courses; theoretical frameworks and practical strategies; research and related organizations in the field of higher education. For more, see: <<http://www.aacu.edu/KNOWNet/index.html>>.

Web Resources (Continued)

The Journal of College and Character is devoted to the moral and civic education efforts of colleges and universities. See it online at: <<http://www.CollegeValues.org>>. In the latest issue, Barry Checkoway examines "Strategies for Involving the Faculty in Civic Renewal," and Marybeth Gasman discusses the remarkable impact Charles Johnson had on students and the community while president of Fisk University during the segregation era.

The Three Guineas Fund in San Francisco recently issued a report on best practices for girls' programs. Some of the key findings on what makes programs effective and sustainable: "homegrown" programming that caters to the specific needs of girls; holistic approaches that serve the "whole" girl; quality over quantity (i.e., fewer girls served, smaller staff to girl ratios and more in-depth programming); and providing a girls-only space. A PDF version of the report is available at <<http://www.3gf.org/links.html>>; to request a hard copy, email <vanessa@3gf.org>.

Second Nature <<http://www.secondnature.org>> is Boston-based nonprofit working to help faculty, staff, and administrators at institutions of higher education integrate environ-

mental sustainability into their curriculum and campus operating practices. A project is currently in development to compile a list of resources and best practices on various campus/community partnerships that have been formed to promote sustainability. Second Nature invites submissions to their database, which can take the form of curricula, bibliographic information, institutional profiles and more. They are especially interested in gathering information on how relationships were built between the campus and the community, and how those relationships were maintained. If you are interested in submitting information or would like more information on Second Nature, please email Maureen Mahon at <mmahon@secondnature.org>.

The Tomorrow's Professor (SM) listserv, produced by the Stanford University Learning Laboratory (SLL) in partnership with the American Association for Higher Education (AAHE) and The National Teaching and Learning Forum, seeks to foster a diverse, worldwide teaching and learning environment. Many of its twice-weekly postings address issues relevant to service-learning and campus-community collaboration.

Anyone may subscribe to the listserv by sending the e-mail message "subscribe tomorrow's-professor" (no quotes) to: <Majordomo@lists.stanford.edu>.

A copy of this newsletter is available on the WWW at: <<http://www.augsburg.edu/education/aacte-ssg/newsletter/>>.

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AACTE Service-Learning Special Study Group Membership Form (2001-2002)

Name: _____ Date: _____
Title: _____
Institution: _____
Mailing Address: _____

Phone: _____ Fax: _____
Email: _____

SSG dues are \$10.00 per year, payable at or within one month following the annual meeting of AACTE. An additional donation may be made to support the travel of university students attending the annual AACTE conference. Make checks payable to "Sue Root." Send this form and checks to:

Sue Root
Department of Education
Alma College
Alma, MI 48801

Email: root@almaedu

**11 AACTE Special Study Group (SSG) on Service-Learning
Annual Meeting Minutes, Friday March 2, 2001 12:15-1:45
P.M., Hyatt Regency Dallas-Reverchon Room B**

The meeting was called to order at 12:20 P.M., Friday, March 2, 2001
Introductions were made.

Jill Miels presented a treasurer's report. New membership forms were distributed to the attendees. New membership forms and a current membership list will be mailed to all current members. Revised membership forms will continue to reflect the opportunity to donate additional dues to support student travel to future AACTE conferences.

The AACTE Special Study Group on Service-Learning wishes to express its deepest thanks to Joost Yfi for his continued support and efforts on behalf of the group. In particular, we appreciate his coordination of the student survey activities at the 2000 conference in Chicago and his work on the publication *Service-Learning in Teacher Education: Enhancing the Growth of New Teachers, Their Students, and Communities*.

The following officers were elected for the 2001-2002 year.

- Kevin Swick, University of South Carolina, Chair
- Joseph Erickson, Augsburg College, Vice-Chair
- Sue Root, Alma College, Secretary/Treasurer

Members of the group described current efforts in service-learning:

Dale Rice presented information on two grants. The "Academic Service-Learning Sustainability Model" grant will work to institution-

alize service-learning on six IHE campuses across the country. The Model will train more than 250 faculty members and engage more than 3,000 university students. The "University Consortium to Advance Academic Service-Learning in Michigan" will train faculty teams for several Michigan institutions and support the teams as they train faculty, local K-12 district teachers and administrators, and collaborate with community nonprofit groups. Additional information can be obtained by contacting Dale at dale.rice@emich.edu.

Don Hill of Service-Learning 2000 described two new publications; *Portraits of Six Service-Learning Programs in Teacher Education* and *A Three-Year Report in Eleven California Teacher Education Institutions Implementing Service-Learning*.

Terry Pickeral of Education Commission of the States highlighted several pieces of interest to the attendees. All materials are downloadable at www.ecs.org.

Marty Duckenfield, National Dropout Prevention Center, noted that a variety of position papers are regularly sent to College Deans from the Center. If these materials are not reaching faculty members, please contact Marty at mbdck@demson.edu.

Rob Shumer of the National Service-Learning Clearinghouse reminded attendees that web-based dissertations and information on self-assessment of service-learning are available at <http://umn.edu/~serve>.

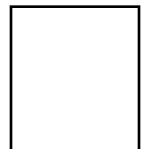
Sue Root, Alma College, distributed a flyer regarding the NSLSTEP material entitled *Service-Learning in Teacher Education: A Handbook*. An interactive version of the Handbook can be seen at <http://www.alma.edu/academics/education/service>.

Dean Steven Lilly, California State University San Marcos presented some thoughts on making a closer connection between service-learning and teacher education.

The meeting was adjourned at 1:45 P.M.

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AACTE SSG on Service-Learning
c/o Joseph Erickson
Augsburg College
2211 Riverside Avenue, C.B. #312
Minneapolis, MN 55454



Accountability in Teacher Education: Expanding the Concept

The AACTE 2002 Annual Meeting & Exhibits will be held February 23-26, 2002, at the Hilton New York and Towers in New York.