

2018

A Service-Learning Project and Civic Engagement for At-Risk Elementary Students

Jennifer Flores
Walden University

Follow this and additional works at: <https://scholarworks.waldenu.edu/dissertations>

 Part of the [Education Commons](#)

This Dissertation is brought to you for free and open access by the Walden Dissertations and Doctoral Studies Collection at ScholarWorks. It has been accepted for inclusion in Walden Dissertations and Doctoral Studies by an authorized administrator of ScholarWorks. For more information, please contact ScholarWorks@waldenu.edu.

Walden University

College of Education

This is to certify that the doctoral study by

Jennifer Lynne Flores

has been found to be complete and satisfactory in all respects,
and that any and all revisions required by
the review committee have been made.

Review Committee

Dr. Nyaradzo Mvududu, Committee Chairperson, Education Faculty

Dr. Amy White, Committee Member, Education Faculty

Dr. Crissie Jameson, University Reviewer, Education Faculty

Chief Academic Officer

Eric Riedel, Ph.D.

Walden University

2018

Abstract

A Service-Learning Project and Civic Engagement for At-Risk Elementary Students

By

Jennifer Lynne Flores

MA, Walden University, 2008

BS, SUNY Oneonta, 2006

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

December 2018

Abstract

An urban elementary school in the city of Phoenix showed little evidence of using active learning even though active learning is a best practice to create engaged citizens. The purpose of this study was to investigate whether participating in a 3-week service-learning project improved civic engagement among at-risk elementary students. The theoretical foundation for this study was the constructivist learning theory, which states that students learn and create meaning by being active participants in their own learning. The research questions asked if completing a 3-week service-learning project showed a statistically significant difference in civic engagement for at-risk tutorial students at the school and whether there was a statistically significant grade level interaction effect. The *Civic Responsibility Survey for K-12 Students Engaged in Service* was used to gather quantitative data for this quasi-experimental design. The sample consisted of 162 students and was limited to the number of students enrolled in first through fourth grades in the 2016-2017 school year. Descriptive statistics and an analysis of covariance was conducted to determine the effect of participation in a service-learning project on reported civic engagement outcomes. There was no statistically significant difference in civic engagement after students participated in a service-learning project compared to students who did not participate. There was, however, a statistically significant difference in civic engagement scores between Grade 3 and Grade 1 and Grade 3 and Grade 4. A 3-day professional development was created for teachers as a result of this study. This may influence positive social change by creating active learning experiences for students at the school, which may lead to greater civic engagement, improved teacher-student relationships, and higher academic achievement.

A Service-Learning Project and Civic Engagement for At-Risk Elementary Students

by

Jennifer Lynne Flores

MA, Walden University, 2008

BS, SUNY Oneonta, 2006

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

December 2018

Dedication

I dedicate this to my mother, whom without, I would have never started my first semester of college.

Acknowledgments

First, I would like to acknowledge my grandmother who always made me feel special and believed I could do anything I dreamed. I would like to thank all my elementary and high school teachers for creating my love and passion for learning. I would like to thank Dr. Berry, my methods professor, who always pushed me and believed in my ability to be an outstanding teacher. I would like to thank Dr. Mvududu for always being understanding and encouraging me to finish my work. I would like to thank my parents for their support and time while I worked on my dream. Krislynn, I appreciate you always believing in me, even when I doubted myself. Jose, thank you for being a shoulder to cry on and for all the tough love that was needed throughout this process. I would like to thank all my friends and family who encouraged me and allowed me to drag them to volunteer their time or money to one of my many “changing the world” ideas. Lastly, I want to acknowledge my two beautiful daughters, who I hope one day will also fulfill their own dreams. Without everyone I would not have been able to accomplish my lifelong dream of obtaining my doctorate. Thank you!

Table of Contents

List of Tables	iv
Section 1: The Problem.....	1
Introduction.....	1
The Local Problem.....	1
Rationale	2
Evidence of the Problem in the Local Setting	2
Evidence of the Problem in Literature	4
Definitions of Terms.....	6
Significance.....	7
Guiding/Research Question	7
Review of the Literature	9
Theoretical Framework.....	10
History of Service-Learning	12
Service-Learning.....	14
Service-Learning Standards	14
Civic Participation and Service-Learning.....	20
Possible Setbacks or Concerns.....	22
Implications.....	23
Summary	23
Section 2: The Methodology.....	25
Introduction.....	25
Research Design and Approach	25

Setting and Sample	27
Instrumentation and Materials	29
Data Collection and Analysis.....	34
Assumptions, Limitations, Scope and Delimitations.....	38
Measures for Participant Protection.....	38
Data Analysis Results	39
Measures	39
Procedure	40
Service-Learning Projects.....	41
Results.....	42
Section 3: The Project.....	50
Introduction.....	50
Rationale	51
Review of the Literature	51
Adult Learning Theory	52
Andragogy.....	53
Principles for Effective Professional Development.....	55
Summary.....	58
Project Description.....	58
Project Evaluation Plan.....	60
Project Implications	61
Conclusion	62
Section 4: Reflections and Conclusions.....	63

Introduction.....	63
Project Strengths and Limitations.....	63
Recommendations for Alternative Approaches.....	65
Scholarship, Project Development and Evaluation, and Leadership and Change.....	65
Reflection on Importance of the Work.....	67
Implications, Applications, and Directions for Future Research.....	67
Conclusion.....	69
References.....	70
Appendix A: Overview—Learning Outcomes.....	91

List of Tables

Table 1. Descriptive Statistics for Posttest43

Table 2. Analysis of Covariance Summary45

Section 1: The Problem

Introduction

Economic and societal needs are always changing and schools have a responsibility to make changes in order to sustain a democratic government and civic engagement (Albulescu & Albulescu, 2015). I designed this quantitative study to investigate whether or not service-learning, an active-learning pedagogical approach, improved civic engagement in at-risk elementary students. The following section provides details about the problem, research questions, and a literature review.

The Local Problem

The problem was that, even though active learning is a best practice to create engaged citizens (Baumann & Ryan, 2013), an urban elementary school in the city of Phoenix (MSD) shows little evidence of using active learning. This is a problem because many schools in the United States are inadequately preparing students to act as well-informed and active citizens on all governmental levels (Neumann, 2017). Skills that prepare students for civic engagement are traditionally addressed in the classroom through social studies standards (Kahne & Westheimer, 2014). Public schools are part of the process of creating productive citizens; however, the way to prepare students to become engaged citizens in the public school system is by creating active civic learning, not passive civic learning (Baumann & Ryan, 2013). Active learning requires participants to acquire information through engaging in higher-order thinking tasks (Brame, 2016). However, many schools throughout the United States teach students to learn passively and ineffectively prior to entering college (Carroll, 2017). The three-week service-

learning project was implemented with the population of at-risk students in Grades 1 through 4. It is prudent to investigate whether or not service-learning, an active-learning pedagogical approach, improves civic engagement.

Social studies is often a marginalized subject in schools, and the current political and cultural climate of the U.S. education system plays a large role in this marginalization (Fitchett, Heafner, & Lambert, 2014). Since the No Child Left Behind Act came into effect in 2002, teachers are pressured to have students perform well on the third through eighth grade state assessments in English language arts and mathematics, so they often avoid teaching social studies or providing civic engagement opportunities all together (Brophy, Alleman, & Halvorsen, 2012). Under the current Every Student Succeeds Act the focus remains on third through eighth grade state assessments.

Rationale

Evidence of the Problem in the Local Setting

Active civic participation opportunities at an urban elementary school (MSD), were nonexistent until the school district received a 21st Century Community Learning Centers grant in 2012 to help provide students with after school tutorials. This grant was given out by the U.S .Department of Education to help support academic growth in core subjects, mathematics and reading, outside the regular school day. Part of this grant was allocated to an hour of enrichment. One of the teachers at the school started a program called Learn to Serve. This enrichment program was set up for students to provide community service or to volunteer inside and outside their communities. Students decided among several enrichment options which one they wanted to be a part of for the

school year. In the pilot year, a group of eight students had the opportunity to participate in the Learn to Serve enrichment group. The activities and projects that were completed were determined by the teacher. Some of the activities and projects that were completed included making blankets and peanut butter and jelly sandwiches for a local homeless shelter, sewing bandannas for a local animal shelter, writing letters to soldiers, and creating art for children at a local children's hospital. Although students had completed several activities and projects, students had not completed a service-learning project as part of this enrichment group. By having several students participate in a service-learning project, MSD would be filling a gap in teacher practice. More students would have exposure to active learning social studies experiences.

Although a Learn to Serve program had been created, only a small number of students were able to participate in the afterschool enrichment group because once they chose their enrichment group for the school year they were not able to change. According to the curriculum director at MSD, prior to the study, no students had actually participated in a service-learning project, and students' civic engagement levels were never measured in any program at MSD. Most teachers are still not offering students opportunities for active civic engagement inside their classrooms, so only a select number of students are getting exposure to some active learning civic engagement opportunities.

According to the principal at MSD, the emphasis on English language arts and math has caused most teachers to omit social studies in their daily schedules, and if teachers put it in their schedule, they often use it for extra math instruction or assessment time. It is not a requirement of the district to include it in schedules (principal, personal

communication, January 23, 2016). Another reason teachers do not spend the time to teach social studies is that often many do not feel prepared to teach social studies content (Fitchett et al., 2014). The principal at MSD also stated that MSD has not provided any social studies professional development to teachers at MSD in at least 8 years (principal, personal communication, January 23, 2016). If students are not being taught social studies standards, they are likely not getting the active learning opportunities to develop skills or background knowledge needed for civic engagement, because civic responsibility/engagement skills are traditionally learned in the classroom setting (Kahne & Westheimer, 2014).

Evidence of the Problem in Literature

Active learning instruction for civic engagement is essential to close the achievement gap between the rich and the poor (Fitchett et al., 2014). There is a “civic engagement gap” between socioeconomic, racial, and gender groups, with the highest civic engagement practiced by highly educated Whites (Gaby, 2017). This civic opportunity gap is a threat to the civic health of our nation (National Council for the Social Studies, 2013). The American Political Science Association found that Americans are not participating in public affairs in a way that is healthy for a democratic society. Americans are not participating frequently enough, are less informed, and lack enthusiasm (Neumann, 2017). In order to sustain a healthy democracy, there has to be a strong participation from citizens that represent the larger population (Levinson, 2010). The percentage of 18- to 29-year-olds who voted out of those eligible to vote during the presidential elections in 2012 and 2016 remained the same, about 50% (Center for

Information and Research on Civic Learning and Education, 2016). These low rates of voter participation have increased the need for research on civic engagement, especially considering the limited research on early and middle childhood civic engagement (White & Mistry, 2016).

Teaching civic engagement through the service-learning pedagogical approach is needed to address relationships among teachers and students. Service-learning is a way for students to see their teachers in a positive way, which creates positive relationships for students and teachers (Lubchenko, 2016). When students are considered at-risk, educators tend to focus on stereotypes and may not see the positive attributes these students possess. Service-learning is a way for educators to rethink the way they see at-risk students because it allows them to focus on their students' assets (Nelson & Eckstein, 2008). The opposite is also true for at-risk youth; service-learning is a way for students to see their teachers in a positive way, which also creates positive relationships for students and teachers (Lubchenko, 2016).

Scott and Graham (2015) recommended more studies of service-learning outcomes with elementary students to show teachers that it is important to modify their current curricula to incorporate service-learning experiences. This recommendation came as a result of their study showing positive student outcomes for empathy and community engagement with students in Grades 1, 2, and 5. Other existing research has indicated there are many positive effects for students who experience service-learning, and this study can contribute to an understanding of the effects of such experiences on elementary students. Service-learning experiences in elementary school can lead to civic engagement

in adulthood (Billig, 2000; Shiller, 2013). Service-learning can also contribute to an increase in personal growth (Farber, 2017; Sanders, Van Oss, & McGeary, 2016), higher academic achievement and engagement (Moely & Ilustre, 2014), higher levels of civic engagement (Seilstad, 2014; Lester, 2015), community self-efficacy (Sanders et al., 2016), intrinsic motivation (Medina & Gordon, 2014), and self-reported improved social skills (Hébert & Hauf, 2015).

Service-learning is an active learning pedagogy that may lead to an increase in civic engagement and address the larger problem of the teaching of social studies to sustain a healthy democracy. The purpose of this study was to investigate whether or not participating in a 3-week service-learning project improved civic engagement among at-risk elementary students.

Definitions of Terms

Active learning: A learner-centered teaching pedagogy that requires learners to be involved with the processing of information at higher levels of thinking (Cattaneo, 2017).

Civic participation or civic engagement or civic responsibility: The way in which civically informed people, of all ages, engage in various levels of community improvement (Kanter & Schneider, 2013).

Service learning: A teaching and learning pedagogy that combines standards-based instruction and assessment with authentic community service (Scott and Graham, 2015).

Significance

This research contributes to the understanding of service-learning pedagogy as a way to provide students with active learning opportunities to increase civic engagement, which is a gap in practice today in the local setting. This research sets the stage for potential social change at different levels. The significance for students is the change in curriculum choice made by teachers to incorporate more active-learning social studies instruction, which can increase civic engagement. The significance of this study to the local population would be an increase of empathy and community engagement (Scott and Graham, 2015). Increasing empathy in students is a proactive approach to school discipline, which can lower discipline referral rates (Mullet, 2014). The findings of the study are significant to the larger population and have the potential for developing higher levels of civic engagement because service-learning opportunities align with the goals and characteristics of effective social studies implementation (National Council for the Social Studies, 2013).

Guiding/Research Question

In response to learning that service-learning had several documented positive effects on at-risk youth, MSD implemented service-learning as part of their afterschool tutorial program. This study explored whether participating in a 3-week service-learning project improved civic engagement among at-risk elementary students. Service-learning is an active learning pedagogy that may lead to an increase in civic engagement and address the larger problem of the teaching of social studies to sustain a healthy democracy. In order to address the gap in practice and the local problem, students

experienced service-learning and the growth in their personal civic engagement was measured.

The following research question and hypotheses guided the study:

RQ1: How does completing a 3-week service-learning project influence civic engagement in at-risk tutorial students at an urban elementary school (MSD)?

H₀₁: There is no statistically significant difference in civic engagement between MSD students who participate in a 3-week service learning project and students who do not participate in any service-learning instruction.

H₁₁: There is a statistically significant difference in civic engagement between MSD students who participate in a 3-week service learning project and students who do not participate in any service-learning instruction.

RQ2: How does completing a 3-week service-learning project influence civic engagement among different grade levels of at-risk tutorial students at an urban elementary school (MSD)?

H₀₂: There is no statistically significant difference in civic engagement between grade levels who participate in a 3-week service-learning project at MSD and students who do not participate in any service-learning instruction.

H₂₂: There is a statistically significant difference in civic engagement between grade levels who participate in a 3-week service-learning project at MSD and students who do not participate in any service-learning instruction.

Review of the Literature

To support the investigation of literature, I used ERIC and Google Scholar databases to search for relevant current literature. Initial search terms were broad and included *service-learning* and *volunteering*. As common themes started appearing other searches included, but were not limited to, *civic participation*, *service-learning standards*, *elementary students*, *self-esteem*, *academic achievement*, *building communication skills*, *development of problem-solving skills*, *student centered*, *community relationships*, and *reflection* within the context of service-learning. A further search was also conducted in the context of social studies and included searches for *active learning*, *student-centered*, *voting*, and *marginalized*, *the opportunity gap*, and *civic engagement*. Scholarly articles and books were the focus. I attempted to include publications from within the last five years. At times that was difficult, as the search was more narrowed to *service-learning*, *elementary students*, and *civic participation*. The search also became more difficult when the research extended into 2018, which made all 2012 sources outside of five years. As an extension and more in-depth review, I also found articles or works by using the bibliography or resources from initial articles. After extensive research it became clear that civic engagement, civic responsibility, and civic participation were all used inter-changeably. This allowed for the extension of research to focus on these terms and become a focus of the research. The review is divided into two primary sections: the theoretical framework for the study and the review of current literature.

Theoretical Framework

The theoretical foundation for this study is constructivist learning theory, which states that students learn and create meaning by being active participants in their own learning (Fernando & Marikar, 2017). The first major constructivist contributor to service-learning was John Dewey. His theory of reflection and the inquiry process are what drive the major components of service-learning. Dewey (1910) introduced the five phases of experimental inquiry. They included: “(i) a felt difficulty; (ii) its location and definition; (iii) suggestion of possible solution; (iv) development by reasoning of the bearings of the suggestion; (v) further observation and experiment leading to its acceptance or rejection; that is, the conclusion of belief or disbelief” (Dewey, 1910, p. 72).

Later, in 1938, Dewey created a six-step process for inquiry, which involved: “1) encountering a problem, 2) formulating a problem or question to be resolved, 3) gathering information which suggests solutions, 4) making hypotheses, 5) testing hypotheses, and 6) making warranted assertions” (Cone & Harris, 1996, p. 32). Kolb revised this in 1984. Kolb took John Dewey’s process of inquiry and created a four-stage experiential learning cycle. The four stages are concrete experiences, reflection, abstract conceptualization, and active experimentation (Kolb, 1984). Kolb’s major contribution to service-learning was making educators see the importance of reflection in the service-learning model (Cone & Harris, 1996). This type of experiential learning should produce more engaged citizens.

Other constructivists play a role in the theoretical framework for service-learning. Bronfenbrenner's (1989) ecological systems theory states that the processes and conditions, or context, in which a human develops, influences their behavior in a positive or negative way. Bronfenbrenner (1994) stated there are five ecological models that influence the development of a child. They include the microsystem, mesosystem, exosystem, macrosystem, and the chronosystem. Service-learning experiences fall within the microsystem, which is a "pattern of activities, social roles, and interpersonal relations experienced by the developing person in a given face-to-face setting with particular physical, social, and symbolic features that invite, permit, or inhibit engagement in sustained, progressively more complex interaction with, and activity in, the immediate environment. Examples include such settings as family, school, peer group, and workplace" (Bronfenbrenner, 1994, p. 39).

The power and influence of the interactions within a microsystem depend on context and structure of the system (Bronfenbrenner, 1994). The ecological system's theory relates to the approach of the study and research questions for the study. Within the microsystem, students are interacting (service-learning experience) in a way that could influence their intent to participate civically. The experience the students have in school with service-learning could influence their interaction and behavior within the microsystem or inside the other systems, thus influencing their development and civic engagement.

History of Service-Learning

Before service-learning, there were volunteer groups as early as the 1800s. They were primarily religion-based and private organizations. The Salvation Army, a Christian charity, was established in 1865 (Salvation Army, 2014). Years later, the American Red Cross was founded in 1881 (American Red Cross, 2014).

During the 1960s and 1970s, service-learning took shape in the form of “pioneers” who worked at universities, community colleges, and secondary education. During that time period service-learning was neither glamorous nor highly regarded. Instead it usually led these pioneers to a dead end in their careers (Stanton & Erasmus, 2013). Stanton, Giles, and Cruz (1999) interviewed 33 of these pioneers to understand the motivation behind their service-learning approach. Through the help of a research associate on the project, it is now understood that service-learning came from the triangular scheme of democracy, service, and education (Stanton & Erasmus, 2013).

In the 1980s service-learning started to become more of what it is today. The Campus Compact is credited with taking service-learning to a larger scale. The Campus Compact is a national coalition of college and university presidents who are committed to achieving civic duties in higher education. The presidents of Brown, Georgetown and Stanford Universities and the president of the Education Commission of the States founded the Campus Compact in 1985 (College Compact, 2014). It was created because of the negative reputation that college students were getting in the mid-1980s. Media portrayed college students as not caring about others, only themselves. The founding presidents believed that not to be true at all and set the Campus Compact into action to

show people all the good that was happening on college campuses and to create support systems among the colleges (College Compact, 2014).

In 1990, the National and Community Service Act of 1990 was approved by Congress. For the first time in history, the federal government created specific goals for colleges. The goals were focused on promoting good citizenship, community service, and personal engagement (Willison, 1994). It also defined service-learning as follows:

“The term "service-learning" means a method—

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

- (i) is conducted in and meets the needs of a community; (ii) is coordinated with an elementary school, secondary school, institution of higher education, or community service program, and with the community; and
- (iii) helps foster civic responsibility; and

(B) that—

- (i) is integrated into and enhances the academic curriculum of the students, or the educational components of the community service program in which the participants are enrolled; and
- (ii) provides structured time for the students or participants to reflect on the service experience” (Corporation for National and Community Service, 1990, p. 13).

Service-Learning

Service-learning is a type of experiential learning and pedagogy (Warren, 2012). Many people may confuse service-learning with volunteering, community service, or an internship. However, service-learning is defined as a teaching and learning pedagogy that combines standards-based instruction with authentic community service (Scott & Graham, 2015). Students use reflection to create solutions and participate civically in their own community. Combining the classroom standards and the community outside the school allows for powerful outcomes to arise. The possibilities are myriad. One example of service-learning may involve students writing reports about pet overpopulation and then raising money for a local organization that helps counteract pet overpopulation. Students could research causes of AIDS and HIV then create an awareness campaign to inform various stakeholders. Students could interview elders in their community about their needs and create a play to perform to the community. They can charge for the play and that money can be used to pay for some of the elders' needs that were identified in the interviews. The major idea behind any service-learning experience is that students become the vehicle for social change in their communities (Starks, Wyczalkowski, Walker, & Stenhouse, 2017).

Service-Learning Standards

In 2008, the National Youth Leadership Council created the eight fundamental indicators that make up the evidence-based standards. These include meaningful service, link to curriculum, reflection, diversity, youth voice, partnerships, progress monitoring, and duration and intensity. These standards help create and implement effective service-

learning experiences for students. Each indicator should be examined and reflected upon when designing service-learning experiences for students (Billig, 2011).

The National Youth Leadership Council (2008) established that a meaningful service-learning experience must actively engage participants in meaningful and personally relevant service activities. Students learn more when their learning is meaningful and purposeful (Fisher & Frey, 2016). When students take ownership of the service-learning project they are able to create positive interactions with other people who are part of the experience. Students and teachers may replace their previously negative thoughts about at-risk students or students with behavior problems with more positive ones (Hamed, Reyes, Mocerri, Morana, & Elias, 2011). The reverse is also true for at-risk youth; service-learning is a way for students to see their teachers in a positive way, which also creates positive relationships for students and teachers (Lubchenko, 2016). Having community partners allows students to see a purpose for their learning, making the experience meaningful (Fox, 2010). Rich experiences allow students to create meaning and become motivated to foster change (Ponder, Veldt, & Lewis-Ferrell, 2011). It is important to keep in mind that with an increase in the use of technology as a way to communicate and connect with the world, face-to-face is not the only relevant way to solve problems or provide relevant community service (Middaugh & Kahne, 2013).

Service-learning is a pedagogy for educators to meet their lesson objectives or targets they create to address the state standards (National Youth Leadership Council, 2008). When teachers use standards to drive their instruction they are more aware of learning progressions and why students need to engage in specific content (Fisher &

Frey, 2016). Teachers are then more likely to describe their understanding to students, making the content more relevant to students, which can increase learning (Fisher & Frey, 2016). Service-learning allows teachers to have the best of both worlds because it provides opportunities for students to achieve academically (Moely & Ilustre, 2014) and become productive citizens (Seilstad, 2014; Lester 2015; Sanders et al., 2016). When teachers provide service-learning experiences to students of color as part of their curriculum, it increases student retention, grade point average, and graduation rates (Mungo, 2017). It is important to note that students who may have initially participated in service-learning projects for the extrinsic reward of a grade often continue to provide service to others as an intrinsic reward later in life (Kackar-Cam & Schmidt, 2014).

Existing research suggests that reflection is the most important component of service-learning because it is what separates volunteering and service-learning (Scott & Graham, 2015). Reflection helps students create a deeper understanding of themselves and the world (Nelson & Eckstein, 2008). Nelson & Eckstein (2008) also suggested that reflection helps students make informed choices about their own future careers and goals. Reflection can be in the form of discussions, journals, art, or thinking (Nelson & Eckstein, 2008; Fox, 2010). Reflection should take place before, during, and after service activities. Teachers should allow students opportunities to think and write deeply about complex societal problems, impacts on self and others, and voice concerns as part of their service-learning reflection experience (Billig, 2017). Children as young as 7 years old can use journal writing as an effective method of reflection (Fair & Delaplane, 2015). Self-reflecting is an effective teaching strategy to help develop critical thinking skills in

students (Huang, Lindell, Jaffe, & Sullivan, 2016). Reflections should be structured and aligned to program goals in order to have the most impact on personal growth and personal self-efficacy (Sanders et al., 2016).

The National Youth Leadership Council (2008) stated that diversity is a major component of service-learning. Having a globalized and interconnected world creates a need for students to be able to work with diverse populations when they enter college (Duffy, Mowatt, Fuchs, & Salisbury, 2014). To develop global citizenship in students, teachers should integrate the teaching of it into all subject areas (Tichnor-Wagner, Parkhouse, Glazier, & Cain, 2016). The teaching of understanding and acceptance of others should begin in kindergarten (National Council for the Social Studies, 2013), while others believe it can begin as early as prekindergarten (Starks et al., 2017). Service-learning is a way for students to challenge stereotypes (Fox, 2010). It provides an opportunity to take risks and work with others who have different views. These types of experiences can help to create trust and acceptance of others (Schneider-Munoz, 2009).

Youth voice is essential to make service-learning effective (National Youth Leadership Council, 2008). Teachers naturally find it difficult to allow students to lead projects (Ponder et al., 2011). However, students often need scaffolding to acquire the leadership skills needed to have a high level of voice in projects (Serriere, Mitra, & Reed, 2011). Structured service-learning projects can still have choice embedded in the process (Hancock, Shenk, & George, 2013). Using a democratic approach to what and how students will learn increases students' willingness to engage in the learning task and

honor teacher control (Fisher & Frey, 2017). Student voice is one way to help sustain social justice in an evolving democratic society (Stallworth-Clark, 2017).

The National Youth Leadership Council (2008) suggests that partnerships need to be collaborative, mutually beneficial, and address community needs. These partnerships are complicated and need to be reexamined and adjusted to address the needs of the partners (Oberge De La Garza, & Moreno Kuri, 2014). There were several community needs due to the economy. Some adults in particular were struggling because of the low minimum wage standards and high unemployment rates, which was adding pressure to youth. Children sometimes did not have role models or mentors because parents were working more or did not have work at all (Schneider-Munoz, 2009). Afterschool programs were being cut from budgets, leaving children to fend for themselves after school. Some organizations, such as the Boys and Girls Clubs of America were trying to help students and parents where they could not help themselves. The Boys and Girls Clubs of America have a larger membership of children that come from a lower socioeconomic background (Brydges & Gwozdek, 2011). A Michigan Boys and Girls Club of America used service-learning for an opportunity to partner with college dental students. With the focus on benefits to the community partnership, the program proved to be beneficial to the dental hygiene students (Brydges & Gwozdek, 2011). Some of the benefits included improvement of interpersonal skills, awareness of oral health needs of the club members, development of skills needed to help children be engaged when being taught about dental hygiene, professional growth, and confidence (Brydges & Gwozdek, 2011). Students and community partners both benefit from service-learning experiences

(Eppler, Ironsmith, Dingle, & Errickson, 2011). For example, including service-learning as part of a nursing program can create an increase in civic-minded health care professionals (Adegbola, 2013). It is important to note that there may be partnerships that do not meet the intended benefits, even with the positive intent of all stakeholders (Stanlick & Sell, 2016).

Another component of effective service-learning is monitoring progress (National Youth Leadership Council, 2008). Service-learning is an ongoing process that needs to be constantly monitored and adjusted to make sure goals are being met. Students do not always know what they do not understand, so it is important that the teachers check for understanding throughout the learning process to help guide their learning (Fisher, Frey, & Davis, 2014).

Lastly, to meet the intended goal(s) of a service-learning project, duration and intensity must be taken into consideration. (National Youth Leadership Council, 2008). “True service is more than one isolated activity; it is, instead, an attitude, a way of reacting to the world” (Fox, 2010, p. 2). There has been little research on the exact amount of time a project should last. Ideally it should last until the problem has been solved or the course has ended (Billig, 2011).

When service-learning experiences use the *K-12 Service-Learning Standards for Quality Practice*, many positive outcomes arise for students. Academic gains, social maturity, critical thinking skills, communication skills, collaboration skills, leadership skills, higher self-esteem, and higher levels of engagement are just some of the positive

outcomes (Billigs, 2004/2005 as cited in Nelson & Eckstein, 2008; Judge et al., 2011; Seilstad, 2014).

Civic Participation and Service-Learning

Civic participation, also known as civic engagement or civic responsibility, is the way in which civically informed people, of all ages engage in various levels of community improvement (Kanter & Schneider, 2013). Brabant and Braid (2009) argued that there is not a one-size-fits-all definition and that each institution needs to create a definition that works for them. Service-learning and civic engagement are also two terms that are often used interchangeably (Chenneville, Toler, & Gaskin-Butler, 2012). For the purpose of this study, Kanter & Schneider's definition of service-learning was used.

Civic engagement is essential to a healthy democracy. In order for a constitutional democracy to remain sound, people must be informed in history, principles, and the foundations of United States democratic system, and they must then civically participate in the system (National Council for the Social Studies, 2013). There are patterns in history that create a need for civic renewal. Some of the reasons may include political uncertainty, economic issues, immigration issues, or tensions among rural and urban communities (National Council for the Social Studies, 2013). There is a civic knowledge gap in urban youth and in order to address it students must participate in authentic civic activities where they can be active participants (Shiller, 2013).

Schools are the first place the government looks to reform civic engagement because schools help with sustaining democracy (Youniss, 2011). It is up to the K-12 school systems to help give students the tools and knowledge needed to participate

civically in the world (Kanter & Schneider, 2013). One purpose of teaching social studies is to prepare students for civic life, which makes it an ideal place to teach and implement informed action (National Council for the Social Studies, 2013). Student participation in service-learning can help develop citizenship so that they will have a lifelong involvement in social issues and public life (Meyers, 2009). This is done by having service-learning projects with civic engagement goals, which expose students to social problems and to public agencies responsible for the amelioration of these problems (Meyers, 2009).

Service-learning has the most potential to create engaged citizens (David, 2009). Undergraduates who participate in service activities throughout their college career tend to have a stronger sense of civic engagement. They are more dedicated to helping others, serving their communities, doing volunteer work, and working for nonprofit organizations (Astin & Sax, 1998). They also feel strongly that individuals can make changes to society (Astin & Sax, 1998). Service-learning experiences also create positive increase in empathy and community engagement for elementary students (Scott & Graham, 2015).

Kahne and Spote (2008) analyzed surveys completed by more than 4,000 high school students in Chicago. Their research concluded that civic engagement increased when students had opportunities to talk about social problems and solutions to those problems inside the classroom. They also found that these opportunities were mostly found in classrooms with high-income, high-performing students (Kahne & Spote, 2008). Civic engagement was measured by using a five-item measure that was developed

by Westheimer (Kahne & Sporte, 2008). McFarland and Thomas (2006) also found that service clubs, student councils, and musical groups inside the schools help motivate students' civic engagement for the long-term.

Possible Setbacks or Concerns

Although researchers have identified many positive service-learning outcomes, there can be some setbacks or concerns with service-learning. Some community partnerships may not be adequately staffed or funded. The Philadelphia Food Stamp Enrollment Campaign is an example where several school partnerships were needed in order to make significant changes (Porter, Summers, Toton, & Aisenstein, 2008). This campaign was only successful when they were fully funded and staffed with people from the community, government, and multiple college campuses. Funding and participants are often a problem at the college level because service-learning is not institutionalized or required for graduation. However, when service-learning does become institutionalized, more people participate and more funds are allocated to service-learning (Stater & Fotheringham, 2009).

Time is also a major concern when it comes to service-learning experiences. Astin and Sax (1998) found that the duration of a project does matter. The longer the duration of the project, the more positive outcomes it has on students. Ideally, the duration of the project would last until the problem that the service-learning project was addressing was solved (Eyler & Giles, 1999). Teachers also may feel there is not enough time to implement service-learning because the pressure of standardized testing that promotes rote memorization (McClung, 2013; Twombly, 2014).

Another concern with service-learning is that students may feel discouraged. Discouragement may come from being forced to volunteer as part of a service-learning project (Cohen & Kinsey, 1994). Students who are not passionate about a topic or project may also feel discouraged because they feel there is no point in spending time trying to create solutions to problems that can never really be solved (Eyler & Giles, 1999). This is why student voice is part of the service-learning standards. When students care about the topic of the service-learning project, they are more likely to create deeper connections with the organizations and keep trying to find solutions to the problems (Eyler & Giles, 1999; Serriere et al., 2011).

Implications

Based on the literature review, I made some conjectures about service-learning, the first being a growth in civic engagement. Secondly, even though this study was conducted with tutorial students, the assumption is that it would be brought inside the classroom. Based on these assumptions, a possible project may be a 3-day professional development workshop. The first day would be building background knowledge about service-learning and civic engagement. The second day would be focused how to implement service-learning. The last day would give teachers planning time to see how they can take what they are already doing and add service-learning opportunities to it. A whole group brainstorming session may be needed at the beginning of the day.

Summary

Service-learning combines academic standards with community partnerships. Using service-learning standards to guide service-learning experiences ensures that

students gain authentic and meaningful experiences. It also keeps students engaged with what they are learning because student voice is incorporated.

To ensure that service-learning has short- and long-term effects on students' civic engagement, it is important that the experiences are implemented and designed carefully. The learning goals must be explicit, teachers need to be trained, reflection and debate must take place, and there must be a significant amount of time dedicated to the project. The next section is focused on the quantitative design model for the methodology that was used to conduct the research.

Section 2: The Methodology

Introduction

There are various outcomes from service-learning and they can be measured in different ways. I designed this quantitative study to investigate whether service-learning, an active-learning pedagogical approach, improved civic engagement in at-risk elementary students. The *Civic Responsibility Survey for K-12 Students Engaged in Service* (Furco, Muller, & Ammon, 1998), which is a 10 question survey, was administered to measure the effects on elementary students that attend afterschool tutorials as part of the 21st Century Community Learning Centers grant. The following section provides details about the design, setting and sample, and instruments. It also addresses the data collection and analysis process. I address the limitations of the study in the section as well.

Research Design and Approach

To investigate whether or not service-learning, an active-learning pedagogical approach, improved civic engagement in at-risk elementary students, I used a quantitative design, which enabled me to understand how one variable affects another (Creswell, 2012). The variables that I evaluated were the participation in a service-learning project and reported civic engagement outcomes. The pre- and posttest quasi-experimental design was the specific type of quantitative design that I used in the study. This type of design is often used by researchers in education because groups are intact and true randomization would be unethical (Creswell, 2012). For this study the groups were already in existence, which is why I used a quasi-experimental design for this study. The

first through fourth grade classrooms were intact groups and so were the 21st Century Community Learning Centers grant funded tutorial groups. In a pre- and posttest design, participants in all groups completed a pretest prior to any experimental treatment and a posttest after the experimental treatment had been completed; however, only one group participated in the experimental treatment (see Creswell, 2012). For this research the pretest and posttest was the *Civic Responsibility Survey for K-12 Students Engaged in Service* (the survey; Furco et al., 1998) and the experimental treatment was participation in a service-learning project. All students in Grades 1 through 4 completed the pretest and posttest; however, only students who participated in the 21st Century Community Learning Centers grant funded tutorials participated in the service-learning project. In this study I also investigated if there was any difference in civic engagement among the different grade levels.

For this study, I used a survey to collect data. A survey is used to “describe the attitudes, opinions, behaviors, or characteristics of the population” (Creswell, 2012, p. 628). In this study, I investigated elementary students’ current attitudes and behaviors towards civic engagement prior to participating in a service-learning project and again after participating in a service-learning project. Overall, the survey meets all the criteria for inclusion (short in length and broad in scope), which is why it was used. I chose a survey as the data collection method because it has been used since the first service-learning programs were started (Moely, Mercer, Ilustre, Miron, & McFarland, 2002). Another reason I chose a survey was because it is a tool that may gather data quickly (see Creswell, 2012). The survey comprised 10 questions and took about 15-20 minutes to

administer. The survey was also used in a wide scale research in the state of California, with more than 86,000 participants (Ammon, Furco, Chi, & Middaugh, 2002). I chose the survey to make it easier to protect the confidentiality of the participants. The survey was completed using paper and pencil, even though a computer-based survey was offered. The names of the students were not revealed to me. Students were each given a number and letter so that I could compare pre/postsurvey scores and whether the students participated in a service-learning project. I also chose the survey because a scale can help measure growth in civic responsibility and engagement (Furco et al., 1998). Lastly, I chose it because it measures constructs aligned with my intended outcomes, which were civic efficacy, connection to the community, and civic awareness.

Setting and Sample

For this quantitative study the population was students that attended the MSD. More specifically, it was open to all first through fourth grade students who attended one of the four schools within the district. Students who received tutorials through the 21st Century grant were the students that actually participated in the service-learning project because they had designated time after school for enrichment activities. Taking time out of the school day would have interfered with student and teacher schedules, making it inconvenient and time consuming for teachers to administer a service-learning project during the school day. The 21st Century Community Learning Centers grant funded tutorials included grades kindergarten through eighth grade students, but the sample only included students in first through fourth grades because of time and resources of myself and of the school. This group was a homogeneous sample because all the students

attending the 21st Century Community Learning Centers grant funded tutorial program were identified as falling far below or approaching standards at their grade levels. It was also a convenience sample because the afterschool tutorials only operated in the MSD.

The sample consisted of a group of 162 students ranging from first through fourth grade. The sample size was limited to the number of students enrolled in first through fourth grade in the 2016-2017 school year. There were approximately 180 students enrolled in these grades during that time period; however, not all students participated. Students whose surveys were incomplete were excluded from the final sample. The study included all students who met the inclusion criteria, (grade level, participation in the 21st Century Community Learning Centers grant funded program, school district, and academic struggle) and students in first through fourth grade who did not participate in the afterschool program, so there was a comparison group. According to Lipsey's (1990) power analysis chart a sample size of 65 is needed for each group. This would yield an effect size of .5 and a power criterion of .8. Therefore, the sample size in this quantitative study was appropriate (see Creswell, 2012). In order to achieve this ideal size the school needed to offer the program to at least 65 students to be used as a comparison group and at least 65 students who actually participated in the service-learning project. This study had 86 students who were used for the comparison group and 76 students who actually participated in the service-learning project.

In order to be eligible for the experimental group in this study, a participant had to adhere to certain criteria. First, students had to have participated in the 21st Century Community Learning Centers grant funded tutorials in the 2016-2017 school year. They

must have received a classification of falls far below or approaches on at least one of the three quarters of the Galileo district quarterly assessment, and they had to be in Grades one through four. Students did not need to obtain written consent from a parent or guardian or give verbal assent to participate in this study because data were collected as part of the 21st Century Community Learning Centers grant funded tutorial evaluation by the school district. To improve the internal validity of the study, all students in Grades 1 through 4 at the MSD who opted into participating and who were not involved in the 21st Century Community Learning Centers grant funded tutorial program served as a comparison group.

Instrumentation and Materials

I used the *Civic Responsibility Survey for K-12 Students Engaged in Service*, which has already been tested for validity and reliability in other studies (Brandes & Randall, 2011; Moely, Furco, & Reed, 2008; Moely et al., 2002; Scott & Graham, 2015). The CRS was created by Furco et al. and published in 1998. This survey was designed to measure growth in civic responsibility (engagement) by having students take it as a pre/post survey (Furco et al., 1998). This survey uses the popular Likert-type scale, which “illustrates a scale with theoretically equal intervals among responses (Creswell, 2012, p. 167). Students were presented with statements and were required to indicate their degree of agreement with each statement. The responses were scored on a scale of one to three, with 1 = “disagree,” 2=“agree a little,” and 3 = “agree a lot.” This is appropriate for elementary students because according to Mellor and Moore (2013), children have the most difficulties when the Likert response formats are based only on numbers. “The

easiest format for children appears to be that which is based on words that reflect frequency of behaviors/thoughts (i.e., never to regularly)” (Mellor & Moore, 2013, p.9). This survey was tested for reliability and validity in a previous service-learning study conducted by Furco et al. According to Nunnally (1978), reliability at or above a Cronbach alpha of .70 is adequate, and others such as Bentler and Bonett (1980) averred that .90 is needed. This may be a limitation of the survey that was used. In the original pilot study, the sample size was $n = 589$ elementary students. The reliability was .76 for the overall survey. For the connection to community and the civic awareness constructs, the construct reliability was .53 and for the civic efficacy construct, reliability was .59 (Furco et al., 1998). This shows that all the items (questions) in the survey are meaningful examples of the construct being measured. The connection to community construct has four propositions. One example is, “I feel I am part of a community” (Furco et al., 1998). The civic awareness construct includes three propositions. One example is, “Doing something that helps others in important to me” (Furco et al., 1998). The civic efficacy also has three propositions, including “I know what I can do to make the community a better place” (Furco et al., 1998). Scott and Graham (2015) also used the survey in their study, but made some modifications to it to align with their program goals. Furco et al. (1998) suggested that if schools were going to use their survey they should change the program goals to align with their specific school goals. The overall reliability for their updated survey was .73. The survey has already been translated into Spanish, which addressed the needs of the Spanish speaking students in the MSD. No students opted to use this version of the survey.

Participants who completed the survey followed a process. The originally designed process was going to have the survey administered electronically through SurveyMonkey; however, the school decided that a paper copy of the survey would be easier for them to administer to students. A copy of the survey was sent to the service-learning project coordinator (BA) via e-mail, and she distributed it to teachers. A copy of the testing procedure was also distributed to the service-learning project facilitator via e-mail. Teachers followed the following procedure:

1. Have students sit in a testing environment.
2. Hand to each student their assigned identification number.
3. Read the directions to complete the survey to the students. If a student is unable to read the survey, they may have the survey read to them.
4. Allow students to ask any questions they have for clarification.
5. Remind students that there are no right or wrong answers and that the most important thing is that they answer the questions honestly. Offer to read any questions out loud to the students if they raise their hand.
6. If necessary, clarify particular items or words in the survey for a student. If the teacher rewords or paraphrases words that are confusing, they must be noted and e-mailed to Jennifer.johnson5@waldenu.edu.
7. Ask students to raise their hands when they are done and check to make sure every question is filled out.

8. Once the completed survey is checked and if no changes need to be made, thank the students for their participation and send them to their designated destination.

The survey asked the students to respond to the following statements using the scale 1 = disagree, 2 = agree a little, and 3 = agree a lot:

1. I feel like I am part of a community.
2. I pay attention to news events that affect the community.
3. Doing something that helps others is important to me.
4. I like to help other people, even if it is hard work.
5. I know what I can do to make the community a better place.
6. Helping other people is what everyone should do, including myself.
7. I know a lot of people in the community and they know me.
8. I feel I can make a difference in the community.
9. I try to think of ways to help other people.
10. Everyone should pay attention to the news, including myself.

(Furco et al., 1998, p.4).

The survey also asked for demographic information such as gender and grade level. The raw data were collected and put into the IBM SPSS software system for statistical analysis. Data tables were created to display the statistical analysis (Table 1 and Table 2).

Data collected from the pre/post surveys were used to measure growth in civic responsibility (engagement), which is the dependent variable in the study. Participation in a service-learning project and grade level were the independent variables. Students

needed to complete the entire service-learning project in order to demonstrate they participated in a service-learning project. Data for those students who did not complete the entire service-learning project were not included in the analysis. The survey was already used in studies where students received service-learning experiences (Brandes & Randall, 2011; Moely, Furco, & Reed, 2008; Moely et al., 2002; Scott & Graham, 2015). All students took the survey before they participated in a service-learning project. Only students that participated in the 21st Century Community Learning Centers grant funded tutorials actually completed the service-learning project. However, after the study students who did not participate in the service-learning project were given the opportunity, if they so chose. All students took the post survey within a week after the service-learning program was completed.

The service-learning project included students in Grades 1 through 4 who received tutorials through the 21st Century Community Learning Centers grant. The service-learning project lasted approximately three weeks. Students worked on the project four days a week for 45 minutes each time. It was completed after school hours, during the tutorial sessions. The researcher did not have any contact with students. Students were guided through the process by their tutorial teachers. Teachers were provided with a generic service-learning project plan. In the first session teachers were to introduce what service-learning is and talk about the overall expectations for a service-learning project. Teachers also introduced vocabulary to students such as volunteering, community service, civic engagement, leadership, reflection, partnerships, and civic responsibility. Students then brainstormed problems that their community was currently

facing. With the help of the tutorial teacher, students identified community organizations that could help with their identified problems. Students decided on one problem they wanted to address. They then decided if the whole class would address the same issue or split into groups to address different issues. In the next several sessions students completed research on the problem they picked to address. The tutorial coordinator (service-learning facilitator) and tutorial teacher were there to help facilitate learning and answer student questions. Once students had a sound understanding of their problem they then spent time developing solutions. Students then created some type of project to share their findings and solutions with the community. Teachers, students, researcher, and administrators determined a completion/presentation date. Students were required to complete a 5 minute reflection journal every day. They reflected on what they accomplished during the session, how they felt about the information they learned or what the group talked about that day, and planned for what they needed to do next. After the service-learning project was completed and all post-surveys were administered an ice cream party was given to all students who participated in the pre/post survey. It should be noted that there was no oversight of the implementation of the service-learning project by a service-learning expert.

Data Collection and Analysis

Although the school district had not used the survey as part of their program previous to this study, the superintendent and school board approved the use of survey to evaluate the school districts enrichment program for tutorial students. The Superintendent collected the survey data and released it to the researcher. Survey data were collected

using a paper copy of the survey. The survey was administered before students participated in a service-learning project and then after students participated in a service-learning project. It was not timed; students had as long as they needed to answer the questions. During the collection of the data the researcher was not in the room while students completed the survey. Their tutorial coordinator or teacher administered the survey. Prior to conducting the research several steps were taken. First, the principal and 21st Century Community Learning Centers grant coordinator were contacted via email about starting the study and obtaining class lists for all students in Grades 1 through 4. I never saw the class lists. The parent consent form was also attached to the email, along with a confidentiality agreement document for the 21st Century Community Learning Centers grant funded tutorial coordinator (BA) to sign. BA signed a confidentiality agreement prior to collecting data.

Once the pre and post surveys were administered BA sent the original completed pre/post surveys to the researcher in the mail. I did not at any time have access to any of the student names. A number and letter were assigned to each participant as an identifier. The letter T was used to identify participants who attended tutorials and participated in a service-learning project. The letter N was used if the student did not attend tutorials and did not participate in a service-learning project. This helped identify the group that participated in the service-learning project and the comparison group, who did not participate in the service-learning project. Only students labeled with a T completed a service-learning project.

To score the pre/post surveys a numerical value was assigned to each response. One point for each disagree, two points for each agree a little, and three points for each agree a lot. The students received one combined score (the mean) to represent their civic engagement score. The higher the combined score, the higher the level of indicated civic engagement. This method was used because this is how the original survey engagement score was calculated. Descriptive statistics were used to summarize data collected from the survey. Descriptive statistics are used to deliver simple summaries about a sample and the responses to the questions (Fink, 2009). The mean and standard deviation were calculated prior to the service-learning project and after the service-learning project.

Measures of central tendency and dispersion determined if a service-learning project increases, decreases, or had no impact on students' civic engagement. For central tendency, the mean was calculated; to measure dispersion in the data, variance and standard deviation were calculated. The variance is a "statistical term based on a score's distance from the mean" (Fink, 2009, p.82). The standard deviation is the average distance the average score is from the mean. It is also the square root of the variance (Creswell, 2012). The purpose of these calculations was to measure the overall growth in civic engagement with students who participated in a service-learning project and those that did not participate in a service-learning program. Scott and Graham's (2015) study was used for guidance in statistical analysis. They used the survey in their service-learning study with elementary students.

In order to investigate the research questions, (RQ1: How does completing a 3-week service-learning project influence civic engagement in at-risk tutorial students at an urban

elementary school (MSD)? RQ2: How does completing a 3-week service-learning project influence civic engagement among different grade levels of at-risk tutorial students at an urban elementary school (MSD)?), a two-way analysis of covariance (ANCOVA) was conducted for this study. The ANCOVA was used to investigate if a service-learning project would improve student civic engagement and to see if there was a difference based on grade levels. The first independent variable grade level, included four grade levels: first grade, second grade, third grade, and fourth grade. The second independent variable was the group they were in, one group for students who participated in the service-learning project and one for those that did not participate in the service-learning project. The post test scores was the dependent variable and the covariate was the pre-test scores.

Once the results were analyzed a summary of the results was emailed to the principal and the 21st Century Community Learning Centers grant coordinator to distribute to students, parents, teachers, schoolboard members, other district administration, and community members. It was sent as a letter attachment and included the data charts. They could choose to disburse by printing the letter and sending it home with students, mailing it to community members, and emailing to teachers and other administration. It was at the discretion of the principal and 21st Century Community Learning Centers grant coordinator.

Assumptions, Limitations, Scope and Delimitations

For this study it was assumed that the students have never experienced service-learning. It was also assumed that all students in the 21st Century Community Learning Centers grant funded tutorial program were there for academic needs.

Some potential limitations of the study include:

- Amount of time to administer the service-learning project
- Students did not have a strong voice because it was their first experience
- Only one outcome of service-learning was being measured
- Sample was one of convenience
- Not a true experimental design, so there was no randomization
- Internal validity may be compromised because of extraneous variables could not be accounted for in this study.
- Design contamination may have happened if other students talked about the service-learning experience with students who did not complete a service-learning experience.

This study cannot be generalized to the larger population because a convenience sample was used. A suggestion would be to replicate the study with different populations over and over again to see if the same results were found. This would help determine if the study could be generalized to the larger population.

Measures for Participant Protection

To ensure that participants were protected, parents and students had an option to opt out of the study. A full description of the service-learning project was provided with

the parent consent form and translated into Spanish, so that parents would understand the exact nature of the project. It was clearly stated that their child's participation was entirely voluntary and would not affect their participation in 21st Century Community Learning Centers grant funded tutorials or their classroom grade in any way. Students' names were not used for identification; instead a number and a letter were assigned to each student. The information that was collected is stored in a password protected file on the researcher's computer. The original surveys were sent back to MSD after the researcher created a document with the information. The only person that has access to the file created is the researcher. The data will be deleted five years after the publication of the dissertation by the researcher. Students were out of harm's way for the service-learning project because they did not have direct contact with any agencies outside the school. They chose an organization that they wanted to donate to because their age hindered them from volunteering at certain organizations. For example, if they decided they wanted to volunteer at the local animal and control shelter they would not be able to do so until they were 16. This does not mean that people from the organization did not come and give presentations or answer any questions students may have had for them. Furthermore, students were always given the option to opt out of the study or the reading material if they felt it was sensitive in any way.

Data Analysis Results

Measures

For the measure of civic engagement the survey was used to collect data (Furco et al., 1998). Participants were asked to respond on a scale of 1 to 3 (1= disagree, 2= agree a

little, 3= agree a lot) to different statements. This survey has a strong reliability score with the Cronbach's alpha being 0.76. A score was calculated for each student by assigning a numerical value to each response. One point was assigned for each disagree, two points for each agree a little, and three points for each agree a lot. The students then received one combined score and the mean was calculated to represent their civic engagement score. The higher the mean score the higher the level of civic engagement.

Procedure

Prior to the approval from the Institutional Review Board, the MSD agreed to collect data as part of their grant funded tutorial programs. The study took place during school hours and after school hours. The participants who did complete the pre and post survey were given an incentive of an ice cream party. All students in the grade levels that participated in tutorials were invited to participate in the pre and post survey. However, only students who attended tutorials were required to participate in the service-learning project. Only data from students who responded to all the statements on the survey and who completed both a pre and a post survey were used. According to teachers, the following procedure that was given to them was followed:

1. Have students sit in a testing environment.
2. Teacher should handout each student their assigned identification number.
3. Students will be read the directions to complete the survey. If student is unable to read they may have the survey read to them.
4. Students may ask any questions they have for clarification.

5. Teacher will remind students that there are no right or wrong answers and that the most important thing is that they answer the questions honestly. They will also offer to read any questions out loud to the students if they raise their hand.
6. If necessary, the teacher may clarify particular items or words in the survey for a student. If she does reword or paraphrase words that are confusing they must be noted and emailed to Jennifer.johnson5@waldenu.edu.
7. Student may raise their hand when they are done and the teacher needs to check to make sure every question is filled out.
8. Once teacher has checked the completed their survey and no changes need to be made, the teacher will thank them for their participation and send them to their designated destination.

The first and second grade teachers did state that they read the entire pre and post survey statements and answers to their students. It took teachers about 15-20 minutes to administer the survey each time.

Service-Learning Projects

For this study each teacher was responsible for creating their own service-learning project for their afterschool tutorial students. They were asked to look at student benchmark assessments, standardized testing data, and the goals of their program to determine a fitting service-learning project. Teachers were also asked to make sure they included daily student reflection as part of their project. Teachers were not given any formal training on service-learning, only provided with various resources. Teachers were

provided with the book *The Complete Guide to Service Learning: Proven, Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum, & Social Action* by Cathryn Berger Kaye M.A, website links for service-learning project ideas, and an outline of a basic service-learning project. The service-learning projects took place over a three week period of time. Each week students spent four days after school, forty-five minutes each day working on their projects. Each quarter the teachers moved students into and out of the tutorial sessions based on quarterly benchmark assessments that are given by the school district. The project began the second quarter of the school year, at the start of a new tutorial session.

Results

To investigate the changes in civic engagement over the course of a three week service-learning project, means and standard deviations were calculated for participants before and after participation in the project. Means and standard deviations were also calculated for students who did not participate in a service-learning project for a comparison. Students that participated in a service-learning project had increased levels of civic engagement at all grade levels except second grade. Overall means increased with grade level from grade one until grade three. The overall mean then went down with the group of grade 4 students. See Table 1 for descriptive statistics.

Table 1

Descriptive Statistics for Posttest

Grade Level	Group	<i>N</i>	<i>M</i>	<i>SD</i>
1	Control	12	2.39	.46
	Experimental	25	2.46	.39
2	Control	17	2.59	.33
	Experimental	29	2.54	.45
3	Control	25	2.57	.32
	Experimental	14	2.64	.30
4	Control	32	2.47	.33
	Experimental	8	2.48	.53

Note. (*N* = 162).

A two-way analysis of covariance (ANCOVA) was conducted for this study to investigate if a service-learning project would improve student civic engagement and to see if there was a difference based on grade levels. The first independent variable grade level, included four grade levels: first grade, second grade, third grade, and fourth grade. The second independent variable was the group they were in, one group for students who participated in the service-learning project and one for those that did not participate in the service-learning project. The post test scores was the dependent variable and the covariate was the pre-test scores. A preliminary analysis of the entire group evaluating the homogeneity-of-slopes assumption indicated that the relationship between the covariate and the dependent variable did not differ significantly as a function of the independent variable, ($F(7,154) = 1.817, p = .09$).

The ANCOVA was significant for grade level, $F(3,153) = 3.24, p = .02$ (Table 2). However, only 6% ($\eta^2 = .06$) of the total variance in civic engagement scores was accounted for by the grade level after controlling for pre-existing level of civic engagement. There was a statistically significant difference in civic engagement scores between grade 3 and grade 1 ($p = .02$) and between grade 3 and grade 4, ($p = .01$). The mean for grade three ($m = 2.54$) was higher than in grade four ($m = 2.48$) and lower in grade one ($m = 2.46$).

Based on the results of the ANCOVA, $F(1,153) = .020, p = .89$, there was insufficient evidence to conclude that the students who participated in the service-learning project had higher civic engagement scores than those who did not participate.

Table 2

Analysis of Covariance Summary

Source	<i>F</i>	<i>p</i>	η^2
Grade	3.24	.02	.06
Group	.02	.89	.00

Note. ($N = 162$).

Active learning is the best approach to create engaged citizens (Baumann & Ryan, 2013), but MSD, showed evidence of using little active learning. The sign of this study was to investigate whether or not participating in a 3-week service-learning project improved civic engagement among at-risk elementary students. The mean did increase for three of the four grade levels that participated in a service-learning project, which shows there was some change. Although there was not a statistically significant difference between students who participated in a service-learning project and those that did not, the results may still support Bronfenbrenner's (1989) Ecological Systems Model. Students who experienced a service-learning project, could have been changed whether positive or negative, within the context of the school microsystem. The descriptive statistics may support the change because the mean did not stay the same for any group after they participated in a service-learning project. Another possible reason is that it can take more than a week after participating in a service-learning project for students to see any real changes in their own attitudes.

There are various possible reasons that the service-learning project did not yield a statistically significant effect for students who participated in a service-learning project. First, the teachers that developed and implemented the projects with students were not trained in service-learning. They were only provided a brief outline of what a service-learning project should include and suggestions of projects for different age groups. This may have affected the quality of the planning and implementation of the service-learning project. Another possible reason could be the amount of time for planning and implementing the projects. Teachers were only given about a week to create a plan for the service-learning project. More planning time may have yielded higher quality projects. Additionally, the data collection procedure may have been compromised. Teachers were given a copy of a suggested procedure to follow, however the process was not overseen by the researcher. Therefore, there is no guarantee that the pre and post surveys were administered as prescribed.

Second grade is the only grade that had a decrease in the mean civic engagement score after participating in a service-learning project. A possible reason for this is that they were exposed to information that they did not have before and were able to analyze the statements at a different level. For example, many students changed their response to the statement, “everyone should pay attention to the news, including myself,” from agree a lot, to disagree. In the wake of the 2016 presidential election and the reports of falsified news being discovered students may have evaluated the importance of the news differently. The cognitive dissonance theory (Festinger, 1962) “states that people strive for internal consistency and feel discomfort when holding contradictory, or dissonant,

beliefs at the same time. Thus, in an effort to reduce or eliminate the dissonance, an individual may change one or more of the beliefs involved in the dissonance” (Robinson, Finefter-Rosenblum, Benshoof, & Gehlbach, 2016). So students who once looked at the news as a good place to gather information may have changed their minds. This could also explain the overall lower scores. This change may not have been in other grade levels because the teacher that implemented this service-learning project was different at each grade level. The second grade teacher could have incorporated news into their service-learning projects or had discussions about news, which may have altered student views of the importance of news.

Although grade four had an increase in civic engagement, their mean score was lower than that for each of Grades 1, 2, and 3. The fourth grade slump, which is a term Chall, Jacobs, and Baldwin (1990) created to describe the period of time when “students who were previously doing well in school see their performance dip, sometimes permanently,” (Goodwin, 2011, p. 88) could have contributed to this decrease in scores. One cause of the Fourth Grade Slump is the increase in peer pressure among students between nine and 10 years old. One strategy to help with the fourth grade slump is to create a positive school culture. School culture can be improved through increased service-learning projects (Goodwin, 2011). Service-learning projects are a way to create a positive school culture because they give students opportunities to work in groups, develop community ties, and focus on civic engagement (Hart, 2015). The Fourth Grade Slump may also be the explanation for the statistically significant difference in civic engagement scores between grade three and grade four.

These differences in civic engagement scores indicate that there is still a need to research service-learning in the context of elementary students. Resources for elementary teachers to plan and implement effective service-learning projects are also scarce. More research may yield more resources for elementary teachers to use in their planning and implementation of service-learning. This may help increase civic engagement scores in elementary students. It may also allow more teachers to add service-learning experiences to their current curriculum and teaching methods. Future research should focus on the quality of the service-learning projects in elementary classrooms. Additionally the duration of the projects should be examined to determine if there is an ideal amount of time that would make a project most effective. The statistically significant difference between grade levels should also be examined more closely. Looking at it from a psychological development perspective may lead to a deeper understanding of why there were statistical differences between the grade levels, such as the statistical significances between grade 3 and grade 1. More importantly, we should focus on creating a deeper understanding of service-learning and elementary students because civic engagement in elementary school has been shown to lead to civic engagement in adulthood (Billing, 2000).

Based on the outcomes of this study the most logical project deliverable would be the development and implementation of a professional development on service-learning projects. "Schools that succeed are those where every participant is a learner" (Zepeda, 2012). The purpose of the professional development would be to give teachers a strong understanding of service-learning so that they can be more effective at implementing

projects with their students, thus creating a higher likelihood of meeting the intended outcomes of the projects.

Section 3: The Project

Introduction

Traditionally, 13 years of a person's life are spent in elementary, middle, and high school, and another 2 to 6 years in college if they extend their education to postsecondary education. One purpose of their education is to prepare them for the workforce. Most adults spend 30-40 years in the workforce, which is why it is beneficial to invest in adult learning. Adult learning not only benefits the individual, but society as well (Pavlova & Sanger, 2016).

Based on the results of the current study teachers may need to develop a deeper understanding of service-learning to create and implement more effective projects. In order to meet the needs of students and teachers, a project that would be best suited for this study would be a professional development opportunity for teachers. This section focuses on a professional development plan and guide for a 3-day event that addresses the what, why, and how of service-learning (see Appendix A). The plan and guide uses research on adult learning theory and the five principles of professional development to guide the developed materials. The professional development materials include an overview, a timeline, a generic service-learning project plan, a PowerPoint, and a suggested plan for support inside the classroom. The professional development materials also include a 3-week generic service-learning project and feedback forms (see Appendix A).

Rationale

The need for professional development has risen for teachers since No Child Left Behind Act increased teacher accountability, which continues to be true under the Every Student Succeeds Act. The Standards for Professional Learning were developed to ensure student success through learning completed by the educator. One of the expectations put forth by the Standards for Professional Learning is that educators use data to make instructional decisions (Learningforward, 2015). For the current study, there was no professional development provided to the teachers responsible for implementing a service-learning project with students. This may be a reason why there was no statistically significant difference in civic engagement found after elementary students participated in a service-learning project. Providing a professional development opportunity would help teachers with implementation, which may increase civic engagement scores in students, allowing teachers and students to better meet the goals of the service-learning project.

Review of the Literature

Current literature supports the need for teachers to participate in professional development in order to improve teacher quality and student learning. More importantly, the current literature provides powerful information on what is needed in order to create high quality and effective professional development to help educators create a deeper understanding of service-learning. The literature review is divided into two sections. The first section begins with literature on adult learning theory. The second section addresses the five principles of professional development.

For the project literature review, the Walden University library website and Google Scholar served as the main search engines. ERIC and Educational Research Complete were the main databases I used to find peer-review articles. Initial search terms were broad and included *professional development* and *adult learning*. As common themes started appearing, other searches included, but were not limited to, *andragogy*, *professional development standards*, *collective participation*, *professional development principles*, *duration of professional development*, *effective professional development*, *need assessment*, *ways to make professional development engaging*, *brain research on adult learning*, *how focus professional development*, *coaching*, and *reflective practices for adults*. I made efforts to include publications from within the last 5 years, but this proved difficult at times. I used bibliographies and resources from initial articles to help find more current articles or books.

Adult Learning Theory

When planning for professional development, adult learning theory principles should be used in order to develop effective learning outcomes (Fogarty & Pete, 2004; Matthews & Crow, 2010; Zepeda, Parylo, & Bengtson, 2014). Adult learning theories are used to understand how adults learn and can provide valuable information to help professional developers provide effective professional development to adults (Staff, 2011). Although there are numerous adult learning theories, andragogy is commonly used by current researchers and practitioners to help guide the instruction of adult learners (Merriam & Bierema, 2013). Andragogy is commonly used because it follows a problem-based approach to learning (Merriam, Caffarella, & Baumgartner, 2007). Because of this

fact, Knowles' adult learning theory, emphasizing the self-directed nature of adult learning, formed the basis of this research project (Knowles, Holton III, & Swanson, 2015).

Andragogy

Andragogy was pioneered by Knowles in 1968, after having been introduced to the term by the Yugoslavian adult educator, Savicevic. Knowles' original work was focused on the differences between pedagogy and andragogy. Knowles distinguished that pedagogy focused on the art and science of teaching children and andragogy focused on the art and science of helping adults learn (Knowles, 1968).

Knowles later developed a set of four assumptions about adult learners. These included changes in self-concept, the role of experience, readiness to learn, and orientation to learning (Knowles, 1973). Self-concept is the assumption that as individuals mature, they become more self-directed. From a psychological perspective, children become an adult when they are self-directed. At this point in an individual's life, they want to choose the *what*, *when*, and *how* they learn (Knowles, 1973). In terms of professional development, adults want control over their own learning. Adults want to choose the topics they learn, the location in which the professional development takes place, the time frame, and the mode in which the information is presented (Fogarty & Pete, 2017).

The second assumption, the role of experience, posits that individuals bring with them a wealth of life experiences that they can use to help connect to new learning experiences. This creates a need for adults to establish connections and share their

experiences with others. Adult learners prefer to participate in “discussion, laboratory, simulation, field experience, team project, and other action learning techniques” (Knowles, 1973, p. 46). Adults often ask questions that are only relevant to themselves and have a tendency to share stories about their experiences (Frogarty & Pete, 2017).

Readiness to learn, the third assumption, indicates that as individuals mature, they are ready to learn what they need to know in order to survive their societal roles, whereas children are ready to learn things they “ought” to know according to biological and academic development (Knowles, 1973). Adults want to learn information that is specific in nature and they want constant feedback along the way so that they do not have to go back to relearn something (Frogarty & Pete, 2017).

The last assumption, orientation of learning, refers to the adult learners’ need to see the immediate application of the learning. This also assumes adult learners want a problem-centered curriculum, not a subject-centered curriculum (Knowles, 1973). Adult learners want to know how what they are learning applies to them. They need to see an urgency for the learning or they will be disengaged from the learning (Frogarty & Pete, 2017).

Some researchers question whether Knowles’ theory of andragogy is empirically valid; however, andragogy still remains the most popular model for adult learning (Cozolino & Sprokay, 2006; Leuner, Gould & Shors, 2006; Lövdéna, Wenger, Mårtensson, Lindenberger, & Bäckmana, 2013; Merriam et al., 2007; Taylor & Kroth, 2009). Cognitive neuroscience researchers have provided valid explanations why Knowles’ four assumptions may work (Hagen & Park, 2016). More specifically,

Knowles' four assumptions are very closely linked with the schema theory, which suggests that people learn more effectively when they are able to scaffold new information to existing neurological frameworks (Hagen & Park, 2016).

Principles for Effective Professional Development

In order to improve teacher knowledge, skills, and practice to increase student achievement, professional development should demonstrate five core principles: content focus, active learning, coherence, duration, and collective participation (Hawley & Valli, 1999; Kennedy, 1998; Wilson & Berne, 1999). According to Guskey (2014), "The effectiveness of any professional learning activity, regardless of its content, or format, depends mainly on how well it is planned" (p.10).

The first principle for effective professional development is that it should focus on content. In order to increase student achievement, teachers should participate in professional development that focuses on the subject matter content they teach and how students learn that particular content effectively (Banilower, Heck, & Weiss, 2007; Cohen & Hill, 2000; Correnti, 2007; Desimone, 2009; Garet, Porter, Desimone, Birman, Yoon, 2001; Kennedy, 1998; Carpenter, Fennema, Peterson, Chiang, & Loef, 1989). However, it should be noted that what educators take away from professional development and implement in their classrooms involves a complex process because each one starts with a different level of content and pedagogical knowledge (Covay Minor, Desimone, Caines Lee, & Hochberg, 2016; Davidson, Fields, & Yang, 2009; Santagata, Kersting, Givvin, & Stigler, 2012; Yoon, Liu, & Goh, 2010).

The second principle for effective professional development is that it must be engaging. Educators who participate in professional development should not be passively taking in information, but instead should take on an active learning role (Desimone, 2009). Formal and informal reflection during and after professional development is an effective tool to help teachers become engaged in the professional development (Saylor & Johnson, 2014). This is also done through opportunities for teachers to “observe, receive feedback, analyze student work, or make presentations” (Desimone & Pak, 2017, p. 4).

The third principle for effective professional development is that learning outcomes need to be clarified and prioritized in order to build coherence. Before the educator outcomes are created, it is necessary to determine what student outcomes are desired. This can be done through creating and implementing a needs assessment within the school district (Guskey, 2014; Lauer, Christopher, Firpo-Triplett, & Buchtung, 2014). The needs assessment allows for the outcomes of professional development to be relevant to the participants because they can be specific to the educators’ discipline and/or grade level, making the professional development more effective (Ragland, 2017). It is after desired student outcomes are created that professional developers can create outcomes for educators that will lead to a change in their practices, which then can create changes in student achievement (Guskey, 2014). This process allows for coherence because it promotes the alignment of goals with existing teacher knowledge and beliefs, as well as alignment with the local district and school context (Saylor & Johnson, 2014). When

there is coherence, what teachers learn from their professional development is more likely to be implemented in the classroom (Desimone & Pak, 2017).

The fourth principle for effective professional development is that duration matters. In order to sustain professional development to produce changes in educator practices and student learning, professional development needs to be implemented with support over time (Learningforward, 2015; Tucker, 2017). Sporadic, or “one-stop” professional development (14 hours or less) rarely produces changes in educator practices and student learning because this type of professional development does not provide teachers with continued support after they complete the professional development. Short-term professional development trainings often do not allow time for cognitive processing, needs assessment, or implementation and transfer of learning to the classroom (Lauer et al., 2014). Instead, professional development should take place over many hours (50-80) and months (Darling-Hammond, Wei, Andree, Richardson, & Orphanos, 2009). Ways in which schools can create the duration needed for sustainability is through coaching, professional learning communities, reflection, and goal-setting (Bond, 2011; Cordingley, 2003; Tucker, 2017, Zepeda, 2012). These supports may also contribute to higher student achievement after teacher professional development ends. Kennedy’s (2016) meta-analysis revealed that student achievement was higher in the follow-up year after professional development because educators improve their practices incrementally over time.

The fifth principle for effective professional development is collective participation. Professional development should be completed with a group of educators

from the same school and/or grade level that are all working towards the same or similar learning outcomes (Desimone & Pak, 2017). This creates a powerful learning environment because it allows for interaction and discourse around shared outcomes (DuFour & Fullan, 2012). Collaborative discourse is even more effective when there is an experienced educator in the group (Wilhelm, Chen, Smith, & Frank, 2016).

Summary

The adult learner is a pragmatic, self-directed, and goal-oriented learner who wants step-by-step learning, feedback on progress, and to use information immediately. The adult learner prefers collaboration, integration, eclectic professional development models, and in-depth learning. They have a wealth of resources and knowledge that they want to share. Professional developers need to keep these assumptions in the forefront of designing professional development opportunities for adults.

In order to create school-wide effective professional development it is important to also keep in mind the five principles of effective professional development; focus on content, engaging, learning outcomes need to be clarified and prioritized in order to build coherence, duration matters, and collective participation.

Project Description

In order to meet the needs of students and teachers a project that would be best suited for this study would be a professional development opportunity for teachers. The goal of the professional development project is to provide the teachers responsible for implementing service-learning projects with the appropriate knowledge and skills needed

to effectively implement a service-learning project. The project was developed as a result of this study, so it has not taken place.

The professional development project is designed to be a three day event that focuses on the what, why, and how behind service-learning. Each session will run for approximately six hours and consist of 3-10 teacher-centered activities. Teachers may not have three full days, in a row, available during the school year. A possible solution to that would be to have the training during the summer. It is possible to breakdown the three-day professional development into smaller chunks, such as, half-day sessions or two hour afterschool sessions. The professional development is designed to be implemented at the convenience of the teachers and school. It can be easily implemented three days in a row or over several weeks/months. The most important outcome is that teachers improve their understanding of service-learning and in turn become more effective at the implementation of service-learning projects.

Included (Appendix A) is a suggested plan to help teachers once they have finished the three-day professional development. The professional development is also designed so that anyone can implement and carry out the plan. It would be most beneficial to have someone who has a solid background in service-learning to facilitate the learning. There are books that will need to be purchased prior to the implementation of the professional development project. It is recommended that the facilitator read the resources in their entirety to have a full understanding of service-learning.

The professional development materials include an overview, a timeline, a generic service-learning project plan, a PowerPoint, and a suggested plan for support inside the

classroom. The professional development materials also include a three-week generic service-learning project and feedback forms (see Appendix A).

Project Evaluation Plan

The overall evaluation of the professional development project will be outcomes based. Day one outcomes include participants understanding what service-learning is and the benefits of service-learning. Day two outcomes involve participants understanding how to implement service-learning projects and reflecting on their previous service-learning implementation. Day three is based on the outcome of designing an effective service-learning project. A survey will be completed by participants at the end of each day. The survey will be provided in a Microsoft Word document (See Appendix A) so that it can be printed and given out to participants. The survey will be given at the end of each session. If the school decides not to complete the professional development over three days, the evaluation should be given once all the activities for each day are completed. The purpose of the evaluation is to determine if the intended outcomes for the professional development were met by participants. It also allows the facilitator of the professional development to see if there are any gaps in learning that need to be addressed. The outcome based evaluation was chosen because the purpose of the professional development project is that teachers gain necessary outcomes (mentioned previously) to effectively implement service-learning projects with students. As a long term evaluation of the three day professional development there will be the evaluation of the student pre/post survey (See Appendix A) results that the students take as part of the afterschool tutorial program during the school year. This will also help to determine if

professional development produced the intended outcomes for students, which is higher levels of civic engagements. The professional development can also be used to determine if it was a possible cause of no statistically significant difference in the original study.

The key stakeholders for this evaluation are administrators, teachers, students, parents, and the provider of the grant funding.

Project Implications

There are many possible social change implications as a result of this project. These changes range from changing a school climate, to changing an entire community for the better. Locally, the service-learning professional development project could bring about many opportunities for positive social change. First, the project could enhance the afterschool tutorial program in the school district. The project could help engage students that struggle to engage inside the classroom. It could create stronger, more positive relationships for teachers and struggling students. Which in turn, could create higher levels of motivation to succeed academically for these at-risk youth. Engaged students may create higher attendance rates. Potentially, if students become more motivated to perform academically, it could lower their risk of becoming high school dropouts. Simply put, it could create higher levels of civic engagement, which is the purpose of implementing the service-learning projects.

Part of a service-learning project is to partner with the community to create solutions to problems. This project may perhaps lead to significant problems in the community being solved, which may encourage other businesses or community organizations to create partnerships with the school. These partnerships can create strong

positive relationships among schools and businesses, which could then lead to positive changes in the community, such as less graffiti.

This project may contribute to students becoming lifelong civic participants. When communities, states, or even countries have high levels of civic participation they experience many positive outcomes. These places are known to have lower rates of disease, suicide, crime, and mental health problems (Pancer, 2015). These places also experience flourishing economies, healthier and better-educated children, and are better governed (Pancer, 2015). There is a very small possibility that the community in which the school district is located could go from being the “ghetto” to being a thriving community.

Conclusion

Creating a three day professional development for teachers that is based on the professional development principles and andragogy may increase the overall goal of the afterschool tutorials at MSD, which is to increase student civic engagement. It is important that the professional development is evaluated and ongoing support is given to teachers to ensure the effective implementation of service-learning projects.

Section 4: Reflections and Conclusions

Introduction

In this section, the project study strengths and limitations, along with recommendations and a personal reflection are all included. In this section I address where the project study ended, but also where it should go in the future. The reflective elements of the section present the personal and professional growth resulting from the project study. In this section I also discuss the overall outcome of the project study.

Project Strengths and Limitations

In this study I examined service-learning as an active learning pedagogy for social studies instruction. One strength of this study is that it used a survey that was already tested for reliability and validity, which also allows for the study to be easily replicated. Another strength of this study is it brought to light that civic engagement levels are different at each grade level.

The overall design of the professional development project is another major strength of the project study. The professional development was created with adult learning theory in mind to maximize the engagement of the participants. It is not a “sit and get” professional development. Instead the protocols for the activities were chosen so that they could be taken back and implemented in the participants’ own classrooms to engage students. The articles that were chosen for some of the protocols are accessible to teachers, where the terminology does not become a barrier in understanding the content. The cost of materials was taken into consideration in the design of the project. The cost of the materials for the school district are minimal, less than a thousand dollars. The

professional development project is focused on teacher pedagogy, which should help teachers become more effective at the implementation and facilitation of service-learning projects.

A plan for support is included for administrators and the director of the afterschool tutorials to take into consideration. This allows for teachers to continue to grow in their implementation of service-learning projects long after their professional development is completed. It also will help keep teachers focused on the state learning standards and community problems, which drive the projects. More importantly, it will help keep teachers motivated in their quest to create solutions to community problems.

It should be noted that there were also several limitations to the project study. Only civic engagement was measured in the study, and there are several other outcomes for service-learning. Students only participated in a service-learning project for three weeks, which could have lessened the level of student voice on the service-learning project. There may have been design contamination if students talked about their service-learning experience with students who were not completing a service-learning project. The sample of the study was one of convenience, and it was not a true experimental design because there was no randomization in the sample.

Although there are many strengths to the professional development project, there are also limitations. The professional development is only three days long, not the recommended minimum of thirty hours. The creator of the professional development is not able to be the one giving the professional development because of location. This is a weakness because the person who may head the professional development may not have

expertise in service-learning. Not all classroom teachers will have access to the professional development, as only teachers that teach the afterschool tutorials will be taking part. If all teachers were able to participate in the professional development more students would have access to service-learning experiences.

Recommendations for Alternative Approaches

The problem this study addressed was the low levels of active learning opportunities for students. Although creating service-learning experiences for students to participate in was the way I chose to address the problem, there are many alternative ways to address low levels of active learning for students. MacCormack (2015) suggested that teachers tap into things that already interest students, such as media, video games, and other forms of interactive technology to help engage them in civic experiences. Having students participate in extra-curricular activities can also increase civic engagement (Levine, 2016).

Scholarship, Project Development and Evaluation, and Leadership and Change

The scholarship of this project has led to an intense amount of personal and professional growth. Understanding the process of creating and implementing a research project has given me a deeper appreciation for the studies that I read. From creating a problem statement to constructing precise research questions in order to carry out a reliable and valid study, much was learned through the process. This process has allowed me to gain a deep understanding of sound research methods and research design. I believe I gained the most from the literature review part of the process. The level of synthesis that is involved in that process tested my patience, provided many opportunities

for tears, and yet once it all came together it provided me with a utopia sense of accomplishment.

This process has also tested my ability to write in third person, which I have done up until this point of the project study. It has become a comfortable place of writing. Additionally, APA formatting has become an area of personal growth from this process. During my coursework I understood the basics, but never really gave it the attention it needed. This process has given me the opportunity to become very detail oriented, where before this process I struggled with the minor details. Prior to going through this process I struggled with the terminology that is associated with research. I would read research articles with little understanding. Learning the terminology has proved very practical in my professional development career. I can help teachers understand educational research and use the terminology as part of my own working vocabulary.

Time management was a challenge for me throughout this process. I would go days working on project and then I would not touch it for months. My personal life became an obstacle more times than I ever imagined. At the residency Walden professors warned that I needed to account for life occurrences, it was not until they happened that I truly understood how and why they would affect my progress. What I did not expect to be part of the process was the feeling of disappointment that my research did not provide the results that I had hoped for, or expected. After spending countless hours going through the process, only to have it yield no statistical significance was heartbreaking. However, upon reflection, I realized that this result only strengthens me as a scholar,

practitioner, and project developer. As any real scientist, I am now able to start the process over and begin to seek new answers to questions left unanswered.

Reflection on Importance of the Work

Reflecting on the importance of the work, I realized that I was able to gain so many valuable lessons. I learned the importance of being passionate about a topic and learning it deeply enough to share the information with others. I am able to increase awareness about the importance of civic engagement and how service-learning can be the vehicle to drive it. Through the research process I was able to see the importance of using multiple sources of data for making decisions. The process also taught me the importance of understanding the context in which you are teaching. The adult learning theory is what should drive the creation of professional development if I want to actually make an impact on social change through professional development. The most important outcome from the work that was completed in this project is that I now see myself as a writer, a scholar, and a change agent.

Implications, Applications, and Directions for Future Research

There are several implications for future research on service-learning that came about as a result of this study. The literature review revealed a gap in practice for active learning experiences for at-risk students at MSD. This study only used students from an urban school district, where the population was predominantly Hispanics from a low socio-economic class. Based on this study, further research will need to be conducted with various elementary populations in order to determine if the same outcomes occur. It is also important to note that the participants were not randomly selected, which allows

for the findings to be generalized only to the population in this study. It would be beneficial to complete this study with a larger sample size and with a random selection of participants. This study only had students that participated in afterschool tutorials participate in the study, so researchers should look at researching schools that have students participate in service-learning projects as part of their daily classroom hours. It may also be beneficial that researchers focus on different constructs, for example academic achievement or self-efficacy.

The current study also focused only on quantitative data for the findings. Future research should focus on mixed-method research because qualitative data collection for this project would have allowed for a deeper insight into the effects of service-learning on civic engagement. The school district may want to think about doing a longitudinal project evaluation study on this afterschool program to see the impacts of a service-learning project in elementary students over time.

Future research may shape the thinking of all stakeholders in the MSD and the community, creating positive social change. With higher civic engagement levels the school may have a lower rate of discipline problems. The community may in turn have a lower rate of crime and poverty. There is a possibility for positive social change in a larger social context. If the research reveals the same impacts for elementary students as it does for middle school, high school, and college students then more schools may implement service-learning curriculum into their schools. If this is done, we could have much higher rates of civic engagement for the country, leading to a healthier democracy.

Conclusion

In this quantitative pre- and posttest quasi-experimental study I investigated if having students participate in a service-learning project would increase student civic engagement. My findings concluded there was not a statistically significant effect found for students that participated in service-learning projects. This led to the designing of a three day professional development to address the fact that teachers did not receive any professional development on how to implement a service-learning project, which may have been the cause of the pre/post survey results. Much was gained on a personal and professional level through this process. I hope the impact of this study will someday reach beyond a school district and make the world we live in a better place, with high civic engagement in every community where every person takes on the responsibility to participate in our democratic government to solve issues in various communities and make our world a better place to live.

References

- Adegbola, M. (2013). Relevance of service learning to nursing education. *Official Journal of the Association of Black Nursing Faculty in Higher Education, Inc.*, 24(2), 39.
- Albulescu, M., & Albulescu, I. (2015). Overtones in contemporary educational theory and practice: Education for democratic citizenship. *Procedia - Social and Behavioral Sciences*, 209, 96-101. doi:10.1016/j.sbspro.2015.11.263
- American Red Cross. (2014). Our history. *American Red Cross*. Retrieved from <http://www.redcross.org/about-us/history>
- Ammon, M. S., Furco, A., Chi, B., and Middaugh, E. (2002). Service-learning in California: A profile of the Calserve service-learning partnerships (1997-2000): Executive summary. *Partnerships/Community*. Retrieved from <http://digitalcommons.unomaha.edu/slcepartnerships/10>
- Arizona Department of Education. (2014). Percentage of children approved for free or reduced-price lunches. Retrieved from http://www.azed.gov/health-nutrition/files/2012/07/sy14_2013.10_nslp-fr-percentage-published_full_pii_marked-as-final2014.6.9.pdf
- Astin, A. W., & Sax, L.J. (1998). How undergraduates are affected by service participation. *Journal of College Student Development*, 39(3), 251-363.
- Banilower, E., Heck, D., & Weiss, I. (2007). Can professional development make the vision of the standards a reality? The impact of the national science foundation's

- local systemic change through teacher enhancement initiative. *Journal of Research in Science Teaching*, 44(3), 375–395. doi:10.1002/tea.20145
- Baumann, P., & Ryan, M. (2013). The new civics: Civic learning is not flat learning. *Education Commission of the States*, 14(2), 1-8.
- Bentler, P. M., & Bonett, D. G. (1980). Significance tests and goodness of fit in the analysis of covariance structures. *Psychological Bulletin*, 88, 588-606.
doi:10.1037//0033-2909.88.3.588
- Billig, S. H. (2000). Research on K-12 school-based service-learning: The evidence builds. *Phi Delta Kappan*, 81, 658-664.
- Billig, S. H. (2011). Making the most of your time: Implementing the K-12 service-learning standards for quality practice. *Prevention Researcher*, 18(1), 8-13.
- Billig, S. H. (2017). Implementing service-learning in elementary schools to enhance inclusion. In S. Lavery, D. Chambers, & G. Cain (Eds.), *Service-learning: International perspectives on inclusive education* (Vol. 12, pp. 75-94). Bingley, United Kingdom: Emerald Publishing Limited. doi:10.1108/S1479-363620170000012006
- Bond, J. (2011). Five musts for turnaround schools. *ASCD Express*, 6(12). Retrieved from <http://www.ascd.org/ascd-express/vol6/612-bond.aspx>
- Brabant, M., & Braid, D. (2009). The devil is in the details: Defining civic engagement. *Journal of Higher Education Outreach and Engagement*, 13(2), 59-87.

- Brame, C., (2016). Active learning. *Vanderbilt University Center for Teaching*. Retrieved from <https://cft.vanderbilt.edu/active-learning/>.
- Brandes, K., & Randall, K. (2011). Service learning and civic responsibility: Assessing aggregate and individual level change. *International Journal of Teaching and Learning in Higher Education*, 23(1), 20-29.
- Bronfenbrenner, U. (1989). Ecological systems theory. In R. Vasta (Ed.) *Six theories of child development: Revised formulations and current issues*. Greenwich, CT: JAI Press.
- Bronfenbrenner, U. (1994). Ecological models of human development. In P. Peterson, E. Baker, & B. McGraw (Eds.), *International encyclopedia of education* (Vol 3, 2nd ed.). Oxford, United Kingdom: Elsevier Science.
- Brophy, J., Alleman, J., & Halvorsen, A. L. (2012). *Powerful social studies for elementary students*. Boston, MA: Cengage Learning.
- Brydges, S., & Gwozdek, A. E. (2011). Assessment of the University of Michigan's dental hygiene partnership with the Huron Valley Boys & Girls club: A study of students' and staffs' perceptions and service learning outcomes. *Journal of Dental Hygiene*, 85(4), 316-325
- Campaign for the Civic Mission of Schools. (2011). *Guardian of democracy: The civic mission of school*. Retrieved from <http://civicmission.s3.amazonaws.com/118/f0/5/171/1/Guardian-of-Democracy-report.pdf>

- Carroll, S. (2017). The epistemological gap (between teaching and learning). *National Teaching & Learning Forum*, 26(2), 1-4. doi:10.1002/ntlf.30098
- Carpenter, T. P., Fennema, E., Peterson, P. L., Chiang, C., & Loef, M. (1989). Using knowledge of children's mathematics thinking in classroom teaching: An experimental study. *American Educational Research Journal*, 26(4), 499–531. doi:10.2307/1162862
- Cattaneo, K. H. (2017). Telling active learning pedagogies apart: From theory to practice. *Journal of New Approaches in Educational Research*, 6(2), 144-152. doi:10.7821/naer.2017.7.237
- Center for Information and Research on Civic Learning and Education. (2013). What do young adults know about politics? Evidence from a national survey conducted after the 2012 election. Retrieved from <http://www.civicyouth.org/wp-content/uploads/2013/01/What-Young-Adults-Know-Fact-Sheet-20131.pdf>
- Center for Information and Research on Civic Learning and Education. (2016). Young voters in the 2016 election: Data and analysis of youth turnout, vote choice, and composition of election. Retrieved from https://civicyouth.org/wp-content/uploads/2016/11/CIRCLE-Full-Exit-Poll-Analysis_Final.pdf.
- Chall, J. S., Jacobs, V. A., & Baldwin, L. E. (1990). *The reading crisis: Why poor children fall behind*. Cambridge, MA: Harvard University Press
- Chenneville, T., Toler, S., & Gaskin-Butler, V. T. (2012). Civic engagement in the field of psychology. *Journal of the Scholarship of Teaching and Learning*, 12(4), 58-75.

- Child Nutrition Programs: Food and Nutrition Service, USDA. (2015). Eligibility manual for school meals determining and verifying eligibility. Retrieved from http://www.fns.usda.gov/sites/default/files/cn/SP40_CACFP18_SFSP20-2015a.pdf
- Cohen, D. K., & Hill, H. (2000). Instructional policy and classroom performance: The mathematics reform in California. *Teachers College Record*, 102(2), 294–343. doi:10.1111/0161-4681.00057
- Cohen, J., & Kinsey, D. F. (1994). "Doing good" and scholarship: A service-learning study. *Journalism Educator*, 48(4), 4-14. doi:10.1177/107769589304800402
- College Compact. (2014). *Who we are: College Compact mission and vision*. Retrieved from <https://compact.org/who-we-are/mission-and-vision/>
- Cone , D., & Harris , S. (1996). Service-learning practice: Developing ttheoretical framework. *Michigan Journal Of Community Service Learning*, 3(Fall) 31-43.
- Cordingley, P. (2003). What role can CPD play in supporting the needs and priorities of future teachers? *Management in Education*, 17(3), 6-11. doi:10.1177/08920206030170030201
- Corporation for National and Community Service. (1990). The National and Community Service Act of 1990. Retrieved from http://www.nationalservice.gov/pdf/cncs_statute.pdf
- Correnti, R.(2007). An empirical investigation of professional development effects on literacy instruction using daily logs. *Educational Evaluation and Policy Analysis*, 29(4) 262-295. doi:10.3102/0162373707309074

- Covay Minor, E., Desimone, L. M., Caines Lee, J., & Hochberg, E. (2016). Insights on how to shape teacher learning policy: The role of teacher content knowledge in explaining differential effects of professional development. *Education Policy Analysis Archives*, 24, 61. doi:10.14507/epaa.24.2365
- Cozolino, L. & Sprokay, S. (2006). Neuroscience and adult learning. *New Directions for Adult and Continuing Education*, 2006(110), 11-19. doi:10.1002/ace.214
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Upper Saddle River, NJ: Pearson Education.
- Darling-Hammond, L., Wei, R.C., Andree, A., Richardson, A., & Orphanos, S. (2009). *Professional learning in the learning profession: A status report on teacher development in the United States and abroad*. Dallas: Texas: National Staff Development Council.
- David, J. L. (2009). Service learning and civic participation. *Educational Leadership*, 66(8), 83-84.
- Davidson, M. R., Fields, M. K., & Yang, J. (2009). A randomized trial study of a preschool literacy curriculum: The importance of implementation. *Journal of Research on Educational Effectiveness*, 2(3), 177–208. doi:10.1080/19345740902770028
- Desimone, L.M. (2009). Improving impact studies of teachers' professional development: toward better conceptualizations and measures. *Educational Researcher*, 38(3), 181–199.

- Desimone, L. M., & Pak, K. (2017). Instructional coaching as high-quality professional development. *Theory into Practice, 56*(1), 3-12.
doi:10.1080/00405841.2016.1241947
- Dewey, J. (1910). The analysis of a complete act of thought. In *How we think* (pp. 68-78).
Lexington, MA: D C Heath. doi:10.1037/10903-006
- Diambra, J. F., McClam, T., Fuss, A., Burton, B., & Fudge, D. L. (2009). Using a focus group to analyze students' perceptions of a service-learning project. *College Student Journal, 43*(1), 114-122.
- Diemer, M. A., & Li, C. (2011). Critical consciousness development and political participation among marginalized youth. *Child Development, 82*(6), 1815-1833.
doi:10.1111/j.1467-8624.2011.01650.x
- Duffy, L. N., Mowatt, R. A., Fuchs, M., & Salisbury, M. A. (2014). Making diversity tangible: Assessing the role of service-learning in teaching diversity & social justice. *International Journal of Critical Pedagogy, 5*(2), 54-75.
- Dufour, R., & Fullan, M. (2012). *Cultures built to last: Systemic PLCs at work*.
Bloomington, IN: Solution Tree Press.
- Eppler, M. A., Ironsmith, M., Dingle, S. H., & Errickson, M. A. (2011). Benefits of service-learning for freshmen college students and elementary school children. *Journal of the Scholarship of Teaching and Learning, 11*(4), 102-115.
- Every Student Succeeds Act of 2015, Pub. L. No. 114-95 § 114 Stat. 1177 (2015–2016).
- Eyler, J. & Giles, Jr., D.E. (1999). *Where's the learning in service-learning?* San Francisco, CA: Jossey-Bass.

- Fair, C. D., & Delaplane, E. (2015). "It is good to spend time with older adults. You can teach them, they can teach you": Second grade students reflect on intergenerational service learning. *Early Childhood Education Journal*, 43(1), 19-26. doi:10.1007/s10643-014-0634-9
- Farber, K. A. (2017). Learning by doing: Service learning as a means of personal growth in the middle grades. *Current Issues in Middle Level Education*, 22(1), 1-9.
- Fernando, S. N., & Marikar, F. T. (2017). Constructivist teaching/learning theory and participatory teaching methods. *Journal of Curriculum and Teaching*, 6(1), 110-122.
- Festinger, L. (1962). *A theory of cognitive dissonance* (Vol. 2). Redwood City, CA: Stanford University Press.
- Fink, A. (2009). *How to conduct surveys: A step-by-step guide*. Thousand Oaks, CA: Sage Publications.
- Fisher, D., & Frey, N. (2016). Designing quality content area instruction. *Reading Teacher*, 69(5), 525–529. doi:10.1002/trtr.1446
- Fisher, D., & Frey, N. (2017). Using democracy to shape curriculum. *Educational Leadership*, 75(3), 83.
- Fisher, D., Frey, N., & Davis, K. (2014). *Checking for understanding: Formative assessment techniques for your classroom*. Alexandria, VA: ASCD.
- Fitchett, P. G., Heafner, T. L., & Lambert, R. G. (2014). Examining elementary social studies marginalization: A multilevel model. *Educational Policy*, 28(1), 40-68.

- Fogarty, R. J., & Pete, B.M. (2004). *The adult learner: Some things we know*. Thousand Oaks, CA: Corwin Press.
- Fogarty, R. J., & Pete, B.M. (2017). *From staff room to classroom: A guide for planning and coaching professional development*. Thousand Oaks, CA: Corwin Press.
- Fox, K. R. (2010). Children making a difference: Developing awareness of poverty through service learning. *Social Studies, 101*(1), 1-9.
doi:10.1080/00377990903283965
- Furco, A., Muller, P., & Ammon, M. S. (1998). *Civic responsibility survey for K-12 students engaged in service-learning*. Berkeley, CA: Service-Learning Research and Development Center, University of California, Berkeley. Retrieved from http://www.peecworks.org/peec/peec_inst/01795CBE001D0211.0/furcosurvey%20civicrespons.pdf
- Gaby, S. (2017). The civic engagement gap(s): Youth participation and inequality from 1976 to 2009. *Youth & Society, 49*(7), 923-946.
- Garet, M., Porter, A., Desimone, L., Birman, B., Yoon, K.S. (2001). What makes professional development effective? Results from a national sample of teachers. *American Educational Research Journal, 38*(4), 915-945.
doi:10.3102/00028312038004915
- Goodwin, B. (2011). Research says...Don't wait until 4th grade to address the slump. *Educational Leadership, 68*(7), 88-89.
- Guskey, T. (2014). Planning professional learning. *Educational Leadership, 71*(8), 10-16

- Hagen, M., & Park, S. (2016). We knew it all along! Using cognitive science to explain how andragogy works. *European Journal of Training and Development*, 40(3), 171-190. doi:10.1108/ejtd-10-2015-0081
- Hamed, H., Reyes, J., Mocerri, D. C., Morana, L., & Elias, M. J. (2011). Girls leading outward. *Educational Leadership*, 68(7), 70-72.
- Hancock, C. R., Shenk, D., & George, J. (2013). Balancing structure and choice in intergenerational service-learning. *Gerontology & Geriatrics Education*, 34(2), 115-134. doi:10.1080/02701960.2012.679371
- Hart, S. (2015). Engaging the learner: The ABC's of service-learning. *Teaching & Learning in Nursing*, 10(2), 76-79. doi:10.1016/j.teln.2015.01.001
- Hawley, W., & Valli, L. (1999). The essentials of effective professional development: A new consensus. In G. Sykes & L. Darling-Hammond (Eds.), *Teaching as the learning profession: Handbook of policy and practice* (pp.127–150). New York, NY: Teachers College Press.
- Hébert, A., & Hauf, P. (2015). Student learning through service learning: Effects on academic development, civic responsibility, interpersonal skills and practical skills. *Active Learning in Higher Education*, 16(1), 37-49.
doi:10.1177/1469787415573357
- Huang, G. C., Lindell, D., Jaffe, L. E., & Sullivan, A. M. (2016). A multi-site study of strategies to teach critical thinking: Why do you think that? *Medical Education*, 50(2), 236-249. doi:10.1111/medu.12937

- Judge, L. W., Pierce, D., Petersen, J., Bellar, D., Wanless, E., Gilreath, E., & Simon, L. (2011). Engaging experiential service learning through a co-curricular club: The Chase Charlie Races. *ICHPER-SD Journal of Research*, 6(2), 30-38. Retrieved from <https://eric.ed.gov/?id=EJ954494>
- Kackar-Cam, H., & Schmidt, J. A. (2014). Community-based service-learning as a context for youth autonomy, competence, and relatedness. *High School Journal*, 98(1), 83-108.
- Kahne, J. E., & Sporte, S. E. (2008). Developing citizens: The impact of civic learning opportunities on students' commitment to civic participation. *American Educational Research Journal*, 45(3), 738-766.
- Kahne, J., & Westheimer, J. (2014). Teaching democracy: What schools need to do. In E. W. Ross (Ed.), *The Social Studies Curriculum: Purposes, Problems, and Possibilities* (4th ed., pp. 353–374).
- Kanter, M., & Schneider, C.G. (2013). Civic learning and engagement. *Change: The Magazine of Higher Learning*, 45(1), 6-14.
- Kennedy, M. M. (1998). *Form and substance in in-service teacher education* (Research Monograph No. 13). Arlington, VA: National Science Foundation.
- Kennedy, M. M. (2016). How does professional development improve teaching? *Review of Educational Research*, 86(4), 945–980. . doi:10.3102/0034654315626800
- Knowles, M. (1968). Andragogy, not pedagogy! *Adult Leadership*, 16, 350-352,386.
- Knowles, M. (1973). *The adult learner: A neglected species* (4th ed.). Houston, TX: Gulf Professional.

- Knowles, M., Holton III, E., & Swanson, R. (2015). *The adult learner: The definitive classic in adult education and human resource development*. New York, NY: Routledge.
- Kolb, D. A. (1984). *Experiential learning: Experience as a source of learning and development*. Inglewood Cliffs: Prentice-Hall.
- Lauer, P. A., Christopher, D. E., Firpo-Triplett, R., & Buchting, F. (2014). The impact of short-term professional development on participant outcomes: A review of the literature. *Professional Development in Education, 40*(2), 207-227.
doi:10.1080/19415257.2013.776619
- Learningforward. (2015). Standards for professional learning. *Learningforward*. Retrieved from <https://learningforward.org/standards/>
- Lester, S.I. (2015). Melding service learning and leadership skills development. *Journal of Experiential Education, 38*(3), 280-295.
- Leuner, B., Gould, E. & Shors, T.J. (2006). Is there a link between adult neurogenesis and learning? *Hippocampus, 16*(3), 216-224.
- Levine, P. (2016). Join a club! Or a team – both can make good citizens. *Phi Delta Kappan, 97*(8), 24-27. doi:10.1177/0031721716647014
- Levinson, M. (2010). The civic empowerment gap. In L. Sherrod, C. Flanagan, & J. Torney-Purta (Eds.), *Handbook on research and policy on civic engagement in youth*, (5th ed., pp. 331–362). San Francisco, CA: Wiley.
- Lipsey, M.W. (1990) *Design sensitivity. Statistical power for experimental research*. Newbury Park, CA: Sage Publications.

- Lövdéna, M., Wenger, E., Mårtensson, J., Lindenberger, U., & Bäckmana, L. (2013). Structural brain plasticity in adult learning and development. *Neuroscience & Biobehavioral Reviews*, 37(9), 2296–2310. doi:10.1016/j.neubiorev.2013.02.014
- Lubchenko, S. (2016). Service learning creates a positive relationship between teachers and students. *Journal of Character Education*, 12(1), 81-87.
- MacCormack, J. (2015). Getting millennials engaged in civic life. *Education Week*. Retrieved from <https://www.edweek.org/ew/articles/2015/03/18/getting-millennials-engaged-in-civic-life.html>
- Matthews, L. J. & Crow, G.M. (2010). *The principalship: New roles in a professional learning community*. Boston, MA: Allyn & Bacon.
- McCall, A. L. (2017). Teaching children about the global economy: Integrating inquiry with human rights. *Social Studies*, 108(4), 136-142.
- McClung, M. (2013). The Phi Delta Kappan: Repurposing education. *Phi Delta Kappa International*, 94, 37–39.
- McFarland, D. A., & Thomas, R. J. (2006). Bowling young: How youth voluntary associations influence adult political participation. *American Sociological Review*, 71(3), 401-425. doi:10.1177/000312240607100303
- Medina, A., & Gordon, L. (2014). Service learning, phonemic perception, and learner motivation: A qualitative study. *Foreign Language Annals*, 47, 357–371. doi:10.1111/flan.12086
- Mellor, D., & Moore, K. A. (2013). The use of Likert scales with children. *Journal of Pediatric Psychology*, 39(3), 369-379. doi:10.1093/jpepsy/jst079

- Merriam, S. B., & Bierema, L. L. (2013). *Adult learning: Linking theory and practice*. Hoboken, NY: John Wiley & Sons.
- Merriam, S.B., Caffarella, R.S., & Baumgartner, L.M. (2007). *Learning in adulthood: A comprehensive guide*. San Francisco, CA: Josey-Bass.
- Meyers, S. (2009). Service learning as an opportunity for personal and social transformation. *International Journal of Teaching & Learning in Higher Education*, 21(3), 373-381.
- Middaugh, E. & Kahne, J. (2013). New media as a tool for civic learning. *Comunicar*, 20(40), 99-107. doi:10.3916/C40-2013-02-10
- Moely, B. E., Furco, A., & Reed, J. (2008). Charity and social change: The impact of individual preferences on service-learning outcomes. *Michigan Journal of Community Service Learning*, 15(1), 37-48.
- Moely B. E., Ilustre V. (2014). The impact of service-learning course characteristics on university student's learning outcomes. *Michigan Journal of Community Service Learning*, 21(1), 5-16.
- Moely, B. E., Mercer, S. H., Ilustre, V., Miron, D., & McFarland, M. (2002). Psychometric properties and correlates of the civic attitudes and skills questionnaire (CASQ): A measurement of students' attitudes related to service-learning. *Michigan Journal of Community Service Learning*, 8(2), 15-16.
- Mullet, J. M. (2014). Restorative discipline: From getting even to getting well. *Children & Schools*, 36(3), 157-162. doi:10.1093/cs/cdu011

- Mungo, M. H. (2017). Closing the gap: Can service-learning enhance retention, graduation, and GPAs of students of color? *Michigan Journal of Community Service Learning*, 23(2), 42. doi:10.3998/mjcsloa.3239521.0023.203
- National and Community Service Act of 1990, [Pub. L. No. 101–610](#), § 104 [Stat. 3127](#), [S. 1430](#) (1990).
- National Association of Colleges and Employers. (2017). *The key attributes employers seek on students' resumes*. Retrieved from <https://www.naceweb.org/about-us/press/2017/the-key-attributes-employers-seek-on-students-resumes/>
- National Council for Social Studies. (2013). *Revitalizing civic learning in our schools*. Retrieved from https://www.socialstudies.org/positions/revitalizing_civic_learning.
- National Council for the Social Studies. (2013). *The college, career, and civic life (C3) framework for social studies state standards: Guidance for enhancing the rigor of K-12 civics, economics, geography, and history*. Retrieved from <http://www.socialstudies.org/system/files/c3/C3-Framework-for-Social-Studies.pdf>
- National Council for Social Studies. (2017). Powerful, purposeful pedagogy in elementary school social studies. Retrieved from <https://www.socialstudies.org/positions/powerfulandpurposeful>.
- National Youth Leadership Council. (2008). *K-12 Service-learning standards for quality practice*. St. Paul, MN: National Youth Leadership Council.

- Nelson, J. A., & Eckstein, D. (2008). A service-learning model for at-risk adolescents. *Education and Treatment of Children, 31*(2), 223-237.
- Neumann, R. (2017). American democracy in distress: The failure of social education. *Journal of Social Science Education, 16*(1).doi:10.2390/jsse-v16-i1-1630
- New York State Education Department. (2014). *New York State K-12 social studies field guide*. Retrieved from <https://www.engageny.org/resource/new-york-state-k-12-social-studies-field-guide>
- No Child Left Behind Act of 2001, P.L. 107-110, 20 U.S.C. § 6319 (2002).
- Nunnally, J. C. (1978). *Psychometric theory* (2nd ed.). New York, NY: McGraw-Hill.
- Oberg De La Garza, T., & Moreno Kuri, L. (2014). Building strong community partnerships: Equal voice and mutual benefits. *Journal of Latinos and Education, 13*(2), 120-133. doi:10.1080/15348431.2013.821064
- Pancer, S. M. (2015). *The psychology of citizenship and civic engagement*. Oxford, United Kingdom: Oxford University Press.
- Pavlova, I. V., & Sanger, P. A. (2016). Applying andragogy to promote active learning in adult education in Russia. *International Journal of Engineering Pedagogy, 6*(4), 41-44. doi:10.3991/ijep.v6i4.6079
- Ponder, J., Veldt, M., & Lewis-Ferrell, G. (2011). Citizenship, curriculum, and critical thinking beyond the four walls of the classroom: Linking the academic content with service-learning. *Teacher Education Quarterly, 38*(4), 45-68.

- Porter, J.R., Summers, M., Toton, S., & Aisenstein, H. (2008). Service-learning with food stamp enrollment campaign: Community and student benefits. *Michigan Journal of Community Service Learning, 14*(2), 66-75.
- Ragland, R. G. (2017). Impact of discipline-specific professional development: Implementation of core instructional practices. *Teacher Development, 21*(1), 118–141. doi:10.1080/13664530.2016.1185030
- Robinson, C., Finefter-Rosenblum, I., Benshoof, C., Gehlbach, H. (2016). Getting teachers excited about student feedback: It's all in the ask society for research on educational effectiveness. Retrieved from <http://files.eric.ed.gov/fulltext/ED567735.pdf>
- Sanders, M. M., Van Oss, T., & McGeary, S. (2016). Analyzing reflections in service learning to promote personal growth and community self-efficacy. *Journal of Experiential Education, 39*(1), 73-88. doi:10.1177/1053825915608872
- Santagata, R., Kersting, N., Givvin, K. B., & Stigler, J. W. (2012). Problem implementation as a lever for change: An experimental study of the effects of professional development program on students' mathematics learning. *Journal of Research on Educational Effectiveness, 4*(1), 1–24. doi:10.1080/19345747.2010.498562
- Saylor, L. L., & Johnson, C. C. (2014). The role of reflection in elementary mathematics and science teachers' training and development: A meta-synthesis. *School Science and Mathematics, 114*(1), 30-39. doi:10.1111/ssm.12049

- Schneider-Munoz, A. J. (2009). Developing controls from within through service learning. *Reclaiming Children and Youth, 18*(1), 41-44.
- Scott, K. E., & Graham, J. A. (2015). Service-learning: Implications for empathy and community engagement in elementary school children. *Journal of Experiential Education, 38*(4), 354-372. doi:10.1177/1053825915592889
- Seilstad, B. (2014). Designing, implementing, and evaluating a department-wide service-learning program for English language learners in Morocco. *Journal of Higher Education Outreach and Engagement, 18*(1), 229-263.
- Serriere, S. C., Mitra, D., & Reed, K. (2011). Student voice in the elementary years: fostering youth-adult partnerships in elementary service-learning. *Theory and Research in Social Education, 39*(4), 541-575.
- Shiller, J.T. (2013). Preparing for democracy: How community-based organizations build civic engagement among urban young. *Urban Education, 48*, 69-91.
- Staff, T. C. (2011). Teal Center fact sheet no. 11: Adult learning theories. Retrieved from https://lincs.ed.gov/sites/default/files/11_%20TEAL_Adult_Learning_Theory.pdf
- Stallworth-Clark, R. (2017). Service-learning for the public good: Educating for social justice. *Journal of Education & Social Justice, 5*(1), 81-93.
- Stanlick, S., & Sell, M. (2016). Beyond superheroes and sidekicks: Empowerment, efficacy, and education in community partnerships. *Michigan Journal of Community Service Learning, 23*(1), 80. doi:10.3998/mjcsloa.3239521.0023.107

- Stanton, T. K., & Erasmus, M. A. (2013). Inside out, outside in: A Comparative analysis of service-learning's development in the United States and South Africa. *Journal of Higher Education Outreach and Engagement*, 17(1), 61-94.
- Stanton, T.K., Giles, Jr, D. E., & Cruz, N.I. (1999) *Service-learning: A movement's pioneers reflect on its origins, practice, and future*. San Francisco, CA: Jossey-Bass.
- Starks F.D., Wyczalkowski L., Walker S., Stenhouse V.L. (2017). Problem-solution projects with young children. In K. L. Heider (Ed.), *Service Learning as Pedagogy in Early Childhood Education: Theory, Research, and Practice* (Vol. 1, pp. 213-231). Cham, Switzerland: Springer International.
- Stater, K. J., & Fotheringham, E. (2009). Mechanisms for institutionalizing service-learning and community partner outcomes. *Journal of Higher Education Outreach and Engagement*, 13(2), 7-30.
- Salvation Army. (2014). History of the Salvation Army. Retrieved from the Salvation Army website: <http://salvationarmyusa.org/usn/history-of-the-salvation-army>
- Taylor, B. & Kroth, M. (2009). Andragogy's transition into the future: meta-analysis of andragogy and its search for a measurable instrument. *Journal of Adult Education*, 38(1), 1-11.
- Tichnor-Wagner, A. A., Parkhouse, H. P., Glazier, J. J., & Cain, J. J. (2016). Expanding approaches to teaching for diversity and justice in K-12 education: Fostering global citizenship across the content areas. *Education Policy Analysis Archives*, 24(55-59), 1-31. doi:10.14507/epaa.24.2138

- Tucker, C. (2017). How to build positive change. *Educational Leadership*, 74(8), 87-88.
- Twombly, S. (2014). When teaching interferes with learning: Balancing accountability with the unique needs of every child. *New Educator*, 10(1), 44–52.
doi:10.1080/1547688x.2014.868232
- Warren, J. (2012). Does service-learning increase student learning?: A meta-analysis. *Michigan Journal of Community Service Learning*, 18(2), 56-61.
- White, E. S., & Mistry, R. S. (2016). Parent civic beliefs, civic participation, socialization practices, and child civic engagement. *Applied Developmental Science*, 20(1), 44-60.
- Wilhelm, A.G., Chen, I.C., Smith, T.M., & Frank, K.A. (2016). Selecting expertise in context middle school mathematics teachers' selection of new sources of instructional advice. *American Educational Research Journal*, 53(3) 456-491.
- Willison, S. (1994). When students volunteer to feed the hungry: Some considerations for educators. *Social Studies*, 85(2), 88-90.
- Wilson, S. M., & Berne, J. (1999). Teacher learning and the acquisition of professional knowledge: An examination of research on contemporary professional development. *Review of Research in Education*, 24,173–209.
- Yoon, S., Liu, L., & Goh, S. (2010). Convergent adaptation in small groups: Understanding professional development activities through a complex systems lens. *Journal of Technology and Teacher Education*, 18(2), 177–203.

Youniss, J. (2011). Civic education: What schools can do to encourage civic identity and action. *Applied Developmental Science, 15*(2), 98-103.

doi:10.1080/10888691.2011.560814

Zepeda, S. J. (2012). *Professional development: What works* (2nd ed). New York, NY: Routledge.

Zepeda, S. J., Parylo, O., & Bengtson, E. (2013). Analyzing principal professional development practices through the lens of adult learning theory. *Professional Development in Education, 40*(2), 295-315. doi:10.1080/19415257.2013.821667

Appendix A: Overview—Learning Outcomes

Day 1:

Participants will:

- Understand what service-learning is and what is not
- Understand the benefits of service-learning

Day 2:

Participants will:

- Understand how to implement service-learning
- Reflect on previous service-learning implementation

Day 3:

Participants will:

- Investigate resources for service-learning projects
- Design an effective service-learning project

Overview Outline:

Day 1:

8:00-8:30: Sign-in
8:30-9:00: Outcomes and Introductions (Icebreaker)
9:00-9:30: Where are we?
 9:30-9:40: Break
9:40-10:40: What is service-learning?
10:30-11:30: Why service-learning?
 11:30-12:30: Lunch
12:30-1:30: Research behind service-learning
 1:30-1:40: Break
 1:40-2:30: Videos
2:30-3:00: Reflection and evaluation

Day 2:

8:00-8:30: Sign-in
 8:30-8:45: Outcomes
8:45-10:00: Implementing service-learning
 10:00-10:10: Break
10:10-11:00: Power of reflection
11:00-11:30: Community partnerships
 11:30-12:30: Lunch
12:30-1:30: Civic engagement
 1:30-1:40: Break
1:40-2:30: Evaluating service-learning projects
2:30-3:00: Reflection and evaluation

Day 3:

8:00-8:30: Sign-in
 8:30-8:45: Outcomes
 8:45-10:00: Resources
10:10-11:30: Planning time
 11:30-12:30: Lunch
12:30-2:00: Planning time
2:00-2:30: Whole group share out
2:30-3:00: Reflection and evaluation

Day 1	Agenda	Activity	Materials Needed
	Ice breaker		<ul style="list-style-type: none"> • Make sure everyone has a copy of the PowerPoint
	What we already know	Concept Map	<ul style="list-style-type: none"> • Large poster paper • Makers
	What is/isn't service-learning? (overview)	<ul style="list-style-type: none"> • Reading Frenzy • Rank • Discussion 	<ul style="list-style-type: none"> • White copy paper • Markers • Large poster paper • Copy of K-12 Service-learning standards for each participant
	Why service-learning?	<ul style="list-style-type: none"> • Final word • Experiment • Discussion 	<ul style="list-style-type: none"> • Copy of <i>Education for the 21st Century</i> for each participant • Highlighters • Pens • Copy paper
	Research	<ul style="list-style-type: none"> • Lecturing 	
	Videos	<ul style="list-style-type: none"> • I noticed/ wondered 	<ul style="list-style-type: none"> • I noticed/ I wonder graphic for each participant • Access to the internet • Devices to search and watch videos
	Reflection and evaluation	<ul style="list-style-type: none"> • Summary 	<ul style="list-style-type: none"> • Markers • Poster paper • Copy of day 1 evaluation for each participant
Day 2	Review learning from previous day	<ul style="list-style-type: none"> • 3,2,1 	<ul style="list-style-type: none"> • Copy paper • Pens
	How do I implement service-learning?	<ul style="list-style-type: none"> • Jigsaw • Discussion 	<ul style="list-style-type: none"> • Copy of K-12 <i>Service-Learning Project Planning Toolkit</i> for each participant •
	Power of reflection	<ul style="list-style-type: none"> • 4 Corners • Organizing • Affective 	<ul style="list-style-type: none"> • Sticky notes • Pens • Copy of <i>Service</i>

		Organizer	<i>Reflection Toolkit</i> for each participant <ul style="list-style-type: none"> • Copy of the affective organizer for each participant
	Community Partnerships	<ul style="list-style-type: none"> • Listing 	<ul style="list-style-type: none"> • Chart paper • Markers
	Civic engagement	<ul style="list-style-type: none"> • Resume 	<ul style="list-style-type: none"> • Lined paper • Pens
	Evaluating service-learning	<ul style="list-style-type: none"> • Brainstorm 	<ul style="list-style-type: none"> • A copy of the pre/post survey for program evaluation
	Reflection and evaluation	<ul style="list-style-type: none"> • Reflection • Evaluation 	<ul style="list-style-type: none"> • Copy paper • Pens • Copy of day 2 evaluation for each participant
Day 3			
	Resources		
	Planning time to create own service-learning project		
	Reflection and evaluation	<ul style="list-style-type: none"> • ABC Brainstorm 	<ul style="list-style-type: none"> • Markers • Large Poster paper • Copy of evaluation for day 3 for each participant.

Presenters Guide: Day 1

Learning Outcomes:

Participants will:

- Understand how to implement service-learning
- Reflect on previous service-learning implementation

Materials: (*= Enough for each participant.)

- PowerPoint *
- Large poster paper
- Makers
- White copy paper *X2
- *K-12 Service-Learning Standards for Quality Practice* *
- *Education for the 21st Century* *
- Highlighters*
- Pens*
- I noticed/ I wonder graphic organizer *
- Access to the internet
- Devices to search and watch videos *
- Evaluation *

Icebreaker:

Transition into slide 4.

- Have each participant introduce themselves with:
 - Name
 - Grade you teach
 - If I wasn't a teacher I would be a _____.

What We Already Know:

- Transition into slide 5.
- Put participants in groups of 4.

- Have someone from the group create a concept map on larger poster paper.
- Explain the directions and answer any questions.
 - Directions:
 - Using one section from the web, write down everything you know about service-learning, by yourself.
 - Everyone share their section of the web with the group. While others are sharing jot down notes in your section of the web.
 - In the middle circle write common themes, ideas, or concepts that the group had after everyone shared.
 - Be prepared to share out.
- When every group is done, have one person from each group share out what is in the middle of their concept map. As a facilitator you should be using this information to guide the presentation.

What is/isn't service- learning?

- Transition into slide 7.
 - Give each participant a copy of the K-12 Service-learning Standards for Quality Practice.
 - Create groups of 4. Tell participants to decide who in their group will be responsible for reading which indicators within the standards. There are eight:
 - Meaningful service

- Link to curriculum
 - Reflection
 - Diversity
 - Youth voice
 - Partnerships
 - Progress monitoring
 - Duration and intensity
- Have groups follow the directions on the slide.
 - Each person in the group will read their indicators.
 - After you are done reading, create a visual representation of your indicators to help your group understand.
 - When everyone is done, each share your visual representations.
Discuss what you read and some of the key ideas using your visual representation.
 - Create a group visual representation answering the question:

What is service-learning?

- Walk-around and facilitate the learning of the participants.
- Have each group share their posters.
- Have a full group discussion about what is service-learning.

NOTE: Visual representation could be a picture, words, or a combination of both.

- Transition into slide 8.

- Have participants individually rank which indicators they believe are the most important.
 - Meaningful service
 - Link to curriculum
 - Reflection
 - Diversity
 - Youth voice
 - Partnerships
 - Progress monitoring
 - Duration and intensity
 - Have them stand up and find a person they have not worked with so far.
 - Have them share their ranking with their partner.
 - Have each of the partners agree on which one is the most important.
 - Make sure they are able to defend it.
 - Have each group share their most important indicator and rationale.
- Transition to slide 10.
 - Facilitate a conversation about why these are non-examples of service-learning.
 - Volunteering
 - Community service

- Internships
- Field experience

Why service-learning?

- Transition to slide 12.
- Give each participant a copy of Education for the 21st Century.
- Put participants into groups of 3.
- Explain the task (Final Word) from slide 12.
 - Read Education for the 21st Century by yourself.
 - As you read, highlight at least three quotes that resonate with you.
 - Decide who in your group will be the timekeeper and who will be the police.
 - Decide who will read their quote first.
 - The first person reads their quote, nothing else. The next person in the group responds to the quote. (1 minute). Then the next person gets their turn to respond. Once everyone has responded the person who read their quote gets the final word. (2 minutes to respond to everyone.) REPEAT until everyone in the group has had the opportunity to have the final word. Suggested ways to respond:
 - Why do you agree/disagree with this quote?
 - What questions do you have about it?
 - What issues does it raise for you?
 - What do you now wonder about in relation to the quote?

- Note: Explain to the timekeeper that they will need a clock or phone. Their job is to give each person their minute to respond to the quote the first person read. Then give 2 minutes for the initial person to respond to everyone in the group. The role of the police is to make sure only the designated person is talking. Each person only has one opportunity to share, participants are not able to respond to each person.
- When all the groups are finished, have a whole group discussion about the text.
 - Next transition participants into doing an experiment
 - Before displaying the words on slide 13 tell participants. “You are going to see a list of words. I will give you 12 seconds to memorize the words.”
 - Display the words for 12 seconds.
 - Take the list away.
- Transition to slide 14.
 - Give participants about 2 minutes to write down the words. Order and spelling need to be correct.
 - Show slide 15 and have participants see how many they got correct.
- Transition into slide 16.
 - Ask participants: What do you notice? What is usually happening during Prime Time 1? Prime Time 2?
 - Notes:

- Highest retention is at Prime time 1 and prime time 2
- New information is often given during down time.
- Common mistakes:
 - Taking attendance, distributes the previous day's homework, collects that day's homework requests notes from students who were absent, and reads an announcement about a club meeting
 - Allowing students free time at the end of the class for good behavior
 - Two 20 minute lessons provide 20 percent more learning
 - Anything less is not long enough
 - Shorter more meaningful lessons should be taught
- Transition into slide 17.
 - Ask participants: How could having students complete service-learning projects help with this? Have participants discuss in groups first and then whole group.
- Transition into slide 18.
 - Another way to look at retention and service-learning. Ask participants: Why might service-learning increase student retention rates?
- Transition into slide 19.
 - Ask participants to read the list of 21st Century Skills. Have participants write down the answer to: How are 21st Century Skills related to service-learning?

- Then have them all stand up and find a partner they have not yet worked with. Have each person share their response. Have them repeat this with three people and then sit back down.
- When everyone is sitting facilitate a whole group discussion.
- Transition into slide 20.
- Explain: State accountability systems for teachers incorporate 21st Century Skills in the Common Core Teaching Standards and teacher standards.

Research:

- Transition to slide 22.
- Give participants time to read the quote and discuss what the definition affirms about their learning about service-learning so far.
- Transition to slide 23.
- Have participants rank the outcomes.
- Have them share their ranking with a partner.
- Have the partners decide which outcome is the most important for their students.
- Facilitate a full group discussion.
- Transition to slide 25.
- Give each participant a copy of the I notice/I wonder graphic organizer.
- Have participants watch each video. As they are watching the three videos they need to write down what they notice and wonder on the graphic organizer.

- After the three videos are watched, invite the participants to find some videos on service-learning to watch on their own. Make sure they fill out the I noticed/I wonder as they watch.
- Have teachers share out the information from their graphic organizer with the people at the tables which they are sitting.
- Facilitate a whole group discussion.

Reflection and Evaluation:

- Transition to slide 27.
- Have participants get into groups of 3-4.
- Give each group a piece of larger poster paper and markers.
- Have them summarize their learning from the day in either a recipe, bumper sticker, rap, song, poem, or picture.
- Give participants the evaluation to fill out.

Presenters Guide: Day 2

Learning Outcomes:

Participants will:

- Understand how to implement service-learning
- Reflect on previous service-learning implementation

Materials: (*= Enough for each participant.)

- White copy paper
- Pens
- Copy of *K-12 Service-Learning Project Planning Toolkit* *
- Sticky notes
- Copy of *Service Reflection Toolkit* *
- Copy of the *Affective Graphic Organizer* *
- Large chart paper
- Markers
- Lined paper
- A copy of the pre/post survey for program evaluation
- Copy of evaluation *

Review/Do Now:

- Transition to slide 30.
- Give each participant a copy of the 3, 2, 1 graphic organizer.
- Have them list three things they learned from the previous day, two things they already knew, and one question they still have about service-learning.
- Have them share with a partner.
- Ask for volunteers to share out whole group.
- Note: This should be used to help the presenter fill in gaps about participants' understanding.

Implementing Service-learning:

- Transition to slide 34.
- Break participants into 5 groups.
- Assign reading to each group (K-12 Service-Learning Project Planning Toolkit)
 - **Group 1:** Pages 1-14
 - **Group 2:** Pages 15-28
 - **Group 3:** Pages 29-33
 - **Group 4:** Pages 34-47
 - **Group 5:** Pages 48-51
- Have each group decide the most important information from their reading.
- Have participants form groups with one person from each of the groups.
- With the new group, have everyone share what their original group decided was important.
- Have each group then create a three word summary.
- Have each group share their three words out loud to the whole group.

Power of Reflection:

- Transition to slide 36.
- Designate which corner of the room is corner 1, 2, 3, and 4.
- Instruct participants to go to the corner that describes them the most.
 - Corner 1: I like to write reflective thoughts on paper

- Corner 2: I like to type reflective thoughts
- Corner 3: I like to just keep reflective thoughts to myself
- Corner 4: Reflection? Who has time for that?
- Once participants are in their corners have them discuss the following questions.
 - Why is reflection important?
 - Does reflection always result in change? Why? Why not?
 - What are ways we can get students to reflect?
 - Once groups are done, have them go back to their seats.
- Transition to slide 37.
 - After participants read the quote have them create a list of words that come to mind when they hear the term reflection. Have them write each word on a sticky note. (Each word should be on a separate sticky note.) This should be done individually.
 - Have each person share their words with their group.
 - Have the group organize the sticky notes. Do not give any guidance, each group can decide how they want to group their notes.
 - Have each group share out how they organized their sticky notes.
 - Ask participants: Would you change the way you organized your sticky notes? Why? Why not?
 - Debrief with participants about the task they completed and all the things they had to do to reflect during the process.

- Transition to slide 38.
- Give everyone a copy of Service Reflection Toolkit and the
- As participants are reading they should fill out the Affective Graphic Organizer.
- Have participants share with a partner or small group.
- Facilitate a whole group discussion on the reading.

Community Partnerships:

- Transition to slide 40
- Hand each group a larger poster paper.
- Instruct them to create a t-chart of the paper.
- Have them label one side problem. Then instruct them to create a list of all the problems in their community.
- Have them label the right side of the t-chart with community partnership. Then instruct them to name a place in the community they could create a partnership with to help solve the problem.
- When they are done have each group decide which problem/partnership aligns best with their state learning standards they are responsible for in their classroom.
- Call on participants to share their answers.

Civic Engagement:

- Transition to slide 42.

- Give participants time to: Create your own “citizenship resume,” summarizing your personal experiences in civic engagement.
- Reflective questions when participants are done:
 - Was this a difficult task? Why? Why not?
 - Would your students be able to do this? Why? Why not?
 - What would we need to do for students in order to help them strengthen their citizenship resume?
- Give participants time to share their resumes and discuss in small groups.
- Have one person from the group share out their group’s learning.

Evaluating Service-learning Projects:

- Transition to slide 44.
- Give participants time to discuss the following questions:
 - How can we assess service-learning projects?
 - Do we need to re-assess the goals for the program? (Pre/post program evaluation?)
- Give participants time to discuss these questions with the whole group. As a group, develop recommendations to take back to administration.

Reflection and Evaluation:

- Have participants answer the following question on a piece of copy paper and leave with you it with you when they are done.

- Based on what you have learned the past two days, what will you change to create more effective service-learning projects for your students?
- Have them complete the evaluation for the day.

Presenters Guide: Day 3

Learning Outcomes:

Participants will:

- Investigate resources for service-learning projects b
- Design an effective service-learning project

Materials: (*= Enough for each participant.)

- Markers
- Large Poster paper
- Various resources on service-learning

Resources:

- Transition to slide 52.
- Give participants time to look through resources. They can do research on their own or spend more time with documents from previous days.

Planning Time:

- Transition to slide 53.
- Give participants time to plan an effective service-learning project.
Answer any questions that come up as they plan.
- Transition to slide 54.
- Give participants time to share out with their groups what they accomplished during their planning time.
- Allow time for peer feedback.

Reflection and Evaluation:

- Transition to slide 56.
 - Put into groups of three.
 - Give each participant a marker and each group a poster with the letters A-Z written in boxes on larger poster paper.
 - Set the timer for 3 minutes. Everyone should be coming up with words that have to do with their learning from the past three days.
 - Have groups circle the three most important words. Share with whole group.
 - Have them create a 1-2 sentence using the words they circled. Have them read it in.
 - Have participants complete the evaluation form.

I Noticed/I Wonder Graphic Organizer

I Noticed

I Wonder

Affective Graphic Organizer

3 facts you gleaned from the article:

1.

2.

3.

3 feelings you have regarding the article:

1.

2.

3.

Pre/Post Survey

Participated ____ Did not Participate ____

Date:**Student ID #:****Grade:****School:****Gender:****I will participate in a****Please say whether you disagree or agree with each sentence.****Circle the letter that best matches your answer. (a=disagree, b=agree a little, c=agree a lot)**

1. I feel like I am a part of a community.
 - a. Disagree
 - b. Agree a little
 - c. Agree a lot

2. I pay attention to news events that affect the community.
 - a. Disagree
 - b. Agree a little
 - c. Agree a lot

3. Doing something that helps others is important to me.
 - a. Disagree
 - b. Agree a little
 - c. Agree a lot

4. I like to help other people, even if it is hard work.
 - a. Disagree
 - b. Agree a little
 - c. Agree a lot

5. I know what I can do to help make the community a better place.
 - a. Disagree

- b. Agree a little
 - c. Agree a lot
6. Helping other people is something everyone should do, including myself.
- a. Disagree
 - b. Agree a little
 - c. Agree a lot
7. I know a lot of people in the community, and they know me.
- a. Disagree
 - b. Agree a little
 - c. Agree a lot
8. I feel like I can make a difference in the community.
- a. Disagree
 - b. Agree a little
 - c. Agree a lot
9. I try to think of ways to help other people.
- a. Disagree
 - b. Agree a little
 - c. Agree a lot
10. Everyone should pay attention to the news, including myself.
- a. Disagree
 - b. Agree a little
 - c. Agree a lot

Evaluation Day 1

Before today, I was already knew what the parts of a service-learning projects were.

1	2	3	4
Disagree	Somewhat Disagree	Agree	Strongly Agree

I can use what I learned today inside my classroom.

1	2	3	4
Disagree	Somewhat Disagree	Agree	Strongly Agree

I can articulate the benefits of service-learning.

1	2	3	4
Disagree	Somewhat Disagree	Agree	Strongly Agree

I can describe what is not service-learning.

1	2	3	4
Disagree	Somewhat Disagree	Agree	Strongly Agree

+

Plus
Things Done Well


Delta
Things to Change

How will you use the information you gained today?

Evaluation Day 2

Before today, I was already implementing service-learning projects correctly.

1	2	3	4
Disagree	Somewhat Disagree	Agree	Strongly Agree

I can describe the 5 phases of service-learning.

1	2	3	4
Disagree	Somewhat Disagree	Agree	Strongly Agree

I have to make changes to the way I implement service-learning projects.

1	2	3	4
Disagree	Somewhat Disagree	Agree	Strongly Agree

I have to increase my own civic engagement.

1	2	3	4
Disagree	Somewhat Disagree	Agree	Strongly Agree

+

Plus
Things Done Well


Delta
Things to Change

How will you use the information you gained today?

Evaluation Day 3

What professional development do you foresee needing in the future?

What support do you foresee needing?

What was the most important thing you learned about service-learning?

After Professional Development Support

After teachers have completed the three professional development it is important that they have ongoing support. The following is a list of ways that the school district can provide ongoing support to the teachers.

- Planning time
- Book study
- Coaching
- Ongoing feedback about their progress
- Time to collect and analyze student data
- Outside professional development
- Subscribe to service-learning journals or magazines
- Time to collaborate with other schools
- Opportunities to visit model classrooms
- Conduct a needs assessment

This not an exhaustive list of everything that can help provide support for teachers after their initial three day professional development. Schools can decide to do one or all of these suggestions. The most important thing is that the professional development does not stop after the initial three day professional development, so that teachers can continue to become more effective with implementing service-learning projects.

*K-12 Service-Learning Standards for Quality Practice **

➤ *Education for the 21st Century **

K-12 Service-Learning Project Planning Toolkit

Service Reflection Toolkit

Service-Learning Project Template

Project Preparation

1. What community will be served (world, nation, state, or local)?
2. What are the community needs?
3. What is the intended purpose of the project?
4. What is the intended impact on community/community partnerships?
5. How will student voice be implemented?

Project Action Plan

1. What standards will drive the project?
2. What are the objectives/learning targets for the project?
3. What materials and resources are needed for the project?
4. How will progress be monitored throughout the project?

Project Reflection Plan

1. How and when will reflection occur for the project?
2. What materials are needed for the project reflection?
3. How will the project be assessed?

Project Demonstration Plan

1. How will students share learning and outcomes of project with outside stakeholders?
2. What roles and responsibilities will students and teacher(s) take on for the demonstration set-up/planning?
3. How will the demonstration be assessed and by who?

Generic Service-learning Project for Grades 1-4

Note: A few components that should be addressed in a service-learning project in order for them to be successful are:

- Reflection journals
- Student choice
- Creation of solutions
- Reporting their solutions/findings
- Community partnerships (Can be direct or indirect partnerships.)
- If possible, incorporating direct components of the survey (For example, the watching the news)

Day 1

- Take pre-survey
- Brainstorm problems in the community as a whole class.
- If students struggle with this, show them a few news clips of current events near their school.
- Vote on which problem they want to address as a class. NOTE: It does not have to be a whole class project. Students can group themselves based on their interest.
- Take 5 minutes to write in a reflection journal. How are they feeling about the topic they have chosen? What are they most excited about? What are they most worried about?
- Let them share with a partner if there is time.

Day 2

- Review the topic(s) they picked the day before. Tell them the goal for today is to build their background on the topic. You can have students read an article about the topic or have them use the internet to begin their research. For young students you may want to read them a book about the topic. It may also be beneficial for them to watch news clips about their topic. You may want to give 10-15 minutes for them to find 2-3 interesting facts about the topic to share with their group or the whole class.
- As a class decide what the best way would be to get their message out about the problem. As the teacher you can decide everyone is writing a letter, but the students should decide who the letter should be written to and why. You can also add the element of choice by letting individual students or groups decide what the final product will be for the project.
- Have students spend 5 minutes writing in their reflection journal. What was something interesting that you learned today? What do you hope to find out tomorrow?

Day 3-5

- Allow students' time to research their topic. You can always provide them with resources to read/watch or let them research on their own while you facilitate their learning. You can do a combination of both, if you wish.
- Have students spend 5 minutes writing in their reflection journal each day. You can decide which question(s) you would like them to answer.

Day 6

- Have students start brainstorming/creating solutions to the problem(s) they have been researching. Again, this can be done in small groups or whole class.
- Have students spend 5 minutes writing in their reflection journal each day. What was one of your solutions that you or your group came up with? Why do you think it will work? Is there anything that may not work?

Day 7

- If necessary, allow students to continue to create solutions.
- Students should begin to develop their final product for the project.
- Have students spend 5 minutes writing in their reflection journal. You can decide which question(s) you would like them to answer.

Day 8-10

- Students should continue to develop their final product for the project.
- Have students spend 5 minutes writing in their reflection journal each day. You can decide which question(s) you would like them to answer.

Day 11

- Present finding or mail final products to the appropriate people/person.

Day 12

- Take the post-survey (Within a week of completing the project)
- Celebrate successes

Resources Needed

K-12 Service-Learning Standards for Quality Practice

- <https://nylc.org/standards/>

Education for the 21st Century

- <https://gsnnewdemo2.s3.amazonaws.com/documents/1161/original/GeneratorSummerFall2013-web.pdf?1394828788>

K-12 Service-Learning Project Planning Toolkit

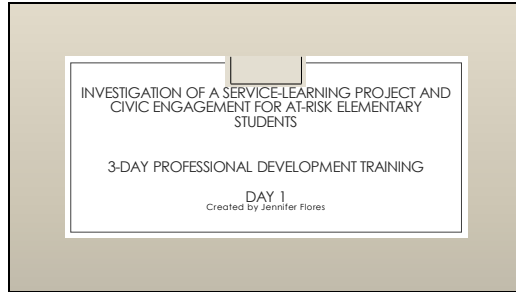
- https://www.ffa.org/sitecollectiondocuments/lts_servicelearningtoolkit.pdf

Service Reflection Toolkit

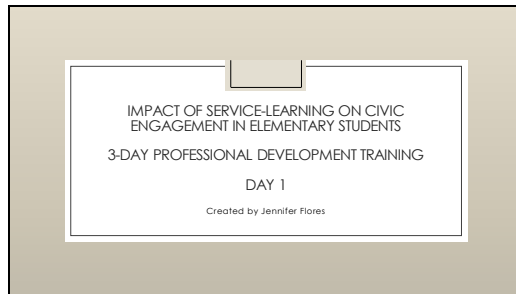
- <https://www.nationalservice.gov/sites/default/files/resource/reflectiontoolkit.pdf>

PowerPoint Presentation

Slide 1



Slide 2



Slide 3

Agenda

- 8:00-8:30: Sign-in
- 8:30-9:00: Outcomes and Introductions (Icebreaker)
- 9:00-9:30: Where are we?
- 9:30-9:40: Break
- 9:40-10:40: What is service-learning?
- 10:30-11:30: Why service-learning?
- 11:30-12:30: Lunch
- 12:30-1:30: Research behind service-learning
- 1:30-1:40: Break
- 1:40-2:30: Videos
- 2:30-3:00: Reflection and evaluation

Slide 4

Outcomes:

Participants will:

- Understand what service-learning is and what is not
- Understand the benefits of service-learning

Slide 5

Ice Breaker

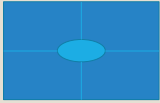
Please introduce yourself:

- Name
- Grade you teach
- If I wasn't a teacher I would be a _____.

Slide 6

What We Already Know....

1. Using one section from the web, write down everything you know about service-learning, **by yourself.**
2. Everyone share their section of the web with the group. While others are sharing jot down notes in your section of the web.
3. In the middle circle write common themes, ideas, or concepts that the group had after everyone shared.
4. Be prepared to share out.



Give participants about 5 minutes to complete this task. When every group is done. Have one person from each group share out what is in the middle of their concept map. As a facilitator you should be using this information to guide the presentation.

Slide 7

WHAT IS SERVICE-LEARNING?

Slide 8

K-12 Service-learning Standards for Quality Practice

- Each person in the group will read their indicators.
- After you are done reading, create a visual representation of your indicators to help your group understand.
- When everyone is done, each share your visual representations. Discuss what you read and some of the key ideas using your visual representation.
- Create a **group** visual representation answering the question:
 - **What is service-learning?**

Rules:

1. Everyone must contribute to the poster.
2. You cannot just copy your individual poster on the group poster.
3. Be creative!

- Give each participant a copy of the *K-12 Service-learning Standards for Quality Practice*.
- Create groups of 4. Tell participants to decide who in their group will be responsible for reading which indicators within the standards. There are eight:
 - Meaningful service
 - Link to curriculum
 - Reflection
 - Diversity
 - Youth voice
 - Partnerships
 - Progress monitoring

- Duration and intensity
- Have groups follow the directions on the slide.
- Walk-around and facilitate the learning of the participants.
- Have each group share their posters.
- Have a full group discussion about what is service-learning.

NOTE: Visual representation could be a picture, words, or a combination of both.

Slide 9

Rank

Rank the indicators in order of importance, (1 being the most important and 2 being the least important.)

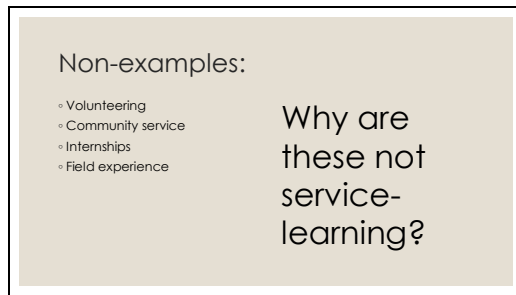
- Meaningful service
- Link to curriculum
- Reflection
- Diversity
- Youth voice
- Partnerships
- Progress monitoring
- Duration and intensity

- Have participants individually rank which indicators they believe are the most important.
- Have them stand up and find a person they have not worked with so far.
- Have them share their ranking with their partner.
- Have each of the partners agree on which one is the most important. Make sure they are able to defend it.
- Have each group share their most important indicator and rationale.

Slide 10



Slide 11



Facilitate a conversation about why these are not service-learning

Slide 12



Slide 13

Final Word

1. Read *Education for the 21st Century* by yourself.
 - As you read, highlight at least three quotes that resonate with you.
2. Decide who in your group will be the timekeeper and who will be the police.
3. Decide who will read their quote first.
4. The first person reads their quote, nothing else. The next person in the group responds to the quote (1 minute). Then the next person gets their turn to respond. Once everyone has responded the person who read their quote gets the final word. (2 minutes to respond to everyone.)

REPEAT until everyone in the group has had the opportunity to have the final word.

- Why do you agree/disagree with this quote?
- What questions do you have about it?
- What issues does it raise for you?
- What do you now wonder about in relation to the quote?

Put participants into groups of 3.

- Explain to the timekeeper that they will need a clock or phone. Their job is to give each person their minute to respond to the quote the first person read. Then give 2 minutes for the initial person to respond to everyone in the group. The role of the police is to make sure only the designated person is talking. Each person only has one opportunity to share, participants are not able to respond to each person.

Have a whole group discussion about the article.

Slide 14

Let's Do an Experiment!


KEF
LAK
MIL
NIR
VEK
LUN
NEM
BEB
SAR
FIF

- Before displaying the words tell participants. “You are going to see a list of words. I will give you 12 seconds to memorize the words.”
- Display the words for 12 seconds.
- Take the list away.

Slide 15

Write the words in order

• Spelling and order count!



Give participants about 2 minutes to write down the words.

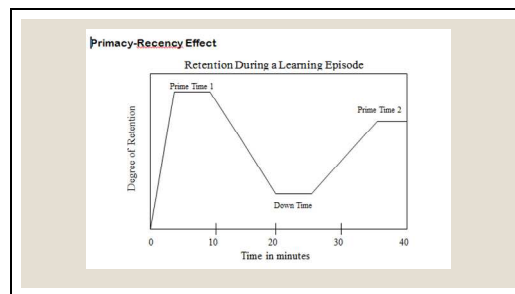
Slide 16

How did you do?

KEF
LAK
MIL
NIR
VEK
LUN
NEM
BEB
SAR
FIF

Explain to the participants that most participants will remember the beginning or end of the list. In the middle is where the most mistakes happen.

Slide 17



Ask participants: What do you notice? What is usually happening during Prime Time 1? Prime Time 2?

Notes:

Highest retention is at Prime time 1 and prime time 2

New information-practice-closure

Common mistakes:

- Taking attendance, distributes the previous day's homework, collects that day's homework requests notes from students who were absent, and

reads an announcement about a club meeting

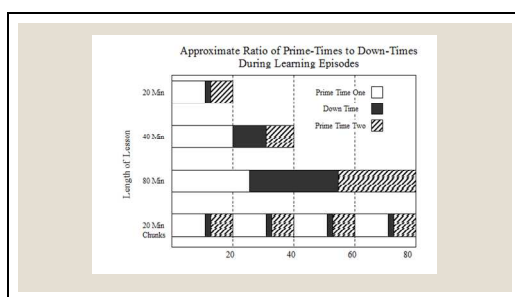
- Allowing students free time at the end of the class for good behavior

Two 20 minute lessons provide 20 percent more learning

Anything less is not long enough

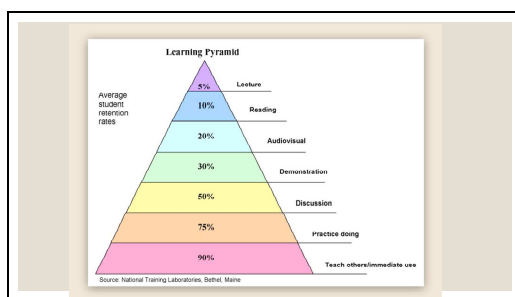
Shorter more meaningful lessons

Slide 18



Ask participants: How could having students complete service-learning projects help with this? Discuss in groups first and then whole group.

Slide 19



Another way to look at retention and service-learning. Ask participants: Why might service-learning increase student retention rates?

Slide 20

21st Century Skills

Learning and Innovation Skills


- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Information, Media, and Technology Skills

- Information Literacy
- Media Literacy
- Information, Communications, and Technology Literacy

Life and Career Skills

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility



Ask participants to read the list of 21st Century Skills. Have participants write down the answer to: How are 21st Century Skills related to service-learning?

Then have them all stand up and find a partner they have not yet worked with. Have each person share. Have them repeat this with three people and then have a seat. When everyone is sitting facilitate a whole group discussion.

Slide 21

Accountability Systems:
NYSUT rubric: "You won't go beyond developing if you do not use this framework."

Indicators	Ineffective	Developing	Effective	Highly Effective
A Engage students	Teacher uses instructional strategies that are not appropriate to students' needs. Instructional strategies are not differentiated and do not meet or challenge students. There is no evidence of 21st Century Skills .	Teacher uses only some differentiated instructional strategies that are appropriate to the needs of some groups of students and not instructional strategies to the needs of all students. Strategies include but do not encompass all instructional approaches. There is some evidence of 21st Century Skills .	Teacher uses differentiated instructional strategies that are appropriate to the needs of all groups of students and instructional strategies that challenge and engage students. Strategies include and encompass all instructional approaches. There is strong evidence of 21st Century Skills .	Teacher uses differentiated instructional strategies that are appropriate to the needs of all groups of students and instructional strategies that challenge and engage students. Strategies include and encompass all instructional approaches. There is strong evidence of 21st Century Skills .
C Engage students	Teacher's instructional practices result in students at a low level of cognitive challenge. Students have little interaction with the teacher or with peers.	Teacher's instructional practices engage students at an appropriate level of cognitive challenge. Students have some opportunities to challenge and collaborate with peers.	Teacher's instructional practices engage students at an appropriate level of cognitive challenge. Students have strong opportunities to challenge and collaborate with peers.	Teacher's instructional practices engage students at an appropriate level of cognitive challenge. Students have strong opportunities to interact with the teacher and with peers. Students exhibit collaborative and disruptive cognitive practices.
A Provide students with opportunities for problem-solving and problem-solving	Teacher provides few opportunities to explore and solve problems. The teacher does not see the problem-solving as a challenge to support instruction.	Teacher provides instructional opportunities for students to explore, identify, and solve problems. Teacher and students use available technology with limited effectiveness.	Teacher provides instructional opportunities for students to explore, identify, and solve problems. Teacher and students use available technology with strong effectiveness.	Teacher provides regular opportunities for students to explore, identify, and solve problems. Teacher and students use available technology with strong effectiveness. Students exhibit collaborative problem-solving opportunities.

State accountability systems for teachers incorporate these skills in the common core teaching standards and teacher standards.

Slide 22



RESEARCH

Slide 23

Researchers Agree on Definition:

"Service-learning combines the objectives of service projects with the learning objectives of the classroom in a way that both the provider of the service and the recipient of the service are changed in positive ways" (Nelson & Eckstein, 2008, p. 225).

Slide 24

Positive Outcomes

- Higher academic achievement and engagement
- Higher levels of civic engagement
- Long-term civic engagement
- Self-efficacy
- Intrinsic motivation
- Improved social skills
- Higher levels of empathy

© 2014 by the American Psychological Association. All rights reserved. This article is intended solely for the personal use of the individual user and is not to be disseminated broadly. This article is intended solely for the personal use of the individual user and is not to be disseminated broadly. This article is intended solely for the personal use of the individual user and is not to be disseminated broadly.

Slide 25

VIDEOS

Slide 26

- [Video 1](#)
- [Video 2](#)
- [Video 3](#)

Have participants watch video. As they are watching the three videos they need to write down what they I noticed/ I wonder.

After the three videos are watched, invite the participants to find some videos on service-learning to watch on their own. Make sure they fill out the I noticed/I wonder as they watch.

Then have groups discuss their I noticed/I wonder at their tables. Facilitate a whole group discussion.

Slide 27



REFLECTION AND
EVALUATION

Slide 28

Summarize Today's Learning By:

- Recipe
- Bumper Sticker
- Rap, Song, Poem
- Picture



Have participants summarize their learning from the day by creating one of the following with their group:

- Recipe
- Bumper Sticker
- Rap, Song, Poem
- Picture

Have groups share out to whole group.
Have teachers fill out evaluation.

Slide 29

IMPACT OF SERVICE-LEARNING ON CIVIC
ENGAGEMENT IN ELEMENTARY STUDENTS

3-DAY PROFESSIONAL DEVELOPMENT TRAINING

DAY 2

Created by Jennifer Flores

Slide 30

REVIEW/DO NOW

Slide 31

3,2,1

Write:

- **Three** things you learned from yesterday.
- **Two** things you already knew.
- **One** question you still have about service-learning.

Give participants time to do their own 3, 2, and 1.

Let participants share at their tables with a partner.

Let volunteers share whole group.

This should use to help the presenter fill in gaps about participants understanding.

Slide 32

Agenda:

- 8:00-8:30: Sign-in
- 8:30-8:45: Outcomes
- 8:45-10:00: Implementing service-learning
- 10:00-10:10: Break
- 10:10-11:00: Power of reflection
- 11:00-11:30: Community partnerships
- 11:30-12:30: Lunch
- 12:30-1:30: Civic engagement
- 1:30-1:40: Break
- 1:40-2:30: Evaluating service-learning projects
- 2:30-3:00: Reflection and evaluation

Slide 33

Outcomes

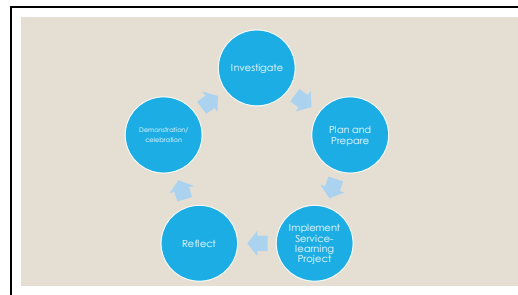
Participants will:

- Understand how to implement service-learning
- Reflect on previous service-learning implementation

Slide 34

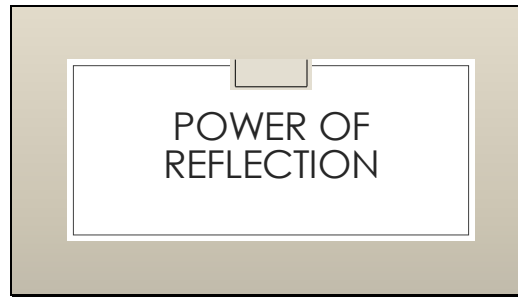


Slide 35

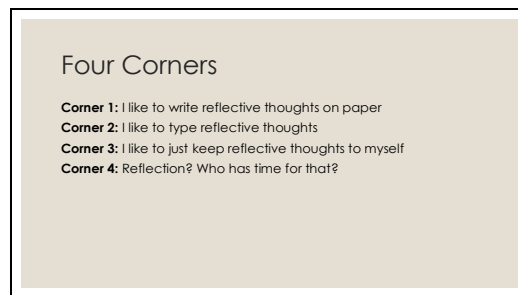


- Break participants into 5 groups.
- Assign reading to each group (*K-12 Service-Learning Project Planning Toolkit*)
 - Group 1: Pages 1-14
 - Group 2: Pages 15-28
 - Group 3: Pages 29-33
 - Group 4: Pages 34-47
 - Group 5: Pages 48-51
- Have each group decide the most important information from their reading.
- Have participants form groups with one person from each of the groups.
- With the new group, have everyone share what their original group decided was important.
- Have each group then create a three word summary.
- Have each group share their three words.

Slide 36

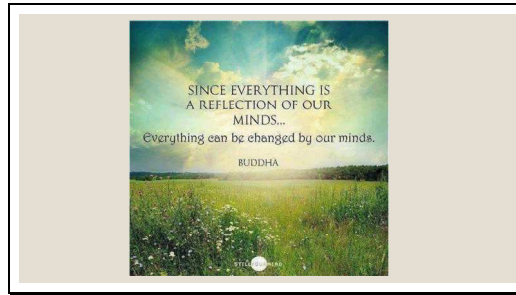


Slide 37



- Designate which corner of the room is corner 1, 2, 3, and 4.
- Instruct participants to go to the corner that describes them the most.
- Once participants are in their corners have them discuss the following questions.
 - Why is reflection important?
 - Does reflection always result in change? Why? Why not?
 - What are ways we can get students to reflect?
- Once groups are done, have them go back to their seats.

Slide 38



1. After participants read this quote have them create a list of words that come to mind when they hear the term reflection. Have them write each word on a sticky note. (Each word should be on a separate sticky note.) This should be done individually.
2. Have each person share their words with their group.
3. Have the group organize the sticky notes. Do not give any guidance, each group can decide how they want to group their notes.
4. Have each group share out how they organized their sticky notes.
5. Ask participants: Would you change the way you organized your sticky notes? Why? Why not?
6. Debrief with participants about the task they completed and all the things they had to do to reflect during the process.

Slide 39

Reflection:

- Read <http://www.usf.edu/engagement/documents/nwtoolkit.pdf>
- As you are reading fill out the affective graphic organizer.

Give everyone a copy of *Service Reflection Toolkit* and the

As participants are reading they should fill out the *Affective Graphic Organizer*.

Have participants share with a partner or small group.

Facilitate a whole group discussion on the reading.

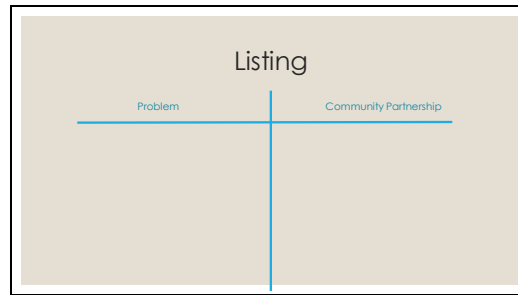
Extra: How would you use this affective graphic organizer in your own classroom?

Slide 40



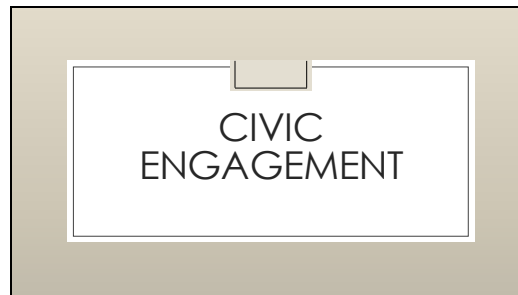
COMMUNITY PARTNERSHIPS

Slide 41



- Hand each group a larger poster paper.
- Instruct them to create a t-chart of the paper.
- Have them label one side problem. Then instruct them to create a list of all the problems in their community.
- Have them label the right side of the t-chart with community partnership. Then instruct them to name a place in the community they could create a partnership with to help solve the problem.
- When they are done have each group decide which problem/partnership would most likely go along with their state standards they are responsible for in their classroom.
- Call on participants to share their answers.

Slide 42



Slide 43

Resume:

- Create your own "citizenship resume," summarizing your personal experiences in civic engagement.

Reflective questions when participants are done:

Was this a difficult task? Why? Why not?

Would you students be able to do this? Why? Why not?

What would we need to do for students in order to help them strengthen their citizenship resume?

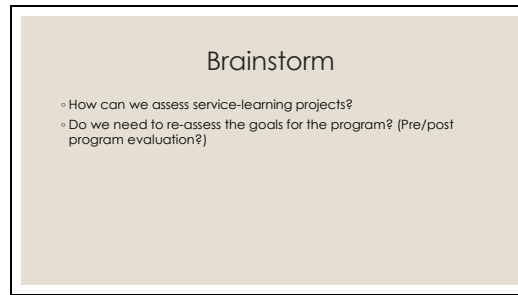
Give teachers a copy of

<http://www.usf.edu/engagement/documents/examples-of-purposeful-civic-learning-objectives.pdf> to help with discussion.

Slide 44

EVALUATING
SERVICE-LEARNING
PROJECTS

Slide 45

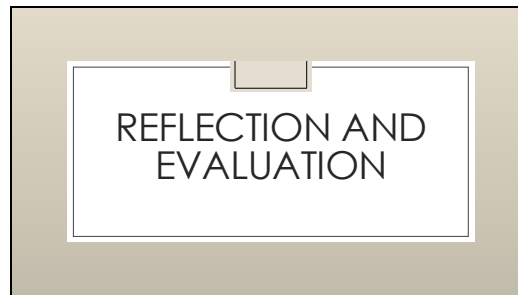


Brainstorm

- How can we assess service-learning projects?
- Do we need to re-assess the goals for the program? (Pre/post program evaluation?)

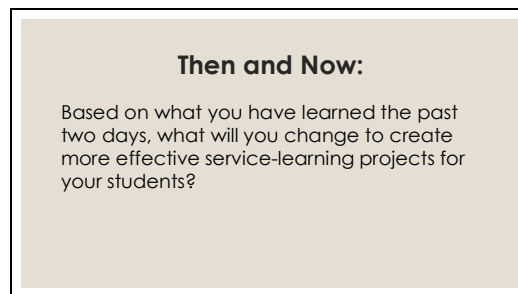
Give participants time to discuss these questions in small groups and then whole group. As a group, develop recommendations for the administration.

Slide 46



REFLECTION AND
EVALUATION

Slide 47

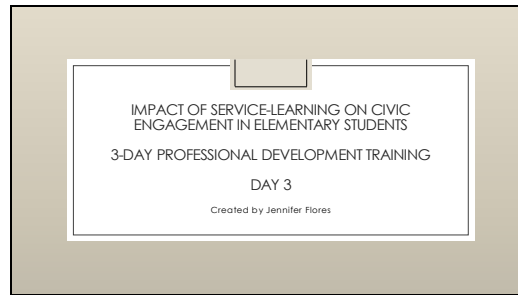


Then and Now:

Based on what you have learned the past two days, what will you change to create more effective service-learning projects for your students?

Have participants answer this on a piece of copy paper and leave with you it with you when they are done. Have them complete the evaluation for the day.

Slide 48



IMPACT OF SERVICE-LEARNING ON CIVIC
ENGAGEMENT IN ELEMENTARY STUDENTS

3-DAY PROFESSIONAL DEVELOPMENT TRAINING

DAY 3

Created by Jennifer Flores

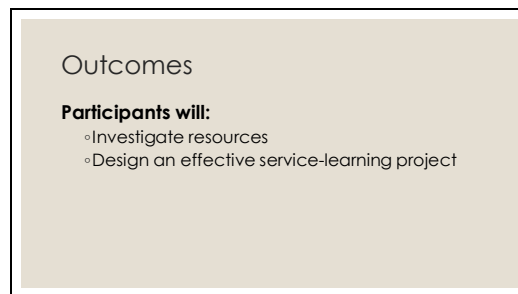
Slide 49



Agenda:

- 8:00-8:30: Sign-in
- 8:30-8:45: Outcomes
- 8:45-10:00: Resources
- 10:10-11:30: Planning time
- 11:30-12:30: Lunch
- 12:30-2:00: Planning time
- 2:00-2:30: Whole group share out
- 2:30-3:00: Reflection and evaluation

Slide 50



Outcomes

Participants will:

- Investigate resources
- Design an effective service-learning project

Slide 51

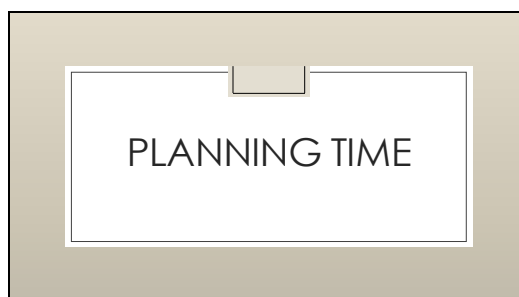


Slide 52



Give participants time to look through some of these resources.

Slide 53



Give teachers the rest of the day to plan and ask questions.

Slide 54

Show and Tell:

- Explain to your group what you have planned for your service-learning project so far.

Slide 55

REFLECTION AND
EVALUATION

Slide 56

ABC Brainstorm:

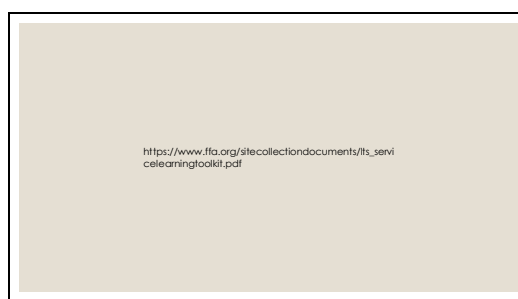
Alphabet

- Write **one** word for every letter
- Circle the **three** most important words
- Summarize your learning in 1-2 sentence(s) using the three words you circled

- Put into groups of three.
- Give each participant a marker and each group a poster with the letters A-Z written in boxes on larger poster paper.
- Set the timer for 3 minutes. Everyone should be coming up with words that have to do with their learning from the past three days.
- Have groups circle the three most important words. Share with whole group.
- Have them create a 1-2 sentence

using the words they circles. Have them had it in.

Slide 57



Slide 58

