SERVICE-LEARNING LEADERSHIP AND IMPLEMENTATIONIN THREE SELECTED MIDDLE SCHOOLS THE STORY OF A PHILADELPHIA SCHOOL DISTRICT INNOVATION: A CASE STUDY

by

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The purpose of this study was to identify the definition of service-learning used in Philadelphia, recognize the practice as a K-12 teaching methodology in the School District of Philadelphia, examine the vision and leadership practices as a strategy for innovation, and observe implementation for sustainability in three selected middle schools.

In this case study, the NUD*IST Version 4 computer software system was used in the process of qualitative data analysis for interviews with 20 middle school-based, central office, community, and state liaison leaders of service-learning.

Service-learning in Philadelphia was examined by using the model of shared vision by Conrad and Martinez where school-based activity and practices were reviewed. Suggested leadership models for service-learning by Aguilera included transformational, and catalytic leadership, and cross-role leadership, of Fullan and Miles. Elements for effective service-learning implementation and outcomes with teachers, students, parents, and the community in large-scale efforts of change and reform were presented with suggestions from the voices of Philadelphia leaders.

Implications and recommendations for the future in policy and practice of service-learning as a teaching methodology, innovation, and reform effort suggested dialogue reflection, and inclusion of all stakeholder groups; ongoing and frequent professional development with teachers, administrators, and the community; phase in and pilot testing to ensure buy in; connections with The No Child Left Behind legislation; considerations of time and scheduling; and cooperation in preparation and training with universities and school districts.

ACKNOWLEDGMENTS

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1. CHAPTER

1.1. Introduction

Educators in elementary, middle, and secondary public schools in America face the current millennium challenge and wonder of the *No Child Left Behind Act of 2001: The Challenges and Opportunities to Produce Literate Students by 2013-2014*, (2001) where all students now have a federal right to a quality education . The public policy interest in this charge is to provide federal money to ensure that <u>all</u> children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging reading and math standards and state academic assessments. To that end, school boards in each state and city have the responsibility to address the policy, set priorities, establish accountability and monitor student progress within their respective school districts.

Results of the findings in the Roper Starch Worldwide Poll (2000) in (See Appendix A) asking more than 1000 Americans about their views of K-12 education, revealed that Americans are concerned about the quality of public education where almost half of them believed that improving school should be a priority, and most expect schools to provide students with the academic skills they need for success in life. The majority of the Americans polled also believed that a good education is more than learning to read, write, and do math. Americans agreed that schools have a clear responsibility to teach academic skills, and link what children learn in classrooms to real-world skills, projects, and problems, work with people different from themselves, develop leadership skills, encourage good citizenship, care about and respect others,

develop values, and be responsible members of their communities. In addition, 70% of the public polled believed that schools should teach in a variety of ways to reach students to get them excited about learning (p. 7).

Educational leaders across America are actively involved in the business of education. For Billig (1998), educators are studying their test scores, reading research, and joining everyone who wants excellent schools, motivated and achieving students, and safe schools where learning takes precedence (p. i).

As educational leaders, teacher colleagues, and community partners review respective district and school mission and vision statements and action plans each year, the drive to honor those statements and plans in practice becomes increasingly challenging as the demand for achievement and accountability increase, societal and community pressures change, and student interest and motivation fluctuate. In the continuing quest to find answers to questions of current school reform and solutions and practices of effectiveness, The American Youth Policy Forum, which looks at youth policy, practice, and research, found comprehensive school reform models of service-learning practice to be a good start in providing insight to policy makers from researchers, practitioners, school-reform developers, and implementers. The current report of the Policy Forum, *Finding Common Ground: Service-Learning and Education Reform* (Pearson 2001) recommended how specific service-learning strategies can be infused in a school reform model or existing design of instruction.

Similarly, The National Dropout Prevention Center Network (2002) cited service-learning as an effective teaching strategy in promoting academic, personal, social, and intellectual growth, civic responsibility and career exploration. These areas, identified as areas of critical need in successful transition from childhood to adulthood, suggested positive benefits through

participation in service-learning activities. Drawing from the simplistic definition of the Learn and Serve America Program, (2002) service-learning is a teaching method that connects meaningful community service experiences with academic learning, personal growth, and civic responsibility.

Character education has been identified as an effective strategy of school reform and current legislation in form of modeling and developing basic values, positive behavior, respect, and good citizenship (Perry, 2001).   The goals of K-12 character education programs are to develop basic ethical values such as fairness, respect, responsibility, caring, and citizenship in students, and the underlying premises of such programs include that good character is not formed automatically, but developed over time through teaching, example, and practice (p. 115).   The combination of both character education and service-learning has been cited as integrally related by the RMC Corporation (2003). While both service-learning and character education have been included in the guidelines established by federal and state legislation, one provides an opportunity for the other to connect academic standards and learning, and to emphasize values with real-world application into daily lives for students.

As a teaching strategy, service-learning has gained much attention and increased in practice from 9% to 46% in K-12 school curriculum throughout the country since the 1990's as indicated by a report of the National Center for Education Statistics (Skinner, 1999).   Service-learning has been incorporated in many K-12 classrooms in a variety of ways under the basic philosophy to offer an option to traditional teaching methodology and to expose all children to service and rich "real world" learning beyond the classroom. Perhaps in the challenge to find effective teaching and learning practices in the face of the current educational reform, service-learning as an alternative option to traditional teaching may offer support for success.

In 1998, (Swanson, 2000) the Board of Education for the School District of Philadelphia voted to require (mandate) *Children Achieving*, a large-scale, 12-year comprehensive school restructuring reform initiative in Philadelphia, PA, for promotion to grades 5 and 9, and for graduation from high school. Service-learning as one aspect of the restructuring, was formally integrated into the curriculum with the intention to provide students with "real world" learning while also achieving academic standards. Under the leadership of Superintendent David Hornbeck, Philadelphia served as the first public school system in the country to engage all 200,000 students, grades K-12, in structured service-learning activities as an effort to drive the development of citizenship and leadership skills and community building. Service-learning was included as a teaching tool for teachers. After years of conducting and evaluating service-learning activities in Philadelphia, the District determined that "project-based" and "problem-solving" instructional strategies were the most effective in meeting the challenge of academic success. Service-learning was identified as an effective teaching strategy to achieve the goals of *Children Achieving* and improve the overall quality of the community.

To implement an innovation in education of this magnitude required leadership and knowledge of the implementation process to develop a plan for action. Researchers agree that the innovative process consists of three stages: initiation, implementation, and incorporation/institutionalization/sustainability (Berman, 1981); (Fullan, 1981) (Fullan, 2005); (Miles, 1993), (Melchoir, 1999).

For Fullan and Miles, (1992) education is a complex system, and its reform is even more complex. Reform will never be achieved until there is a significant increase in the number of people—leaders and other participants alike, who have come to internalize and habitually act on basic knowledge of how successful change takes place (pp. 745-746).

Educational leaders have learned much about implementation since the1970's, and continue to grow in learning. With social and political movements and their implications for change swaying the tide inside and outside of education, change becomes inevitable while the charge stays constant in serving students and their learning in the most effective and positive ways.

Middle school learners, a subject of interest and discourse in *Turning Points: Educating Adolescents in the 21st Century, A Report of the Carnegie Corporation of New York,* (Jackson, 2000) continue to interest educational researchers in documenting "what works" in learning outcomes for this group of learners. Such interest has been suggested for effective teaching and learning in middle schools. To that end, a specific recommendation of the report and core value for the expectation of success cited that "schools should be partners with various kinds of community organizations in educating young adolescents, including involving them in the experience of carefully considered service-learning" (p. xi).

The interest for this qualitative dissertation and sanction to include personal voice and background in the middle of discourse and deliberation (Garman, 1999) in service-learning for this middle school principal grew out of a basic need and curiosity to offer students in a diverse population at a creative and performing arts school in Pittsburgh, Pennsylvania an opportunity to enjoy more meaning and engagement from learning. While recognizing the need to address cognitive learning and assessment through the Pennsylvania state academic standards, per the state and school district requirement; affective and social development of adolescent youth, by the nature of middle school activity, and a challenge of a "new" teaching methodology for interested teachers in an arts environment, the practice was discussed with a teacher. From there, selected and several readings regarding service-learning were discussed, and a select group of rambunctious arts students were introduced to a weekly community service project. The teacher

sponsor and principal began to think about linking academic standards to the tasks of reflecting and journaling about the tutoring with students in neighboring elementary schools which might create a new idea with other colleagues, a "cool and awesome" interest with middle school learners, and serve to maintain or improve scores on state reading assessments. To that end, the research began.

1.2. The Study

In this study, the practice of service-learning as a teaching methodology in K-12 education was identified, the vision and leadership practices as a strategy for service-learning innovation was examined, and implementation for sustainability in three selected middle schools of the Philadelphia School District was observed.

The preferred strategy of this qualitative study was the case study, based on the facts that the investigator had little control over the events; and the focus was on a contemporary phenomenon within some real-life context (Yin, 1994, p.1). Studying service-learning as an educational innovation in the Philadelphia School District, a unique phenomenon as an entire district initiative in America, would serve as a guide for educators who desired to learn more about service learning and its implementation in a school district. Three middle schools in the Philadelphia School District were selected for study.

Recognizing the fact that good leaders and initiatives come and go in education, it was noted also, that the evidence of leadership and innovation remain, in some form, and in adapted instances, become a sustained part of the organization. Effective teaching strategies come and go, and in spite of sweeping change, make the final curtain call and adapt to the change to remain an effective practice in instruction. The *No Child Left Behind Legislation of 2001* afforded the opportunity for students, educators, parents, and community partners to collaborate in finding

workable solutions to problems in efforts to promote student achievement and positive development. Service-learning offered a unique advantage in this quest by the opportunity to engage students in cognitive and affective learning and development inside and outside of the classroom.

This study examined the leadership practices of service-learning implementation where 20 selected service-learning leaders of The School District of Philadelphia and supporters of the District, categorized by role groups, were asked to share their experiences and stories of district, and middle school service-learning implementation and practice. With the expectation of American K-12 schools to educate students to address cognitive, affective, and developmental domains, and expectation of student and staff performance in the No Child Left Behind Act of 2001, students, parents, teachers, principals, school district support personnel and superintendents would be interested in learning of tried and true practices and innovations that served to meet this challenge. With much of the same, a challenge for change in middle schools, and as an expressed need in *Turning Points* (Jackson, 2000), school and community partnerships represented promise in educating young adolescents. As a teaching methodology and way in which to engage K-12 students in reflective thinking, to promote growth toward their academic and social development, and make contributions to their communities, service-learning may serve as an interest to students, parents, educators, policymakers, and community members who find the need to reach and teach students in a more interactive, relevant, and inclusive manner. The study was conducted in The School District of Philadelphia, in Philadelphia, PA, from April through June, 2003.

1.3.   Statement of Intent

As a large-scale innovation to address the achievement of its 200,000 students, the Board of Directors of the Philadelphia School District voted to accept the recommendation from the superintendent to implement an aspect of the *Children Achieving* initiative which included service-learning.   In this qualitative case study, leadership and implementation practices unique to service-learning in selected middle schools in the Philadelphia School District were examined. Recommendations from implementation were made as a guideline tool for educators in schools and school districts outside of the Philadelphia School District who wish to explore and consider implementing service-learning methodology.

1.4.   Guiding Research Questions

Developing research questions is a critical element of the qualitative study, and shaping "good" research questions is key to getting good data from interviews as a chosen strategy in the case study. (Merriam 1998)   The research questions focused on service-learning vision, leadership, and implementation, and were reviewed and discussed with the research advisor and dissertation committee. The Pennsylvania Service-Learning Alliance Coordinator as an "outside-inside" objective supporter of service-learning was consulted for the purpose of determining and setting the tone to enter and work in the School District of Philadelphia.

1.5.   Statement of the Problem

What did school-based and school district leaders do to implement and support service-learning in the School District of Philadelphia, and how did these efforts encourage the sustainability of service-learning in three middle schools in the School District?

1.6.   Research Questions

1.6.1 Vision and Leadership

1. How did each role group of service-learning leaders define and understand service-learning?

2. How did each role group of leaders understand the district vision of service-learning and how was the vision shared by leaders?

3. How did cross-role leadership facilitate implementation for sustainability?

1.6.2 Implementation

1. How did service-learning occur in the initiation and implementation stages, and what were the strengths and challenges?

2. Why implement service-learning in middle schools?

3. How may other middle school and district leaders benefit from the service-learning implementation experience in Philadelphia?

1.7.   Research Procedures and Methodology

Information used to address questions were collected from 20 middle school and central office service-learning leaders in a one hour face-to-face semi structured interview protocol recommended for case studies (Stake, 1995). This study followed the category of reporting human affairs where interviews were considered an essential source of case study evidence to this researcher. Public documentation in form of the service-learning manual, *School-to-Career: Contexts for Connected Learning, A Publication of the Office of Education for Employment, The School District of Philadelphia,* and elements in each of the School Improvement Plans of each study school related to service-learning initiation and implementation were examined and analyzed as suggested by Yin (1994) when using case studies to collect data and answer research questions.

Communication with the Director of Research in the School District of Philadelphia was established, and ongoing visitation and telephone conversations existed with the Pennsylvania Service-Learning Alliance Coordinator in the Philadelphia Office who assisted with contacts and clearances for study in the Philadelphia School District, and assisted in speaking with selected service-learning leader participants. Communication with the Director of Curriculum and Instruction for the School District of Philadelphia was made in order to secure district documents for review and use in the study. A work area was made available to this researcher in the Pennsylvania Service-Learning Alliance, (PSLA) Philadelphia Office, located in the Department of Arts and Sciences, Franklin Hall Annex, The University of Pennsylvania. The activity listed below represented tasks and activities completed in the process:

1. Obtained clearances from the Philadelphia School District, Office of Research and Evaluation to interview designated adult central office and selected middle school leaders and review public school district and individual school documents regarding service-learning implementation.

2. With Philadelphia Service-learning Alliance Coordinator and Director of Curriculum and Instruction, Philadelphia School District, reviewed research and interview questions for clarity, confirmed availability, accurate addresses, and contact information of designated interviewees

3. Designed letters of request and thanks

4. Secured the service of a professional stenographer for transcription

5. Following clearance and approval of the Internal Review Board, University of Pittsburgh, and Philadelphia School District, telephoned interviewees to request their cooperation in this study and explain that their contributions may be useful in the implementation of service-learning in other school districts in the state of Pennsylvania, and throughout the country.

6. Sent letter of request to designated interviewees as a follow-up explaining the reason for the study, expectations of interviewee, significance of his/her contribution, details about the interview, clearance from the School District of Philadelphia.

7. Telephoned interviewees to set a conference time and place to conduct a one-hour audio taped interview while in Philadelphia. Mailed questions to interviewees to review before the interview.

8. Visited Philadelphia (from April – June, 2003) to conduct interviews, review documents, and observe classrooms and programs of service-learning in the three study middle schools. Each participant signed interview consent form.

9. Transcribed interviews and reviewed transcription as each interview was completed.

10. Sent transcription to interviewee to verify accuracy.

11. Sent thank you letters and Pittsburgh mementos to Philadelphia interviewees and other persons who were helpful with the study.

During the 10-week stay in Philadelphia, the residence of this researcher was located one block from the Pennsylvania Service-Learning Alliance Office on the University of Pennsylvania campus. Mother and Father Divine, a biracial couple, whose ecumenical belief in God promoted peace and unity in a mass movement in Philadelphia and New York, established the Divine Tracy Hotel in the early 1930's. The Hotel, known to students, especially University of Pennsylvania students, and suggested to this researcher by a campus graduate student, housed mainly graduate students and some travelers to the area on a weekly, monthly, semester, or yearly basis. Based on the principle of modesty, an international dress code of only skirts and dresses worn by female guests and residents, and long pants and shirts worn by males was followed, along with a behavior code of respect for all residents. All females stayed on floors two, four, and six, and males stayed on floors three and five. Phone calls were transferred to rooms though a switchboard operator and room keys were deposited in the front office box upon exit and retrieved from the attendant when entering the hotel. Contact to study participants was made by the researcher's cell phone in the interest of privacy and convenience. The decision to stay at the Divine Tracy Hotel was a decision based on proximity to the PSLA office, to ensure

objectivity in collecting data in that one study participant extended the invitation to stay with her family from April through June, and to take advantage of an economical and safe living arrangement.

Analytic techniques of evidence in educational case studies have been suggested in using the approach of Huberman (1994), where matrices of categories, data displays, and tabulations may be used. In selecting and using the Non-Unstructured Data, Indexing, Searching, and Theorizing NUD*IST (Gahan, 1998) software system for this qualitative research and dissertation, the following key tasks and processes were used:

    a.   Coding data
    b.   creating nodes
    c.   selecting themes
    d.   categorizing groups and data
    e.   exploring data
    f.   crafting an index system
    g.   searching text
    h.   analyzing finds and queries
    i.   making reports and displays to interpret the work

NUD*IST assisted the researcher in exploring themes, analyzing data, searching for theoretical ideas and patterns from the data, and charting visual displays to interpret the work. In this study, the greatest care and objectivity in presenting findings was taken. The School District of Philadelphia was in a state of transition where a sense of trust needed to be established with all study participants, especially school-based leaders who were relieved to know that the information they gave in the interviews would be reviewed by them prior to next steps in the research process. However, Merriam (1998) comforted any doubt in asserting that:

> . . . the qualitative study is an investigation of specific phenomenon of interest where the case may even have been selected because it was unique, unusual, or deviant in some way….the report should contain enough data to let readers draw their own opinions (p. 216-17).

The Philadelphia School District was unique in that it was the only school district in the country to implement service-learning as a K-12 initiative. As a neighboring city to Pittsburgh, the Philadelphia story of innovation would answer questions of Pittsburgh colleagues interested in service-learning implementation in that state academic standards were shared, and both urban cities possessed diverse, but similar urban qualities and expectations for student achievement.

The 20 study participants included the superintendent, director of service-learning, school-based administrators and teacher leaders, central office support leaders of service-learning, community leaders, and state liaison leaders. All study participants were categorized by leader role-group and their profiles will be presented in Chapter III of this work. The three middle schools were selected to study based on the following criteria:

1. These middle schools established frequent communication with the Pennsylvania Service-Learning Alliance—Philadelphia Office, participated in and facilitated service-learning workshops, in-services, and conferences.

2. These middle school service-learning programs were active, and authentic in that they followed the Essential Elements of Service-Learning in practice.

3. These middle school leaders were receptive to visitors, and service-learning program coordinators, were aware of the goals and student activity in the programs, and could articulate the activity.

4. All middle school programs housed Youth Driven Learning Centers

1.8. Middle School Study Sites—Philadelphia School District

- Girard West Middle School
- Schubert Elementary School (middle grades)
- Dr. Jake Townsend Middle School

Documents of Philadelphia School District supporting the initiation and implementation phases of the service-learning innovation were reviewed and analyzed. The Director of Curriculum and Instruction suggested a guide for use.

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School District documents used in this work were: 1) Multidisciplinary and Service-Learning Projects: Guidelines in Progress, (Revised), March 2000;   2) School to Career: Contexts for Connected Learning, A Publication of the Office of Education for Employment, The School District of Philadelphia, (2001); and 3) Commonwealth of Pennsylvania Academic Standards

1.9.   Operational Definitions

1.9.1 Service-learning

A teaching methodology where students or participants learn and develop through active participation in thoughtfully organized service that:

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

- Is integrated into and enhances the academic curriculum of the student or the educational components of the community service program in which the participants are enrolled; and provides structured time for students to reflect on the service experience (Section 101 (23). (NCSL, 2002).

Project Based Learning—combines the best elements of activity and academic teaching and learning by engaging students and teachers in the creation of products of value to themselves and their communities. A project is the result of deliberate processes of planning and investigation motivated by student interest and curiosity. (The School District of Philadelphia, Draft Guidelines for Multidisciplinary and Service-Learning Projects, 2002-2003)

Community Service—Community service activities that are non-curriculum- based and are recognized by and/or arranged through the school. Community service:

1.   May be mandatory or voluntary

2.   Generally does not include explicit learning objectives or organized reflection or critical analysis activities

3. May include activities that take place off school grounds or may happen primarily within the school.

Community service activities may be carried out as school wide events, separately organized school programs, or projects conducted by school-sponsored clubs (Skinner, 1999).

Transformational Leadership—focuses on the redefinition of a people's mission and vision, a renewal of their commitment, and the restructuring of their systems for goal accomplishment. (Roberts 1985)

Transformational leaders focus on three fundamental goals: 1) help staff member to develop and maintain a collaborative, professional school culture; 2) foster teacher development; and 3) help teachers solve problems collaboratively (Leithwood, 1992)

Catalytic Leadership—focuses on building a student –centered leadership coalition with parents, school, and community based leaders representative of all stakeholders.(Aquilera, 1998)

Cross-Role Group Leadership—leaders from a cross section of stakeholders including teacher leaders, department heads, administrators, student, and parent leaders who discuss and problem-solve together (Miles, 1992).

Initiation, Implementation, and Sustainability—phases of an innovation in school change.

1. **Initiation**—consists of needs assessment, deciding to start; mobilizing resources; developing initial commitment.

2. **Implementation**—consists of designing action plans; carrying out plans; maintaining commitment.

3. **Sustainability**—Building in the process; evaluation; consolidating commitment.

1.10. Limitations and Delimitations of the Study

Given the changing population of leaders in the Philadelphia School District and surrounding community at the change of the semester, February 1, 2003, several new leaders were in place. While many leaders began with service-learning in the initiation phase (1997), not all ended at the same point. To that end, responses have varied, based on perspectives and length of service to the Philadelphia School District.

2.   CHAPTER

2.1.   Review of Literature

While America has crossed the bar to another decade, century, and millennium, the institution of education has remained complex, at best. The charge and challenge of the No Child Left Behind Legislation of 2001 and its implications for greater accountability in K-12 public education, remind educators across the land that learning expectations, consistent student progress, parent choice, scientifically-based research instruction, and teaching quality are variant voices in America's song during this wave of reform. In urban America, adolescent voices sing of illiteracy, poverty, dropping out, violence, contraband, community disengagement, and hopelessness. Yet America's chorus is becoming more diverse in interacting in issues of global, technological, and economical communities. How many youth of America will be ready to meet the challenges of the future? Have the needs of urban public education been met and those voices heard in a changing society?

In this chapter of literature review, service-learning will be defined within the context of a K-12 teaching methodology, and theories and frameworks that have contributed to service-learning, change, initiation, and implementation in school innovation discussed. Leadership and curriculum will be discussed and determined as important elements for successful implementation and sustainability in middle school service-learning practice.

2.2.   Service-Learning Defined

Service-learning is a particularly fertile way of involving young people in community service, because it ties helping others to what they are learning in the classroom. It enables them to apply academic disciplines to practical, everyday problems. In the process, it provides a compelling answer to the adolescent's perennial question. Why do I need to learn this stuff?' (Colin Powell, U.S. Secretary of State, Service-Learning, 2002). (Emphasis added).

With the Bush campaign of volunteerism in America during the early 1990's, and support of service throughout the Clinton Administration, followed by legislation of accountability for K-12 learning of 2001, the harmony of service and learning held promise for a future in educational reform. While definitions were debated from person to person, and place to place, the term "service-learning" was defined in federal legislation for the first time in the National and Community Service Act (National, 1990).

The term 'service-learning' means a method under which students or participants learn and develop through active participation in thoughtfully organized service that:

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

- Is integrated into and enhances the academic curriculum of the student for the educational components of the community service program in which the participants are enrolled; and provides structured time for students to reflect on the service experience (Section 101 (23). (NCSL, 2002).

Similarly, the Alliance for Service-Learning Educational Reform (Alliance, 1995), defined school-based service-learning as a method by which young people learn and develop through active participation in thoughtfully organized experiences that include the following components:

- Meets actual community needs
- Coordinates with the school and community
- Supports the learning objectives of the organization
- Provides structured time to think, talk, and write about what she or he did and saw during the actual service activity

- Provides young people with opportunities to use newly acquired academic skills and knowledge in real-life situations in their own communities
- Expands the young person's learning environment to include the broader community
- Helps to broaden the development of a sense of caring for others

As a teaching methodology, leaders in the field have defined service-learning as an approach to teaching and learning that involves students performing community service as a means of achieving academic goals (Billig, 2002). A graphic representation of the diversity in service-learning of the two concepts that make up the term is displayed by (Sigmon,1996) in Table 2.1

Table 2-1 Service-Learning Graphically Defined

Service-LEARNING	Learning goals primary; service outcomes secondary
SERVICE-learning	Service outcomes primary; learning goals secondary
Service learning	Service and learning goals separate
Service-Learning or Service-learning	Service and learning goals of equal weight; each enhances the other for all participants

Source: Sigmon, 1996.

Educators embraced the position that service-learning should include a balance between service to the community and academic learning and that the hyphen—in the phrase symbolized the central role of reflection in the process of learning throughout community experience. As a teaching pedagogy, major learning components of service-learning were constructed as 1) engaged youth voice; 2) genuine community need; 3) academic curriculum integration, 4) structured time for reflection; and 5) meaningful and organized service (Bhaerman, 1998). Best practices literature of practitioner wisdom stressed the importance of reflection as the vital link between service and learning (Eyler, 1999).

Increasingly, states across America embraced that idea of service-learning and formed state alliances. To that end, the definition of service-learning adapted to meet the needs and expectation of the state and its educational standards. The Pennsylvania Service-Learning Alliance (2000) defined service-learning as a teaching methodology whereby students use their

newly acquired classroom academic skills to help solve a real-life problem or meet a need in the community.   Whatever the national, state, or local definition, from this researcher's perspective, service-learning uses a teaching methodology to engage the student in academic learning through community service.

2.3.   Standards of Quality

While there was much debate regarding the definition of service-learning, consensus was accepted on standards of quality established by the Alliance for Service-Learning in Educational Reform (Alliance 1995) represented in Table 2-2.

> *We know that service-learning benefits young people in a variety of ways. As individuals, service-learning improves self-esteem and self-confidence, and reduces involvement in risky behavior. As citizens, service-learning gives young people an increased sense of civic responsibility and a commitment to community involvement. As students, service-learning helps improve school performance and academic engagement. (*Dr. William Richardson, President and CEO, The W.K. Kellogg Foundation National Commission on Service-Learning, 2002). (Emphasis added).

Service-learning, a relatively young field, with a limited research base, extended back somewhat over 10 years. Research at best, was young, and quality of research, variant, given the unique form and focus of service-learning in content areas. The example used by Shelly Billig (2002) to clarify this explanation was one teacher's use of written discourse analysis to study the ways in which service-learning students in English classes reflected on local social issues might not be a preferred method in a psychology teacher's class where students verbalized their feelings about issues. The need to establish norms from service-learning research became ever increasing. Nevertheless, service-learning grew through the last decade. According to a report issued by the National Center for Education Statistics in 1999 which surveyed public elementary, middle, and high school respondents who incorporated service-learning into course curriculum,

Three percent of schools with service-learning offered some type of support to teachers interested in integrating service-learning into the curriculum, with most providing support for service-learning training or conferences outside of school.

- Fifty-seven percent of all public schools organized community service activities for their students.

Thirty-two percent of all public schools, including nearly half of all high schools, organized service-learning as part of their curriculum. Schools with service-learning tended to have grade wide service-learning, service-learning in individual courses that were not part of a broader grade-or school wide initiative, or discipline wide service-learning programs (Skinner, 1999).

Table 2-2 Standards of Quality for Service-Learning

Standards of Quality for Service-Learning
1. Effective service-learning efforts strengthen service and academic learning.
2. Model service-learning provides concrete opportunities for youth to learn new skills, to think critically, and to test new roles in an environment that encourages risk-taking and rewards competence.
3. Preparation and reflection are essential elements in service-learning.
4. Youth's efforts are recognized by those served, including their peers, the school, and the community.
5. Youth are involved in the planning.
6. The service students perform makes a meaningful contribution to the community.
7. Effective service-learning integrates systematic formative and summative evaluation.
8. Service-learning connects the school or sponsoring development organization and its community in new and positive ways.
9. Service-learning is understood and supported as an integral element in the life of a school or sponsoring organization and its community.
10. Skilled adult guidance and supervision are essential to the success of service learning.
11. Pre-service training, orientation and staff development that include the philosophy and methodology of service-learning best ensure that program quality and continuity are maintained.

Source: Alliance for Service-Learning in Education Reform, 1995, Close Up Foundation; 44 Canal Center Plaza; Alexandra, VA 22314-1592.

An outline of the growth of community service and service-learning activities has been illustrated in Table 2-3. Percent of public schools that have students participating in community

service, arrange community service opportunities for students, and have students participating in service-learning, by school characteristics: Academic year 1998-99.

Table 2-3 Growth of Community Service and Service-Learning Activities

School Characteristics	Total	% With Community Service	% Organizing Community Service	% With Service-Learning
All Public Schools	79,750	64	57	32
Instructional level				
Elementary	49.350	55	49	25
Middle	14.398	77	71	38
High School	16,002	83	71	46
Size of Enrollment				
Less than 300	19.842	59	53	27
300-999	51,876	65	57	31
1000+	8,022	77	69	48
Type of Locale				
City	20,742	66	61	36
Urban Fringe	26,579	63	57	31
Town	11,614	65	59	43
Rural	20,814	64	53	27
Geographic Region				
Northeast	16,121	67	64	30
Southeast	15,927	65	56	31
Central	22,442	67	58	32
West	25,259	61	53	30
% Minority Enrollment				
Less than 6%	25,925	67	58	31
6-20%	16,965	65	56	31
21-49%	18,208	72	67	36
50%+	17,798	54	50	29
% Of Student eligible For free or reduced-priced Lunch				
Less than 50%	50,975	69	63	36
50% or more	15,409	50	43	23

Source: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), National Student Service-Learning and Community Service Survey, FRSS 71, 1999.

While trends of growth were apparent at all K-12 grade levels, only 3% of schools with service-learning offered support to teachers interested in integrated service-learning in their lessons. More in-service and professional development may bode well to promote service-

learning in classrooms and within communities to support teacher interest and provide students with the exposure. The effort to begin service-learning early in schooling was lauded. The implication for educators was encouraging in teacher interest, however, discouraging in realizing meager support if a question of the future for service-learning were to arise. *"Service-learning motivates students. Suddenly there is a connection between what the teacher is saying and the world outside the classroom."* (Senator John Glenn, Chair, National Commission on Service-Learning National Commission on Service-Learning, 2002). (Emphasis added).

2.4. The Roots of Service-Learning

2.4.1 Experience and Dewey

The idea of service-learning was not new in that service and learning were not new. Just as the words service and learning were connected, so was the concept service-learning, which was grounded in the theories of (Dewey, 1922). Efforts to engage learners evolved from earlier philosophy and actual practice by Dewey and supporters during the beginning of the century, the 1910-1940 era. Dewey believed that the first approach to any subject in school, should be based in thinking rather than talking and that the experience should give pupils something to do, not just something to learn. He concluded that for education, the doing demanded thinking where connections of learning naturally resulted and that experience was primarily an active-passive affair; but the measure of the value of an experience was in the perception of relationships to which it lead.

An analysis of this point in service-learning might best be crafted in an example where a student selected a sight in which to perform a community service. The experience, or active side of service for the student, included active doing, skills, learning, and knowledge to complete the service. The passive aspect of the experience would be what resulted from the reaction of the

service, or how the active and passive connections were perceived. Determining the value or worth of the experience, or its continuation in a further experience, would lie in how the active and passive connections were perceived. Perhaps assumptions of this thought would bear the fact that 1) experience is a process where it takes time to establish the relationship or connection, and 2) the history that one brings to the experience is critical in determining meaning. Growth, recognized as a process, may be best remembered when implementing a service-learning program.

2.4.2 Dewey and Reflection in Experience

Reflection or thought in experience, and element in service-learning, was the root of meaningful learning for (Dewey 1922) and exists today as an important component in developing critical and higher order level thinking skills in current service-learning programs. Even in the early years of the 20th century, the current teaching strategy of service-learning had been conceived in understanding Dewey's theory of experience in learning in reciprocity. Dewey claimed that learning that developed intelligence and character did not come about when only the textbook and teacher had a say, but only when a learner had an opportunity to contribute something from his own experience, no matter how meager the background of experience; and finally that enlightenment came from the exchange of experiences, reflections and thought of those experiences, and ideas. (Dewey, 1938)

Thinking afforded voice in democracy to empower, and schools were to foster thinking, according to Dewey. These higher–level outcomes: democracy and voice, were the result of mind and education, which ultimately shaped and made a life worth living. (Childs, 1938) If schools were a reflection of society; students would understand the need to be inspired to change society as was the spark of influence to service-learning as captured by early pioneers.

2.4.3. Pioneers

Although a "new" field in an era of reform since the 60's, service-learning extended its voice in multiple octaves through the work of its pioneers, many of whom are still alive and contributing to the field. Based on a passion for education in a struggle to educate all children, most pioneers in service-learning contributed work in America, but several recognized a need based on personal interest, experience, or origin to extend service-learning throughout the globe. Most pioneers have been recognized for their work in higher education, however, some contributed to elementary and middle level education. The connection and interplay between service-learning and education and poignant stories of life journeys as contributed by early pioneers was summarized by (Stanton, 1999). Education, democracy, and community, values of service-learning pioneers, paralleled the ideas and practice of Dewey as discussed in three areas.

1.   Education →   Service: How does education serve society?

Pioneers in this realm worked from a campus or community base and prepared students for social engagement in service-learning where they believed that education served social needs. Kilpatrick used the example of Dewey's influence on education and indicated that life was a social affair. In order to live better, one must learn to share more abundantly in the thoughts, interest, and feelings of others (Kilpatrick, 1939, p. 467).

2.   Service-→   Democracy: What is the relationship between service and social change?

Called to the field by a motivation of the relationship between service and social justice in a democracy, these pioneers lead by example in grassroots experiences, many of which multicultural, for greater gain.   Dewey influenced Childs, who published an essay which reflected the sentiment expressed in this domain. Here, the moral interest was central to the philosophy of Dewey and empirical evidence was used for change. Even more, the findings to

change the world was imperative so that human good may become more secure, more numerous, and more widely shared (Childs, 1938, p. 419).

3   Democracy→   Education: What is the purpose of education in a democracy?

The smallest group of pioneers cited by Giles, were drawn to service-learning by fundamental questions of democratic participation and the role of education in creating a more engaged citizenry. Perhaps these pioneers would best fit the vision of Horace Mann as he described the plight of society and democracy 100 years ago, recognized the shame in inequality and the need for change, rolled up his sleeves, and organized followers, most from humble roots for change in education. (Dewey, 1938) While the work of several pioneers of service-learning were cited in this text, the work of all and their contributions to the field are outlined in Table 2-4.

Table 2-4 Placing the Pioneers

Social Justice	Democratic Education
J. Herman Blake Dick Couto Nadinne Cruz *Jack Hasegawa* Mel King Democracy Helen Lewis *Ken Reardon* Service Learning *Joan Schine* Michele Whitham Service Education	Dwight Giles Ira Harkay Rob Shumer Marty Tillman
Education's Service to Society	

Judy Sorum Brown
Dick Cone
John Duley
Mary Edens
Jim Feeney
 	
Michael Goldstein
   Garry Hesser
 	
   Jim Keith
 	
Jane Kendall
J. Robert Newbrough
	Jane Permaul
	Bill Ramsay
	Greg Ricks
	Gib Robinson
	Nick Royal
	Sharon Rubin
	Bob Sigmon
	Tim Stanton
	Jon Wagner
	Hal Woods

Source: *Service-Learning: A movement's Pioneers Reflect on Its Origins, Practice, and Future*. Stanton, T., Giles, D. and Cruz, N. (1999). Jossey-Bass Inc., Publishers, San Francisco, CA.

Implications for educators lie in the call for those who express interest to implement service-learning, may relate to one or more of these domains in reflection of self journeys and their expected goals and outcomes for students.

Several pioneers of democratic education have helped to shape this story of service-learning in Philadelphia and a potential direction of service-learning westward to middle schools throughout America. "*Service-Learning creates an environment that values young people. Our community sees our students in a new light, as givers, contributors, and citizens.*" (Roger Rada, Superintendent, Netucca School District, Oregon National Commission on Service-Learning, 2002). (Emphasis added).

2.5.   Educational Change : To Change Or Not To Change?

Given the rise and charge of service-learning pioneers, students of these visionaries, or pioneers themselves, championed the waters to influence others to implement this teaching methodology.

When a curriculum innovation in a school district has been considered for adoption, questions may arise. To change or not to change? That is the question (Leming, 1981) defined change as an intended alteration in existing policy or practice or the intended introduction of a policy or practice that is new to the school district. (Crandall, 1986) reminded the reader of the complexity of educational change in questioning whether to opt for pedagogical or organizational change; make modest or major change; develop change internally or import elsewhere; rely on teachers or non teachers to introduce innovation, or insist that the innovation be replicated faithfully, or adapted. In asking, "What is change? (Fullan, 1981) explained change hand in hand with implementation and concluded that successful change was different in that it contended with personal and collective learning processes of individuals working in an organizational context.

Of earlier years, (Havelock, 1969) asserted that an individual or group initiated the process of change by identifying an area of concern or by sensing the need for change. Once the problem was identified, the receiver decided to alter the situation either through his/her own efforts, or by recruiting suitable outside assistance.

The question of educational change appeared to become more complex and dismal for Crandall (1986) in his analysis of the state of education reform where schools were populated by students of increasing diversity and seemingly decreasing motivation, as well as by a teaching staff that, when replenished, drew its often poorly trained recruits from the lowest quartile of the undergraduate ranks (p. 21). Leming and Kane (1981) offered a response to this sad commentary in that schools will continue to face the need to adapt to changing educational and social circumstances. Fullan and Miles, (1992), two noted contemporary school change and implementation researchers, offered conventional wisdom about change in schools as represented in Table 2-5.

Table 2-5Conventional Wisdom Propositions About Change in Schools

	Conventional Wisdom Propositions
1.	Resistance is inevitable, because people resist change
2.	Every school is unique.
3.	Plus change, plus c'est la meme chose. (The schools we see today are no different than yesteryear.)
4.	Schools are essentially conservative institutions, harder to change that other organizations.
5.	You just have to live reform one day at a time.
6.	You need a mission, objectives, and a series of tasks laid out well in advance.
7.	You can never please everyone, so just push ahead with reforms.
8.	Full participation of everyone involved in a change is essential.
9.	Keep it simple, stupid; go for small, easy changes rather than big, demanding ones.
10.	Mandate change, because people won't do it otherwise.

Source: M. Fullan and M. B. Miles, (1992). Getting reform right: What works and whatdoesn't. *Phi Delta Kappan, 73*, pp. 745-746.

Evidence to support and denounce these propositions were presented in answering why reform fails, and the idea for these authors, was to illustrate that while there may be some truth,

and quiet humor, most constructs of these propositions were limited in helping to understand the complex nature of school change and implementation.

Yet, in another effort to understand educational change, (Aquilera, 1998) brought the reader to recognize a basically basic question about change. . . Why change? Her response confirmed the need for strong leadership in change where individuals 1) need a compelling reason to change, such as low student performance, new mission or policy, new accountability systems; 2) feel rewarded for making change intrinsically or extrinsically; 3) receive an edict for change where this may produce the most resistance (p. 33). From all perspectives, educational change is complex and certain to occur.

2.6.   Resistance to Change

With the desire to change and the best laid plan for implementation, resistance to change is inevitable. Things do not always flow easily. Aguilera stated that "people become entrenched and satisfied with existing patterns of behavior and practice change is encountered" (p. 33). In their propositions for successful change, (Fullan, 1992) described behaviors of "resistance" for teachers as entrenchment, fearfulness, reluctance to buy in, unwillingness to alter behaviors and failure to recognize the need for change. However, the reader was challenged to think about the resistance not only with teachers, but with principals, and community, as well. The authors labeled the behavior more as attitude and further showed how attitude did claim ownership, but blamed, and stifled progress. Instead, Fullan (1992) challenged the reader to not misunderstand the natural transition of change as resistance, but to use the experience as an opportunity to learn, problem solve, and reframe the issues of resistance to address the real problems of improvement.

"Service-Learning is a key education reform strategy. Policy makers need to move this tool to the top of their list of priorities." (Ted Sanders, President, Education Commission of the States National Commission on Service-Learning 2002). (Emphasis added).

2.7.   Educational Innovation, Adoption and Implementation

Given the need and desire to change to a practice of service-learning, a model or plan would best serve the interest to begin. In the quest to understand educational innovation, adoption, and implementation, several educational researchers and their work were cited. Fullan (1982) defined succinctly two basic terms, adoption and implementation. Adoption referred to the decision to take on an innovation, while implementation involved actual use. Innovation for (House, 1981), was tied to the idea of modernization, which meant progress, and assumed change. Innovation was progress and change. In his commentary House, cited three dominant perspectives of innovation that were assumed in implementation of the seventies and eighties eras and were used in context through the present day: technological, political, and cultural. These perspectives were later viewed as interrelated. With the outcry from Sputnik, efforts of school reform and innovation were focused in and by university academicians. Training materials were used, university scholars facilitated workshops for public school teachers, and empirical research was emphasized. Moreover, technological policies and practices were efficient, rational, goal-oriented, and "hard" facts oriented (Loucks, 1977).

Secondly, the Vietnam Conflict spawned a political perspective of educational innovation and implementation where conflict, compromise, and negotiation were common between and among groups of students, teachers, administrators, central office personnel, parents, school boards, and school and community. Advocacy groups formed as political coalitions to support educational

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innovation efforts and influence studies of such, most of which, were funded by federal dollars (House, 1981).

The Rand Change Agent Study (McLaughlin, 1989), with the idea of adaptation of an innovation to its environment served as an example in offering a new view of studying innovation and implementation from a cultural perspective. Adapting implementation to the unique school community, or school culture, asserted a need for an orientation of meaning and community. With multiculturalism on the rise, the surge in values orientation, consensus, and cultural meaning gave rise to identity in school culture and community. (House, 1981) As a summary, (Sieber, 1981) in Leming stated that implementation as well as adoption was subject to community influence which became interrelated as a political, cultural, and technological structure of schools.

The term "implementation," for Fullan, (1982) was not used much before 1970. Fullan and Pomfret (1977) defined implementation as the actual use of an innovation or what an innovation consisted of in practice. Their idea of the actual use of implementation or *fidelity* of implementation was studied during the 70's with a focus on organizational change and specific curriculum innovation. The summary of 12 studies concluded that in organizational change, there were multiple ways of thinking about and measuring implementation even with the most reliable and valid measuring instruments for the standard and pre-set programs. There were variations in the degree to which different individuals and organizations implemented the same innovation. Similarly, in analyzing curriculum innovations and implementation, Fullan and Pomfret found that implementation at the user level reflected considerable discrepancies from intended plans. The more difficult or greater the degree of the change or required learning for the implementation, the more likely the degree of implementation would vary across groups of users.

In contrast to the fidelity perspective, or faithful implementation of the innovation, The Rand Change Agent Study, under the sponsorship of the United States Office of Education, was a funded study designed to stimulate change and introduce and support innovative practices of 293 projects in nearly 1000 public schools across America (McLaughlin, 1989). The idea behind this and other federally funded programs involved was that money and innovative ideas would enable local educators to improve educational practice. In 1987, 15 years following the initiation of the study and published findings, the question was asked pertaining to implementation, "Where are we now?" Rand analysts found the following:

- The adoption of a program with federal goals and funds did not ensure successful implementation
- Successful implementation did not predict long-run continuation of projects initiated with federal funds
- Money did not always buy the things that mattered for successful implementation and continuation of local change agent projects.
- The consequences of the various federal policies examined by Rand depended primarily on local fact, not federal guidelines or funding levels.
- Most educational innovations required users to work out their own specific adaptation. Therefore, implementation was a mutually adaptive process between the user and the institutional setting.

Many researchers agreed that change projects occur in three broad phases: Initiation/ mobilization, implementation, and institutionalization (Berman, 1981; Fullan, 1982; Miles, 1986; Fullan, 1982) spared the reader of complicated classifications in implementation by concentrating on the core factor that made a difference to quality use (p.11). Typical activities during the three phases included the following:

1. **Initiation**: Needs assessment; deciding to start; mobilizing resources; developing initial commitment

2. **Implementation:** Designing action plans; Carrying out plans; Maintaining commitment

3. **Institutionalization:** Building-in the process, Evaluation; Consolidating commitment.

Fullan (1982) defined small-scale projects to range from one to five years with two years for early implementation, and one or two years for consolidation.   Large-scale projects were in the order of 10-20 years; 5-10 years for early implementation, and 3-5 years for consolidation.

2.8.   Factors Influencing Implementation

Following the 1970's era of exploration and analysis in educational innovation and implementation, many researchers found similar characteristics favorable for successful implementation. Fullan (1982) synthesized the following characteristics of implementation:

2.9.   Characteristics

2.91 Ongoing in-service and assistance

- School-level (principal) leadership
- Clear process of implementation and institutionalization (all levels)
- Monitoring and problem solving
- Community support
- Environmental stability

In their notable research of innovation in curriculum and instruction, Fullan and Pomfret (1977), found that successful implementation strategies involved: Inservice training; resource support (time and materials); continual feedback and self monitoring in a supportive, open, trusting interpersonal environment; participation in decision-making. Still, (Huberman, 1982) noted these strategies of success from 12 case studies of school districts: materials, peer consultation, the quality of active assistance that users received from external consultants in the time-line of two or more years during implementation. Crandall (1986) suggested effective elements of implementation: first, good solid training, demonstration and ongoing coaching; second, promotion of cooperation and collegiality through user networks; and third, communication of a realistic time frame along with expectations that it will be used to identify

and solve the problems that arise. (Stallings, 1989) in a series of experimental studies, also demonstrated how staff development was connected to change in implementation, and in turn, to increased student achievement. Similarly, Stallings found that teachers were more likely to change their behavior and continue to use new ideas under the following conditions (summarized): they used peer observation, modeling, simulations, observations, video tapes, to critique their work, discussed problems and solutions with peers and others, observed and analyzed their own profile, modified workshop ideas to work in their situation, and presented at professional meetings. Fullan (1992) summed Stallings points:

- Learning by doing-try, evaluate, modify, try again
- Link prior knowledge to new information
- Learn by reflecting and solving problems
- Learn in a supportive environment – share problems and successes

In planning, drafting, piloting, and implementing a curriculum in Colorado, (Hamner, 1992) summarized five strategies of tried and true success: 1)involved all participants in decision making, established a study group system, and communicated with faculties concerning problems and solutions frequently. In their theory-demonstration-practice-feedback-coaching model showed that staff development was central to instructional change and implementation involving teaching models that provided further confirmation of the link between staff development, implementation, and student outcomes. Factors of successful implementation, according to (Geijsel, 2001) included professional development activities; feelings of uncertainty; decision-making; and transformational leadership as key elements for successful change and implementation.

A summary of the Factors Contributing to Successful Implementation in an Educational Innovation synthesized by researchers and authors in this review of literature has been outlined in Appendix B. Successful implementation builds bridges to sustainability in an organization.

In their studies of service-learning, (Melchoir, 1999) and his research team for Learn and Service America and the RMC Research Corporation of the Kellogg Foundation in Retrospective Project found successful practice in adoption and implementation.

2.9.2 RMC-Research/Kellogg–Understanding initiation and implementation for sustainability

During 1990-2000, the WK Kellogg Foundation invested over $14 million in K-12 service-learning projects. This 10-year study in retrospective of 30 schools, 236,00 individuals, including K-12 school administrators and teachers, youth workers, students and their parents, community members, and policy makers were directly impacted. A summary of the conclusions have been included: Adoption was most likely when service-learning was framed within the context of educational reform and/or when youth development was linked with stakeholders strongly held values; and when there were onsite champions from a variety of stakeholder groups.

Service-learning implementation was more readily lead when there was an organization-wide culture for support, long-term, multifaceted, and consistent professional development. Implementation in-service-learning was more effective when projects started small and grew slowly, and when staff paid attention to quality and depth of practice. When peers were used to recruit the undecided, implementation was smoother. Additional factors that served to facilitate progress were funding; human resources within the projects; support from parent organizations; growing interest of educators in service-learning; development of tools and materials; convening to promote information exchange; and strong external technical assistance system. Participants believed strongly that service-learning practitioners should increasingly involve and empower young people during implementation.

Factors that impeded progress were staff turnover, lack of a strong research base showing the academic impact of service-learning, narrowing K-12 curriculum to emphasize teaching only

what state tests measure, lack of acknowledgement of service-learning as a teaching and learning method for mastering academic subject matter.

Of special note was that there was no single pathway to effectiveness that applied to all service-learning programs. All programs varied, and implementation was messy, and no two situations were exactly alike.

Institutionalization of Service-Learning was defined by RMC that its practice had become normative. RMC reported that nearly all of the service-learning projects in this report were sustained over time and attributed the following to its continuation:

Participants recognized that it took different skills and messages to envision and stimulate the adoption and implementation of service-learning than to sustain service-learning. This observation spoke to the different schools of philosophy studied by Fullan and Pomfret (1977) as they addressed fidelity of implementation, or pure implementation as the "directions" indicated, or mutual adaptation, implementation adapted to fit the needs and structure of the organization.

Participants noted the need to cultivate long-term community partnerships if institutionalization was to be achieved; leaders needed to start working on sustainability at the beginning of a project; Institutionalization was more likely when projects found funding for a permanent staff position; when the service-learning project had tangible, positive results; when it engaged in continuous improvement; when service-learning practice was directly connected to educational reform; when support from leaders and Advisory Boards was maintained. Institutionalization for RMC was explained that its practice had become normative and embedded within the culture, and supported by policies and procedures, structures, and belief system.

2.10. Learn and Serve/Corporation for National Service

2.10.1 Understanding initiation and implementation for sustainability

Between 1994 and 1997, Brandeis University's Center for Human Resources and ABT Associates conducted an evaluation of the National Learn and Serve School and Community-Based programs for the Corporation for National Service. The Corporation awarded $30 million in grants supporting over 2,000 local efforts involving over 750,000 school-aged youth middle and high school grades in 17 evaluation sites. While the RMC Research focused primarily on lessons learned as a respective study especially to service-learning adoption and implementation, The Learn and Serve Summary Report focused on impacts of program participation in participating schools in the community, and in dollar terms on the investment. Key findings included the following in understanding successful adoption and implementation for sustainability:

Program participants showed positive short-term impacts on a range of civic and educational attitudes and behaviors, including impacts on attitudes toward cultural diversity and service leadership.

Participant assessments of their program experience were also very positive. The results from the follow-up study indicated that many of these positive impacts did fade over time with only marginal impacts on service leadership, school engagement, and math grades evident one year later.

The Learn and Serve programs benefited their communities in an array of services that were highly rated by the agencies where students performed their work. Based on the estimates of the value of the service provided by the programs, Learn and Service participants provided nearly $4 in service for every $1 spent on the program.

The Learn and Serve programs were somewhat less effective as vehicles of large-scale educational change, and the integration of service-learning into the school curriculum was limited.

The programs in the study had a positive short-term impact on participants' civic attitudes and involvement in volunteer service at the end of the program year.

The service-learning programs in the study had no significant effects on measures of social and personal development for the participants as a whole. However, there were positive impacts on teenage parenting and arrests for middle schools students.

The Learn and Service programs showed little evidence of longer-term impacts. One year after the end of the initial program experience, most of the short-term impacts had disappeared.

The service-learning programs in the study were strongly supported by administrators and fellow teachers on average, and the large majority of programs appeared likely to continue to operate after the end of their Learn and Serve grant.

When asked how they heard about Learn and Serve programs in their schools, most teachers cited word of mouth from other teachers. Some noted knowing about the program through a presentation at a faculty meeting and less than one third from a memo, newsletter or printed notice.

Only 27% of the teachers in the evaluation sited reported having participated in training or professional development related to service-learning or professional development related to service-learning, and only 24% of those teachers reported participating in more than a one-day workshop. Less than 7% of the teachers surveyed had more than one day of training. Professional development in support of service was more likely to take place where there is a school-side commitment to service-learning.

Overall, 24% of the teachers responding to the survey in the evaluation sites reported that they were using service-learning in their own classroom. Middle school teachers reported higher than average use of service-learning (36%) and were twice as likely to use service in their classroom as their high school counterparts (18%). The use of service-learning was highest among teachers in sites with a school-wide service-learning commitment (41%) and nearly three times the rate in schools with a single service-learning course (15%). Where the goal was to encourage the widespread use of service, whole-school strategies appeared much more likely to achieve that result.

Barriers to successful adoption and implementation for sustainability cited by teachers, program staff, and administrators included: Lack of funds and available time for professional development; competing professional development priorities; concerns about meeting new content standards and graduation requirements; lack of planning time for teachers; logistical problems and inflexible school schedules; and a continued emphasis on community service over service-learning.

As reported by the evaluators, these finding made a strong case for service-learning as a tool for the civic and educational development of middle and high school-aged young people. At a relatively low cost per participant, the programs in the study have helped to strengthen civic attitudes, volunteer behavior, and school performance while providing needed services to the community. In nearly all sites, the programs proved sufficiently compelling to garner the support of school administrators and teachers and have established an ongoing presence in their institutions. As cited at the beginning of this

Both RMC and Learn and Serve America represented current efforts to evaluate large-scale innovation service-learning projects. Both programs operated during a different perspective of

time: RMC reported a 10-year retrospective; Learn and Serve reported program participation of three years.

2.11. The Philadelphia School District and Service-Learning

The stated purpose of the report for the Philadelphia School District initiative in service-learning by (Swanson, 2000), was to report the challenges and successes of the program. Recognizing that public education was a critical component to the success of the service-learning initiative, the District focused on a "teacher–driven movement", by making the mandatory requirement project-based, using in-school time, and focusing on teacher training for the first two years of implementation. High School models in the report were highlighted, with a variety of ways service-learning was implemented: single course, single discipline, multi-disciplinary, elective course, service club, and individual project. Elective courses and service clubs were reported to show the most progress in upholding the philosophy of service-learning as a teaching methodology, producing the highest quality programs and partnerships with the community. The school district realized the importance of a district coordinator for service-learning, and 15 area coordinators , one for each area of the city. Master and lead teachers served as peer support to teachers for observation and feedback. Principal, teacher, and student leadership were noted in the report with much more development needed in service-learning to influence student leadership A parent advisory group was established to involve families and the communication between school and community in quality partnerships. The challenge of class scheduling, and curriculum constrains were realized and contested. Mandatory service was noted as the practice. Options to mandatory service were suggested in producing high quality programs. While much has been learned, the report and district representatives claimed that much has yet to be learned in the implementation and sustainability of service-learning in Philadelphia. "*Well designed*

service-learning programs that contribute to academic achievement can strengthen schools and communities and prepare young people for a lifetime of good citizenship" (S. Feldman, President, American Federation of Teachers National Commission on Service-Learning , 2002). (Emphasis Added).

2.12. Implications

Per the findings of the factors contributing to successful implementation in an educational innovation indicated by the 14 studies in Appendix B, these conclusions were drawn as implications for the success or not of sustainability:

Ongoing professional development of participants in an innovation was cited by all researchers and authors to be an important element to successful implementation followed by observation, continual feedback and monitoring; and meetings for reflection, study and problem solving. Support in time and materials was reported somewhat useful, and surprisingly, shared decision making and school leadership were identified least useful. The span of years these studies have existed range from two through 26 years with the assumption that while things change, some things remain the same. Opportunities to come together to know, to problem solve, and learn appeared to support the purpose of education in efforts to improve teaching, schools, and ultimately, student performance. Surprisingly, leadership and shared decision-making appeared less important to successful implementation, given the recent climate in education toward more collaborative culture. (Seashore, 1996).

Implications for budget planning included the need to appropriate substantial dollars to professional development, the quality of training, and meeting times. While indicated less than meetings in Appendix B, time and materials were cited as important for success, particularly in effective service-learning implementation.

2.13. Leadership in Implementation and Initiation for Sustainability

Present in educational change, innovation, adoption, implementation, and sustainability is leadership and the ability to move the learning agenda and organization forward. As a teaching methodology and a modern approach to school reform, service-learning has drawn on the support of school based leadership to some extent to facilitate positive learning outcomes.

As envisioned by (Senge, 1994) developing a field that encourages learning is the primary task of leadership, and perhaps, the only way that a leader can genuinely influence or inspire others.

2.13.1 Vision in leadership and implementation and initiation for sustainability

While it is the responsibility of the leader to articulate a vision, the vision should be shared by the organization ultimately in order to move the agenda forward with the support of its members and participants.

For Wallace (1997) vision was based on values and beliefs. Effective leaders articulated a vision and engaged a sustained dialogue with others in the group who held values and beliefs. The key component in the dialogue was the ability to find common ground in this arduous task and form a covenant of understanding of common values and beliefs. Nanus (1992, p. 3) captured an essence of vision in stating: "There is no more powerful engine driving an organization toward excellence and long-range success than an attractive, worthwhile, and achievable vision of the future, widely shared."

In summarizing the need for vision in service-learning, Conrad (1998) stressed the value of creating a process of identifying and sharing visions among stakeholders who share the school culture. While her use of the consensus-based decision making process tended to use much time in the implementation, the outcome of "ownership" and timely completion of projects brought many rewards and public support in service-learning. (Gardner, 1996) The success of service-

learning implementation for sustainability may rest in the level of adoption by schools as a pedagogy, a philosophy, or a process. When all three elements were included in the adoption, the quality of the service-learning practice   enhanced academic, and community improvement efforts. Such a vision may inspire and motivate students, parents, community members, teachers and administrators, toward learning and service.   Appendix E depicted Conrad's concept of shared vision along a continuum. Through four levels, vision for service-learning began to recognize the school and community as separate, and through time and experience, the vision in service-learning passed, shared realms of focus, and finally, fit together as one vision, inside the other, and seamless for school and community renewal. For the kind of educational reform to be effective in service-learning, shaping a vision was suggested with the understanding and commitment to work toward a shared vision.

2.14.   Transformational Leadership In Implementation And Initiation For Sustainability

School leadership has taken several forms and styles through the years, and tended to change throughout reform initiatives. Sergiovanni (1992) called "follow me" leadership a strategy of yesteryear that often got people to cooperate, but could not inspire the kind of commitment that would make schools work well because it tended to induce a state of insubordination in teachers. A past practice of top down leadership on the part of the leader, or superintendent, as described by Johnson (1996) did not generate creative and cooperative initiative in others, but as she asserted, is what must happen if change is to permeate the school system (p.12).

The call for leadership as a collaborative process was the underlying basis for transformational leadership as discussed by Leithwood (1992). Given educational change and the voices called upon to participate in helping the change, Leithwood's conclusions of study in transformational leadership offered insight in supporting a "collective culture" (p. 10). Strategies

to support such a culture included 1) helping staff maintain a professional culture; 2) fostering

teacher development; and 3) problem-solving together.   Transformational leadership made a

difference in teacher collaboration and change in attitudes and altered instructional behavior.

Similarly, Geijsel's (2001) findings of transformational leadership in the success of large-scale

innovation found three dimensions to be of importance: vision, teacher participation in creating

and monitoring a vision, individual consideration, or the leader's ability to show concern for

personal feelings and needs of the teacher, and intellectual stimulation, or the degree to which

teachers develop themselves professionally and implement innovations.   While Crandall (1986)

published leadership articles in the 1980's before the term, transformational leadership,

prevailed in successful strategies for implementation, elements of his philosophy may be

compared to others in transformational leadership where the leader, or principal, ensured these

for every teacher: 1) climate conducive to ongoing problem solving; 2)   technical assistance and

time to use the practice; 3) equipment and materials; and 4) easy access to individuals familiar

with the innovation. While the same strategies of effective implementation would not be present

in all studies, Crandall's results were similar to the above in leadership and support in providing

support to teachers via transformational leadership. Aquilera (1998) provided a helpful table as

a check for principals to review their leadership styles in the unique task of supporting service-

learning (See Appendix C). Recognizing the need for leadership skills to promote service-

learning as a pedagogy, philosophy, and/or a process in public schools, principals may find the

support helpful. In this illustration, the principal served as a leader and ultimate "catalyst" in

facilitating others to move an instructional agenda forward. Her term "catalyst" (p. 23) served to

form a thought for revised leadership style, "catalytic leadership, inclusive of teachers, students,

and community members in service-learning practice. *Education is the future of this country.*

Service-learning helps students learn skills that they will use as learners, as workers, and leaders, and as citizens" (J. Hunt, Jr. Former Governor, NC, Member, National Commission on Service-Learning National Commission on Service-Learning (2002). (Emphasis Added).

2.15. Catalytic Leadership

In supporting reform and the point against "top down " leadership, Johnson (1996) asserted that if contemporary superintendents are to promote leadership for better schools, then they cannot simply make good decisions and issue sound orders. Superintendents must persuade teachers, administrators, parents, and community leaders to join them in improving schools (p. 7). The propositions of change in implementation of Fullan and Miles (1992) included that same idea in their terms of "cross-role groups", inclusive of teachers, found increased teacher commitment in the innovation.

Similarly, Aguilera (1998) furthered such thought in suggesting catalytic leadership in service-learning as a way to include parents, families, business owners, community members, and youth as stakeholders in a learning community helping to shape vision and service to lead and advocate for children. It appeared evident that the Standards of Quality for Service-Learning served as a strong match for catalytic leadership in that many voices and role groups were included in multi-levels of academic learning and community service. Such leadership structure of Aquilera provided multiple opportunities for youth to learn to lead, and teachers, parents, families, and community members to serve as leaders in connecting the classroom with the real world, an ardent philosophy of Dewey, expressed earlier and strong practice in experiential education. *"Service-learning engages students in education, and helps connect their personal lives and community responsibilities with their own academic achievement"* (A. Bryant,

Executive Director, National School Board Association National Commission on Service-Learning (2002). (Emphasis Added).

2.16. Curriculum and Service-Learning

2.16.1 Public Opinion

Findings published by the Roper Starch Worldwide Report of Public Attitudes Toward Education and Service–Learning (2000) revealed that the public believed that the responsibilities of teaching public students in grades K-12 included both cognitive and affective elements. Responses included the need to develop academic, leadership, citizenship, and problem-solving skills and to encourage values of caring, respect, and involvement with others as represented in (See Appendix A). Implications for these findings may suggest the need for service-learning in the curriculum.

2.16.2 Service-learning in the curriculum

While service-learning was defined at the beginning of this paper, and through revision, reminded the reader of its many definitions, the core idea has remained. The following definition stronger in language for use in curriculum was cited by the National Commission on Service-Learning (2002):

Service-learning combines service objectives with learning objectives with the integrated activity changing both the recipient and the provider of the service. This is accomplished by combining service tasks with structured opportunities that link the task to self-reflection, self-discovery, and the acquisition and comprehension of values, skills, and knowledge-content.

School –based service-learning was unique in that its fundamental characteristic directly linked school curriculum with community service. According to the Commission, characteristics

of service-learning were developed out the necessity to clarify was it was…and what it was not

as represented in Table 2-6:

Table 2-6 Characteristics of Service-Learning

School-Based Service-Learning…	School-Based Service-Learning is not…
Links to academic content and standards	A volunteer or community service program with no ties to academic**s**
Involves young people in helping to determine and meet real, defined community needs	An "add-on" to the existing curriculum
Is reciprocal in nature, benefiting both the community and the student	Logging a certain number of service hours in order to graduate
Can be used in any subject area so long as it is appropriate to learning goals	Compensatory service assigned as a form of punishment by the courts or school administrators
Works at all ages, even among young children	Only for high school and college students
	One sided – benefiting either the students or the community

Source: National Commission on Service-Learning. Retrieved from the National Service-Learning Clearinghouse from http://www.servicelearning.org, January 12, 2003.

2.16.3 Why is service-learning important?

A national study of Learn and Serve America programs suggested that effective service-learning programs service to improve academic grades, increase attendance in schools, and develop personal and social responsibility. Whether the goal was academic improvement, personal development, or both, students learned critical thinking, communication, teamwork, civic responsibility, mathematical reasoning, problem solving, public speaking, vocational skills, computer skills, scientific method, research skills, and analysis (2002).

2.16.4 Impact of Service-Learning

Service-learning is a "new" field and some research has been conducted to determine relevance and impact. The amount is growing. The *Learning In Deed Report* (2001) from the National Commission on Service-Learning explained that since there was such a side range of

service-learning implementation, it was difficult to assess its results and to combine studies, however, some research, from program evaluations, were cited. A selected summary of research findings by Billig (2000), appear in Table 2-7 below.

Table 2-7 Impact of Service Learning

Impact of Service-Learning on Personal and Social Development	Impact of Service-Learning on Academic Learning
Middle and high school students who engaged in high-quality service-learning programs showed increases in measures of personal and social responsibility, communication, and sense of educational competence (Weiler, 1998). Students who engaged in service-learning were more likely to treat one another kindly, help one another, and care about doing their best (Berkas, 1997). Male middle schoolers reported increased self-esteem and fewer behavioral problems after engaging in service-learning. (Switzer 1995) Students who engaged in service-learning were less likely to be referred to the office for disciplinary measures (Follman, 1998). Middle school students who engaged in service-learning and experienced a structured health curriculum were less likely to engage in unprotected sexual activity or violent behavior (O'Donnell, 1999).	Participation in service-learning was associated with higher scores on the state test of basic skills and higher grades (Shumer, 1994) Students in more than half of the high-quality service-learning schools studied showed moderate to strong gains on achievement tests in language arts or reading, improved engagement in school, and improved sense of educational accomplishment, and better homework completion (Weiler, 1998). Middle and high school students who participated in service-learning tutoring programs increased their grade-point averages and test scores in reading/language arts, and in math and were less likely to drop out of school (Duckenfield, 1992)
Career Exploration and Aspirations	Students who engaged in high-quality service-learning developed positive work attitudes and skills (Weiler, 1998).
Civic Responsibility	Elementary and middle school students who participated in service-learning developed a greater sense of civic responsibility and ethic of service (Stephens, 1996).

Source: S. Billig. (200). Research on K-12 School-Based Service-Learning: The Evidence Builds, *Phi Delta Kappan*, pp. 658 – 664.

Implications for practice of service-learning using the research suggested by Billig (2000) may open a plethora of possibilities and opportunities for student learning in K-12 schooling. As efforts increase to understand ways to improve instruction where students reap the benefits in learning, educators may bode well to review the studies in search for creative answers and new practices of teaching.

2.16.5 Applying service-learning in school

While there existed no "standard" service-learning curriculum in K-12 to follow, educators have extended to creativity, crafted, and connected service-learning as instruction to themes, projects, and academic standards in content areas and art forms. The National Service-Learning and Assessment Study Group, October, 1999, developed a Field Guide for Teachers (Bonthron, 1999) in using standards, best practices, and assessments drawing on the theories and principles of intelligence, learning styles, and reflection. The strength in developing this guide appeared to be the ongoing contribution from classroom teachers and other educators throughout the country.

2.17 Service-Learning and Multiple Intelligence Theory

Basically, I remember my most enjoyable middle school classes had a lot of hands-on activities... things we could do...not the teacher lecturing all the time. Science and language arts were my favorite classes because we did a lot. (Bradley, 15, Freshman, Lake Mary High School, Longwood, FL). (Emphasis added).

In an effort to include all students in learning, as charged by the legislation of No Child Left Behind Act (2001), K-12 school-based educators were challenged to find new ways to teach. Not all teaching strategies work for all children. A review of *Multiple Intelligence Theory* served to shape meaning and possibilities in service –learning for educators.

If a student were asked to remember a positive experience about his/her classroom learning, almost always the experience remembered would describe an active learning, or a participation of some sort. Service-learning as a teaching methodology calls on a variety of active experiences and abilities. Multiple Intelligences Theory in identifying the eight intelligences has supported service-learning in the opportunity for all students to call on a host of intelligences and talents in developing problem-solving and critical thinking and linking real-world situations to classroom learning. Thinking is the method of intelligent learning (Dewey, 1922).   Gardner challenged existing thought regarding intelligence with children and opened doors from thinking about

intelligence and demonstration of such in a broader manner. No longer was intelligence viewed

as constant, and measured by a single test with limited questions. Gardner's MI theory

concluded that intelligence had more to do with the capacity for solving problems and

fashioning products in rich and natural settings, than with answers found in a paper and pencil

test   (Gardner,1993).   MI theory has had much impact on discussion of learning styles.

Gardner's Theory of Intelligence included seven and later, eight intelligences where each has

been outlined in Table 2-8.

Table 2-8 Gardner's Theory of Intelligence

INTELLIGENCES	THEORIES
Verbal/Linguistic Intell-igence (Word Smart)	The Verbal Linguistic Intelligence is concerned with the use of language and all the complexities that accompany this such as sounds, meanings of words, structure, and styles of language. People with this intelligence can often communicate effectively through speaking and writing, and they are typically strong readers and listeners as well as debaters. They may have a passion for things like poetry, humor, storytelling, debating, and creative writing.
Logical/Mathematical Intelligence (Logic Smart)	This intelligence is associated with what we call "scientific thinking" and mathematical reasoning, including the forming and testing of hypotheses, deductive/inductive thinking, manipulating numbers, and the recognizing abstract patterns. Such people are good at figuring things out, analyzing things, and solving problems in subjects like math and science. They probably enjoy figuring like math and science. They probably enjoy figuring out patterns, matching things that are alike, crossword puzzles, brain teasers, and "building models and theories that can describe and eventually explain the operation of the world.
Intrapersonal Intelligence (Self Smart)	Intrapersonal Intelligence involves a deep sense of understanding yourself, your strengths and weaknesses, your feelings, and the capacity to be self-reflective. People with this intelligence may be good at setting goals, may like meditating, assessing situations, and monitoring their own thinking. Other people will often describe themselves as having a strong sense of "self."
Interpersonal Intelligence (People Smart)	Interpersonal Intelligence is characterized by the capacity to understand others and the fine nuances of their moods, feelings, body language, and motivations. It also includes a strong capacity to communicate both verbally and nonverbally with others both in groups and one to one. People with this intelligence are also good at sharing their opinions, and demonstrate a heightened sense of opinions, and demonstrate a heightened sense of understanding the personalities and feelings of others.
Visual/Spatial Intelligence (Picture Smart)	Visual/Spatial Intelligence involves the ability to create internal mental pictures and to comprehend the visual world. People highly developed in this intelligence are good at creating pictures in their mind. Whether it is by illustrating those images, as in the case of an artist, or mentally conceptualizing the images as in the case of an interior designer, such people

INTELLIGENCES	THEORIES
	demonstrate the intellectual capacity of seeing beyond two-dimensional limitations. These people may also demonstrate sensitivity to colors, shapes, lines, and images. They may like to draw, paint, sculpt, design and/or visualize and imagine things.
Musical/Rhythmic Intelligence (Music Smart)	People who are strong in the Musical/Rhythmic Intelligence may be musical or keen listeners who are appreciative of fine music. They are sensitive to tone, beat, pitch, sound, melody, and tempo. They have the capacity to literally think in music. Such people enjoy things like singing, playing musical instruments, beating drums, humming, writing songs and performing. This intellectual capacity is often revealed in people who appear to easily remember the lyrics to songs, the beat of popular tunes, or are easily given to humming tunes and composing melodies.
Bodily/Kinesthetic Intelligence (Body Smart)	The Bodily/Kinesthetic Intelligence includes the ability to use the body to express emotion and to have grace and control in motion in areas such as dance and sports. People strong in this intelligence learn well by doing. They are often gifted with their hands, and skilled in building and inventing. Two seemingly extreme professions share this intelligence: the professional athlete who magically dribbles, passes or shoots a basketball and the surgeon who maneuvers her hands performing complete surgical techniques. They may also use their body to put on a production for others through being an actor or a mime.
Naturalist Intelligence (Nature Smart)	The Naturalistic Intelligence refers to the ability to recognize patterns and classify plants, animals, minerals, and other parts of the natural environment like animals, minerals, and other parts of the natural environment like clouds or rocks. Such people are able, often and at an early age, to recognize artifacts and identify natural objects. They can live in natural settings and are good at analyzing data from nature. They often like hiking, camping, fishing, digging for fossils or other activities related to the natural environment. This intelligence may be revealed through the interests of children who become experts on dinosaurs and adults who pursue such interests as hunting, botany, and anatomy. A highly developed Naturalist Intelligence was valued culturally by the Native Americans who lived in harmony and understanding with nature.

Source: Gardner, 1993.

Armstrong (1994) summarized key aspects of Multiple Intelligence Theory as the opportunity for educators to realize in the classroom:

- Each person is born with the potential for all eight intelligences, but due to cultural influences, heredity, and personal life history, each of those intelligences may be fully developed, partially developed, or forgotten.
- We can all grow in each intelligence to an adequate level of competency
- These intelligences work together in complex ways, and there is a range of ways to be intelligent with each intelligence

- Any topic of importance from any discipline can be taught using more than one intelligence to reach more students.

For parents, educators, researchers, and community supporters of service-learning, these intelligences offered a framework of possibilities for engaging and challenging all students in active learning experiences, higher level thinking, and service within and outside of the classroom.

Further thought of MI Theory might be considered in classroom instruction and as a teaching strategy with service-learning. Essential elements of service-learning as defined by Klopp (2001) and the eight Multiple Intelligences Theory were outlined to represent a correlation in Table 2-9

Table 2-9 Multiple Intelligence Component

Service Learning Component	Word Smart	Logic Smart	Picture Smart	Self Smart	People Smart	Body Smart	Music Smart	Nature Smart
Youth Voice	X	X	X	X	X	X	X	X
Genuine Community Need	X	X		X	X			
Curricular Connection	X	X	X	X	X	X	X	X
Refliction	X	X	X	X	X	X	X	X
Service	X	X	X	X	X	X	X	X

Source: Toole and Klop, (2001). *Pondering Learning*.

While no discussion by Armstrong addressed the component, *Genuine Community Need, picture smart, body smart, music smart, and nature smart* were not indicated as present elements in the correlation.   The absence of such challenged this writer to note that with learners who possessed high degrees of artistic interest and skill, or those untapped skills yet to be realized, this correlation boded well in defining a community need and later, perhaps a career, or ardent support of art, dance, music, or the outdoors, particularly where there are few resources and outlets.   For the arts educator, the correlation may serve to rouse momentum in providing approaches to the art form that are of value to the classroom and/or to the community. Educators may be challenged to find, create, and rally for resources to meet the need. As protested by

Taylor (1999), the arts require us to make use of those qualities which distinguish us as humans and in our sense of belonging- to a family, a society, a culture (p. 9).

The correlation represented by Klop (2001) spoke to the possibilities of service-learning to students with learning, emotional and behavioral disabilities.   Muscott (2000) asserted that students with learning, emotional and behavioral disabilities, who view themselves as "damaged goods" have strengths and gifts to share with others. He believed that service-learning offered an opportunity for students with disabilities to share their gifts and connect with the real world while simultaneously helping them practice social, communication, and academic skills in applied settings. Both service-learning and Multiple Intelligences Theory components challenged educators to draw on strengths of all students, and in particular, to find the strengths in students with disabilities.

2.18 Service Learning in Middle School

While service-learning as a teaching methodology was intended for children of all ages, information regarding middle school children in service-learning has grown.

The position of the National Middle School Association believes that developmentally responsive middle level schools are characterized by the following:

- Educators committed to young adolescents
- A shared vision
- High expectations for all
- An adult advocate for every student
- Family and community partnerships
- A positive school climate
- Therefore, developmentally responsible middle level schools provide:
- Curriculum that is challenging, integrative, and exploratory
- Varied teaching and learning approaches
- Flexible organizational structures
- Programs and policies that foster health, wellness, and safety
- Comprehensive guidance and support services (Loundsbury, 1995).
  Position Paper of National Middle School Association.

As a "new" field, service-learning research in middle school has continued to grow. Carl Fertman used the work of Conrad (1989) in Appendix E to detail service-learning outcomes for students, schools, and communities. The outcomes of personal growth and development; intellectual development and academic learning; social growth and development combined with best practices in school and quality community experience, as believed by Fertman, contributed to learning in powerful and unlimited ways. Fertman noted that during the middle school age of development, grades 6 - 8, ages 10 – 14, students struggle with their independence from parents and self identity.   Needs of the young adolescent identified by Fertman (1996) include: 1) Understanding the physical and emotional changes that occur;   2) Self-acceptance and the conflict of what is and what one wishes to be;   3) Acceptance of and by others in developing acceptable relationships with peers of both sexes; 4) Acceptance and understanding love from significant adults; 5) Learning self control, and responsibility to others; 6) Learning to make decisions and facing consequences for those decisions; 7) Learning to deal with feelings; and 8) Developing a personal value system. His charge that service-learning can meet the needs of the adolescent learner was based on the opportunities of service-learning to provide experience to foster leadership, confidence, self-esteem, values, interaction with others, an appreciation for others, and a sense of competence.

Fertman, recognized service-learning with wide application across the curriculum and used the four major elements of service-learning to demonstrate a cycle of learning in Appendix G. As a researcher and evaluator of service-learning projects throughout the state of Pennsylvania in the 1990's, his application of such experience allowed the reader to enjoy rich examples of service-learning in practice. Appendix F depicted a middle school that used the four elements of service-learning: Preparation, Service, Reflection, and Celebration integrated in a content area.

While creativity played some importance in this illustration of service-learning as a teaching methodology, Fertman contended that for those teachers who could not teach the lesson as illustrated, they should not discard service-learning as an unattainable goal, because service-learning is not an all-or-nothing proposition (p. 39). Throughout his book, Fertman (1996) provided examples of documents, best practices, stories, reports, case studies, and models for middle school implementation. Implementation models included the factors contributing to success for sustainability as charted in Appendix B in this work. Similar factors identified in Fertman's work appeared again as ongoing professional development, leadership, meeting time, observation and feedback. Fertman's collection of rich examples for use in practice would bode well for new initiatives in middle school program initiation, implementation, and sustainability.

2.18 Community in Service-Learning

It takes a village to raise a child…   African Proverb

The community has played an active role in the success of service-learning through the years by the mere fact that its definition of service rests in meaningful and active community participation. A committed proponent of school and community partnerships was Evelyn Dewey, educator, and daughter of John Dewey. With their colleague, Marie Harvey, the Dewey's transformed the rural Porter School into a community school which later served as a demonstration cite for numerous educators who came to visit. The "new" school supported the core philosophy that the school should be the center of the community (E. Dewey, 1919). Perhaps emerging in thought for these progressive activists was the idea that school reflected society, and society reflected the school, and as a community, all were responsible for the learning that occurred in both settings.

Such thought of community and school later influenced experiential learning. In a summary of theories and review of recent research on academic learning, Hedin (1983) argued that community as a classroom added experience to the adolescent perspective, and broadened the horizons of the <u>teacher</u>, as well. She asserted that by including the community, both student and teacher were exposed to information, experience, and sources of learning not available in the usual school setting (p. 15).

In *Turning Points* (Jackson, 2000), partnership with the community was highlighted as a positive aspect of middle school reform and served as a source of original thought for Superintendent Hornbeck and the Philadelphia School District model of service-learning in 256 public schools. Throughout the 1990's, educators across America have recognized the opportunity to include the community in student learning by the rise of community service and service-learning involvement in K-12 curriculum as indicated earlier by Skinner and Chapman (1999). The move to include the community in learning continues.

 "Community" has signaled varying thoughts and ideas. Community… Urban? Suburban? Rural? Youth oriented? Adult oriented? Racially oriented? Ethnically or Ethically oriented? In service-learning, community and school, whatever the orientation for responsible outcome, may be viewed as a positive step of collaboration for effective learning. The vision of deliberate partnership development between school and community represented by Conrad and Martinez (1998), in Appendix E, may hold hope for educational reform and renewal in that ultimately, the vision, focus, and collaboration of student, school, and community yield a comprehensive school renewal, distinctive, yet joined in partnership.

The case of the Philadelphia School District initiative in service-learning will be the continued focus of this work in examining the leadership and implementation for sustainability.

While much work in service-learning has been realized and appreciated in efforts to change and innovate teaching and learning, much must come. With the legislation passed to hold educators accountable in K-12 schooling, the public opinion of what should be taught in school, tried and true practices of effective teaching that has made some impact on student learning outcomes and student empowerment, service-learning, an option to traditional teaching, holds promise. . .much of the same may not. The next steps of this study will be dedicated to the review and analysis of vision, leadership, and service-learning implementation models in three selected middle schools in the Philadelphia School District. Such review may bode useful for middle school students and leaders, and school district leaders who explore the quest for creative and successful   approaches in teaching and learning. "*I wish adults would understand that students have innovative, mind-boggling ideas, and that students can put those ideas into action. They can make the world a better place*" (Tennessee National Commission on Service-Learning, James, 2002, 17). (Emphasis Added).

Table 2-10 Review of Contributing Literature

#	STUDY TYPE	AUTHOR	SOURCE	SUMMARY OF RESEARCH AND CRITICAL POINTS
1	Study Survey	Close up Foundation	Service-Learning Standards of Quality Alliance for Service-Learning in Education Reform (1995)	As a "new field" the Standards of Quality for School and Community-Based Service-Learning were developed in the interest of educating young people. Two sets of standards represented in 11 standards served to link schools and communities together in meeting academic and service goals
2	Theory	Rebecca Skinner & Chris Chapman	National Student Service-Learning and Community Service Survey by the National Center for Education Statistics – US Department of Education (1999)	Using the Fast Response Survey System, this study served as the first study to provide reliable national estimates of the percentage of public elementary, middle, and high schools reported incorporating service-learning into course curriculum and school engagement in community service.

#	STUDY TYPE	AUTHOR	SOURCE	SUMMARY OF RESEARCH AND CRITICAL POINTS
3	Review of Literature/Book	John Dewey	Democracy and Education (1922)	The work of John Dewey served as roots for experiential education and the formal methodology of service-learning. Thinking and reflecting were discussed in Dewey theories and cited as active elements of service-learning.
4	Review of Literature/Book	Timothy Stanton, Dwight Giles, Nadinne Cruz	Service Learning: A Movement's Pioneers Reflect on Its Origins, Practice, and Future (1999)	As a "new field" a scope of service-learning pioneers was profiled. The diverse perspective of thought and work by featured pioneers afforded the reader to understand the history, and the need to attract a critical mass for future work in service-learning locally and throughout the world.
5	Study Review	Rolf Leming and Michael Kane	Improving Schools: Using What We Know (1981)	Authors in this book prepared a critical review of 15-years' research on educational change in education. Technological, political, cultural change, innovation, and implementation were presented in the context of elementary and secondary schooling during the 1965 – 1981 era.
6	Study	Michael Fullan & Alan Pomfret	Research on Curriculum and Instruction Implementation (1977)	A widely used resource in large-scale school implemen-tation, this study review allowed the reader to under-stand the complexity and problem of implementation in curriculum reform. Based on 15 studies of implementation, the authors presented a challenge to the reader in determining the use of "*fidelity* or *adaptation*" in implemen-tation. Determinants for successful implementation were presented.
7	Paper/Book presented at the World Bank Conference	Milbrey McLaughlin	The Rand Change Agent Study Ten Years Later: Macro Perspective and Micro Realities (1989)	From 1973-1978, the Rand Corporation conducted a national study of public school' responses to federal programs requiring education change. Reviewed in this large-scale study were the major findings, assessments of accuracy, and implications for adaptation and

#	STUDY TYPE	AUTHOR	SOURCE	SUMMARY OF RESEARCH AND CRITICAL POINTS
				policy implementation.
8	Study	Michale Fullan	Educational Change: What We Know (1981)	Fullan charged that prior to the 1970's, nothing had been researched and reported about large-scale implementation in school innovation. Fullan provided the reader with succinct definitions and terms for understanding "large-scale projects, innovation, imitation, and implementation in school reform. Factors influencing successful implementation were presented.
9	Review of Literature/ Article	Michael Huberman & Matthew Miles	*Innovation Up Close: A Field Study in Twelve School Settings. A Study of Dissemination of Efforts Supporting School Improvement, People, Policies, and Practices* (1982)	A widely discussed study in school implementation, this three-year in depth ethnographic study of 12 of 146 school districts engaged in school improvement helped the reader understand the complexity of school innovation and reform. Stages of implementation from pre adoption through institutionalization were suggested strategies for successful implementation.
10	Study	David Crandall, Jeffrey Eiseman, Karen Seashore Louis	Strategic Planning Issues that Bear on the Success of School Improvement Efforts (1986)	Pedagogic and organizational focus, vision, adaptation, fidelity, and teaching in large-scale implementation were discussed in this article. Factors to support the success of school improvement and implementation were presented.
11	Summary Report/Study	Research Corporation	W.K. Kellogg Foundation Retrospective of K-12 Service-Learning Projects (2002)	Eight K-12 service-learning projects funded by the W. K. Kellogg Foundation were reviewed and discussed as a goal for increasing the quality and quantity of service-learning in the United States. Findings and strategies from the study to encourage successful innovation, practice, implementation, and institutionalization were presented.
12	Study/Report and Interview	Alan Melchior/ Learning in Deed--W.K. Kellogg	National Evaluation of Learn and Serve America (1999)	This report of 17 middle and high school service-learning programs across the country presented recent findings on

#	STUDY TYPE	AUTHOR	SOURCE	SUMMARY OF RESEARCH AND CRITICAL POINTS
		Foundation		the impact of service-learning on youth development, academic learning, career aspirations, and communities.
13	Review of Literature/ Book	National Service Fellowship Program Elizabeth Swanson Kenneth Holdsman	The Chicago and Philadelphia Service-Learning Initiatives: Examining Policies and Practices (2000)	A "tried and true" theory of implementation in practice, this report of the Philadelphia School District implementation model served as a basis to test findings reported in literature regarding success strategies for implementation in large-scale innovation.
14	Review of Literature/ Report and Survey of Public Opinion	Shelley Billig, Editor RMC Research Corporation	*Building Support for Service-Learning* (1998)	In building support for service-learning, this document outlined factors for consideration in successful implementation. Vision, leadership, culture, professional development, community, and funding were discussed.
15	Review of Literature/ Research Article	Roper Starch Worldwide, Inc.-- W.K. Kellogg Foundation and the Ewing Marion Kauffman Foundation	Public Attitudes Toward Education (2000)	In an effort to garner continued support for service-learning, this report explored the public's vision of what K-12 education in United States should provide and how service-learning fits into that vision.
16	Theory	Shelley Billig	Research on K-12 School-Based Service-Learning: The Evidence Builds (2002)	Cited as significant in furthering service-learning research, these research findings from program evaluations categorized the impact of service-learning practice in four areas: Persona and Social Development; Academic Learning; Career Exploration and Aspirations; Civic Responsibility.
17	Review of Literature/Book and Personal Interview	Howard Gardner	Multiple Intelligences: The Theory in Practice (1993)	Compared to the traditionalist view of IQ as the sole indicator of intelligence for problem-solving, multiple intelligence theory emphasized the cultural product in transmitting knowledge for problem solving. Eight multiple intelligences have been examined and related to service-learning.
18	Review of Literature	Carl Fertman	Service-Learning in the Middle School: Building a Culture of	Drawing upon his experience as an evaluator of service-

#	STUDY TYPE	AUTHOR	SOURCE	SUMMARY OF RESEARCH AND CRITICAL POINTS
			Service (1996)	learning programs during the 1990's, the author presented documents, examples and illustrations of rich service-learning practice for implementation in middle schools.
19	Review of Literature	Anthony Jackson Report of the Carnegie Corporation of New York	Turning Points: Educating Adolescents in the 21st Century	In an effort to provide building blocks for adolescent development and preparation for adult life, the unique needs of middle school age students were studied. A Task Force on Education of Young Adolescents under the chair of national educational leader, David Hornbeck, provided research, conducted interviews, convened meetings and examined responses to offer new approaches to fostering the education and development of adolescents.

3. CHAPTER

3.1. The Study

3.1.1 Background of the Study

At present, conscientious educational leaders in America grapple with matching student populations to teaching methodologies and learning styles. Predominant in the current educational reform movement of The No Child Left Behind Legislation of 2001 is the charge and expectation for accountability to find the best fit, the best innovation for the best buy and best performance result, which may become mind boggling, at best.

Service-learning, a teaching methodology which combines academic learning with community service, was used to set a pitch for harmonious student success in the Philadelphia School District during the late 90's as the Children Achieving Initiative drove the learning agenda, and before The No Child Left Behind legislation. The large-scale reform innovation effort was designed to rouse the conscience of Philadelphia educators to challenge themselves to prepare learners for the work place, and to explore an inclusive experience of multidisciplinary teaching, character and citizenship development, active community participation, and learning inside and outside the classroom.

In this chapter, the definition and vision of service-learning as understood and used by Philadelphia school leaders, central office, community, and state liaison leaders, will be examined in order to understand the implementation and its strengths and challenges of the large-

scale K-12 reform initiative of the School District of Philadelphia from 1997-2001 and the sustainability of service-learning in three middle schools.

Information sources used to gather data for this qualitative case study were 1) audio-taped semi-structured interviews and conversations; 2) document review of the School Improvement Plan for each school; 3) a classroom observation of each class; and 4) document review of the service-learning manual for *The School District of Philadelphia, School- to-Career: Contexts for Connected Learning, A Publication of the Office of Education for Employment, the School District of Philadelphia* (2001). Using multiple sources of information as evidence served to strengthen the validity of the concept of service-learning by Philadelphia educators.

Immediately following the study, pseudonyms were created and used when referring to all schools and study participants. The requirements the School District of Philadelphia, Office of Research and Evaluation supported that no individual or school could be identified in published or reported material.

The NUD*IST Version 4 (Gahan, 1998) computer software system was used as a major source in the process of qualitative data analysis for the 20 interviews. NUD*IST Version 4 (See Appendix L) was used as a tool to assist in answering each research question by its capability to import, store, search, retrieve, and pull out text in documents. With the help of a NUD*IST N4 tutor who served as a critical reader in the validation, an index system was created. Words and phrases were placed into categories where categories were conceptualized, created within the index system, and represented by a node, where each node was identified by a number, title, and definition. Many nodes and sub nodes formed a node tree hierarchy that assisted in grouping concepts to form relationships. A total of 315 nodes and subnodes were created in this work. Section one of the index system dealt with all demographic information of

the study: roles, years of service, and place of service of study participants. Brief definitions and descriptions were entered for these nodes for more explanation and clarity needed further in the process. Section two of the index system and node tree addressed service learning, the various definitions reported by respondents, the vision, aspects of leadership, implementation, and sustainability. All of the categories were created by the researcher and critical reader after much reading, outlining, discussing key concepts, and deciding how they should be presented throughout the text. Section three of NUD*IST N4 afforded this researcher the opportunity to create, explore, and theorize about the data through text and index searches. Each research question was answered by working through the processes of Nudist 4. Appendix L reflects the Nudist 4 index system, 315 subnodes, and categories.

In some situations, reports were created within the index system and charts and tables were produced for visual and graphic representation of text units. Text units were processed and displayed as lines or paragraphs of text. Interviews for this study were coded and numbered in the order in which they were granted. The interviews were cited after quotes used throughout the text by number and page number of the interview as they appeared in the compilation document of all interviews. The 20 interviews were not included in the document, but were placed in a binder, and are available for review from the researcher.

Teacher, paraprofessional, parent, and community member stakeholders of the school developed the School Improvement Plan, required of each school of the School District of Philadelphia. The document was reviewed and revised yearly, and signed by the principal, building representative of the Philadelphia Federation of Teachers, and the Home and School/School Council Representative as evidenced by the Verification of Technical Support

and Stakeholder Input sign-off page. Information from the School Improvement Plan for the three study schools was used.

Individual school and district documents that were used to support the data were reviewed and information was extracted in an effort to reflect factual evidence using multiple sources.

One 40-minute classroom observation was made in each classroom of each of the four teacher leaders of service-learning in order to view and understand the work of the students and teacher in service-learning.

3.2.   The School District of Philadelphia

The School District of Philadelphia is the seventh largest school district in the nation by enrollment, serving a racially and ethnically diverse student population to include 65.3% African American, 4.9% Asian, 14.5% Hispanic, 2% Native American, and 15.1% European American student representation. Student enrollment as of November, 2003, included 214, 350, with early childhood programs. There are 276 public schools with 177 elementary schools including one K-12 school; 43 middle schools, 36 neighborhood and magnet high schools, 6 vocations-technical schools and 14 special schools. The numbers of students by grade level are represented below:

Students

Head Start and Preschool	3,347
Elementary	99,664
Middle	31,204
Senior High	49,907
Vocational/Technical School	4,897
Special Schools (alternative Placement)	25,331
Schools	276
Elementary Schools including Lamberton (K-12)	177
Middle Schools	43
Neighborhood and Magnet High Schools	36
Vocational and Technical Schools	6
Special Schools	14

3.3.   Organization

The School District of Philadelphia moved from a 22 cluster structure to nine Regional Offices: Central East Region, Central Region, East Region, North Region, Northeast Region, Northwest Region, South Region, Southwest Region, and West Region (The School District of Philadelphia website, November, 2003, http://www.philsch.k12.pa.us/aboutus/ retrieved April 11, 2004).

Employees of the School District include 11,141 classroom and assistant teachers, K-12; 1,798 full and part-time classroom and instructional assistants; 998 security and non-teaching assistants; 494 counselors and librarians, 473 principals and assistant principals, 2,835 clerical workers; and 158 executive management, area academic officers, directors, assistant directors, and administrative assistants. Currently, governance of the School District is comprised of a School Reform Commission of five members, three appointed by the Governor of the Commonwealth of Pennsylvania, and two appointed by the Mayor of the City of Philadelphia. The School District of Philadelphia is no longer governed by a local school board but governed by the Commonwealth of Pennsylvania as a result of consistently low performance by students on the Pennsylvania System of School Assessment (PSSA) in the areas of reading, writing, and mathematics. At the time of the Children Achieving Initiative, the school district was governed by a local elected school board of nine board members and a superintendent.

Out of a personal interest to serve and challenge a population of students and staff in a middle school arts environment more effectively, this researcher and practitioner decided to explore service-learning practice in Philadelphia, where the entire school district was committed to this practice in grades K-12. Dialogue and observation with other middle school principals and

teacher leader colleagues, proved helpful in entertaining a thought of beginning a service-learning program in Pittsburgh, Pennsylvania.

Middle school teaching and learning have been a source of much interest to researchers as detailed in *Turning Points* (Jackson, 2000), a report of middle school teaching and learning. The importance of linking adolescent learning to community resources was new, but a strong aspect of service-learning in the report, particularly for middle schools serving predominately low income families, was an attraction and benefit for students viewed by Philadelphia educational leaders. The classroom extending to the community served as a prelude of thought to service-learning practice, and as Jackson (2000) reminded the reader, the *Task Force on Education of Young Adolescents* indicates that every middle grade school should include youth service-supervised activity helping others in the community or in school—in its core instructional program. (p. 21). In support of service-learning in the middle school curriculum, Fertman (1997) wrote as many Philadelphia study participants expressed in their interviews and conversations that service-learning helped to make classroom study relevant for young people to discover connections between their actions, the world beyond the school walls, and the content they study in the curriculum (p. 3).

The support of service-learning structured in all public schools by the superintendent of the School District of Philadelphia, and former chair of the task force that produced the original *Turning Points*, issued the following statement:

> We clearly understand that a one-shot service experience will transform nothing – not the student, the community or the larger society. That is why the school board adopted service-learning as a central component of the district's new promotion and graduation standards for all students-elementary, middle, and high school.

> The project-based requirement . . . is also quite different from any hourly "volunteerism requirement." Service-learning in Philadelphia engages students in the real-world problem solving of genuine community needs, through inquiry, research, reflection and

direct service or advocacy. Further, the majority of the projects are tied to academic curriculum.

> For example, . . . middle school students in the Mill Creek section of West Philadelphia have studied and mapped a flood plain and are now presenting land-use solutions to policy makers . . . Several teachers have reported that when their classrooms are extended into the community, students become intellectually engaged and personally empowered. Teachers speak of feeling inspired, creative and passionate" (Jackson, 2000, p. 212).

For the superintendent, service-learning linked learning with the community which influenced value in that learning in and out of the classroom.

Originally, four middle schools in the School District of Philadelphia were selected for the study by using the following criteria: 1) selected middle schools established frequent communication with the Pennsylvania Service-Learning Alliance, Philadelphia office, for at least two years, and participated in service-learning workshops, in-services, and conferences facilitated through the Alliance; 2) selected middle school service-learning programs were active, and authentic in that they followed the Eleven Essential Elements of Service-Learning; 3) selected middle school teacher leaders and principals were receptive to visitors, and service-learning program coordinators, observed the student activity, and could articulate the goals and student activity in the programs and in the student- driven centers; and 4) selected middle school leaders applied to the State Department of Education to receive a three-year grant to start and support a Service-Learning Youth Driven Center. A school district leader and participant in the study recommended one middle school for the study, but the school profile did not meet all the criteria listed in the study and therefore, was not recommended by the Alliance as a school for this study.

In the School District of Philadelphia, there appeared to be flexible grade levels identified in middle schools. While the majority of middle schools in the school district were configured in the 6-8 tradition, Girard Middle School included grades 5-8; Townsend Middle was structured in

the traditional middle school fashion to include grades 6-8; and Schubert School, while listed in the middle school roster on the website directory of Philadelphia schools, followed a K-8 program with service-learning activity in all grades. The focus of this study with Schubert School involved grades 7 and 8 and the grade 7 teacher leader.

3.4.   The Study Schools

In providing the most clear, yet succinct picture possible of the study schools, specific information was included: school name, school location in the City of Philadelphia, staff population, student population, socioeconomic and racial data, unique focus of school, student achievement reported by the School Improvement Plan, and current and active involvement with service-learning.

3.4.1 Girard West Middle School (Grades 5-8)

Demographics – West Girard Middle School, grades 5-8, was a multicultural school with a population of 65% African American; 16% Asian, 14% Latino, and 4% European American students. Most students lived in the community, and walked to school; approximately 66% of the 1,213 student body received a free or reduced lunch.

Located in an economically, culturally, and racially diverse community of the Orion (pseudonym) section toward Northwest Philadelphia, PA , Girard Middle School, displayed as a large middle school on the School District of Philadelphia home page and website, was the newest middle school of four years and, at the time of this study, the only year round school in the School District of Philadelphia. Named after the renown instrumental musician, West Girard, (pseudonym) and planned with the Girard Family and its "Protect the Dream Foundation, the school incorporated into its mission and curriculum, a fine arts emphasis which translated Girard's dream of enriching the lives of young people through instrumental and vocal music,

particularly jazz, America's only original art form. The idea behind Girard Middle School and year-round education was explained in the rationale as a vision for the new millennium in providing greater opportunity and time for extended teaching and learning, smaller learning communities, and participation in co-curricular and extracurricular activities, given its unique multicultural student population. Over 60% of the Girard grade five students performed below basic on the PSSA math and reading assessments. Over 60% grade eight students performed below basic on the PSSA math assessment, and 46% grade eight students performed below basic on the reading assessment. Girard reported that it has a strong core of veteran teachers where 30 of the 50 teachers held advanced degrees.

Service-learning at Girard was supported, in part, by the Pennsylvania Service-Learning Alliance, and Need In Deed, a private service-learning resource organization. As a demonstration school of Need In Deed, Girard Middle School students, staff, and community have benefited in experiences of service-learning and staff development. Service-learning was a practice in some small learning communities (SLC) in the school. The intercessions, or "time between sessions" in the year-round school, appeared to be of great value to students, parents, and teachers in providing more time for service-learning in staff development, project planning, and implementation. The service-learning web site at Girard documented the activities and project initiatives. Service-learning activity was mentioned in the 2002-03 Girard West Middle School Improvement Plan.

3.4.2 Schubert School (Grades K-8)

Schubert Elementary School, located in the Royal Crest (pseudonym) area, and considered the Northwest Region of Philadelphia, PA by the school district, included approximately 740 students, preschool through grade 8. The large K-8 elementary school with middle grades 6-8,

and diverse population of students included 50% European American, 50% African American, Latino, Native American, and Asian, which lived in the community around Schubert and throughout the City of Philadelphia. Schubert represented the interests of the community and School District to offer K-8 education. Nearly 48% of the students received a free or reduced lunch. While the school worked toward a positive and strong academic content focus, its instrumental and vocal music focus attracted many in the community and throughout the City of Philadelphia. There existed a veteran staff of teachers at Schubert. Most Schubert grade 8 students planned to attend the nearby Royal Crest High School. Per the School Improvement Plan, 30% of Grade 5 Shawmont students performed Below Basic on the PSSA Math, while 13% performed Below Basic in Reading. Grade 8 students who performed Below Basic totaled 46% in Math, and 21% in Reading.

Service-learning had been an entire school project from grades three through eight. Schubert had worked to tie all grades to the service-learning experience, and prepared students for performance in the benchmark years in grades three and eight as a promotion requirement. Scheduling time in the busy school in order to teach and serve students effectively remained an issue and challenge, however, the students and grade seven teacher leader used vast resources of the community and Pennsylvania Alliance to deliver instruction and engage learners beyond the classroom. Service-learning at Schubert was offered in the classroom with the hope to schedule more time for activities and staff development in order to continue to receive funding from the state to support the Youth-Driven Service-Learning Center.

Project-Based Learning and service-learning were included in the School Improvement Plan as a focus of Environmental Education that was supported the many environmental community partners with Schubert for increased performance in science.

3.4.3 Dr. Jake Townsend Middle School (Grades 6-8)

Demographics—The Dr. Jake Townsend Middle School Academics Plus Middle School was a large middle school of approximately 950 students: 56% female and 44% male. Located in Southwest Philadelphia, Townsend Middle School was 98.4% African American, .3% Asian, and .3% European American. Townsend Middle School served a universal lunch service, where the entire student body was eligible to receive a free breakfast and lunch, based on the socioeconomic demographics of the school community and where the students lived. Most of the Townsend students walked to school. The staff of 42 teachers spanned a range of teaching experience in the district from 2-29 years with 7% of the Townsend teachers serving 30 or more years at Townsend. The school was divided into four small learning communities: art and music; science and technology; environmental science; and health and nutrition, where each learning community consisted of a grade 6-8 unit. The small learning communities (SLC), or school-within-a school, was taught by interdisciplinary teachers serving 200-400 students in a grade unit. The smaller school facilitated more ease in promoting more meaningful student projects by building a sense of community. At Townsend, more than 60% of the grade 8 students performed Below Basic in Math and slightly more than 50% grade 8 students performed Below Basic in reading on the PSSA assessment.

Through the late 80's, Townsend Middle School served as a demonstration site of some research in education with higher education partner, the University of Pennsylvania. Ira Harkevy, a service-learning pioneer, facilitated community service through an evolution of service-learning at Townsend Middle School until the mid 90's.

Service-learning at Townsend Middle School took the form of a Youth Driven Learning Center. Most of the support for service-learning at Townsend came from the School District of

Philadelphia, and some from the Pennsylvania Service-Learning Alliance to fund the Youth-Driven Center. The Youth Driven Service Learning Center ideally served as a hub for student thinking, planning, implementing, and assessing progress in service-learning in the school and/or in the community. In a blocked three period middle school schedule, students included service-learning in the curriculum in some classes. However, more need and support with the schedule from the administration was voiced for using the Center as a service-learning training and learning center to serve more students and staff in the school and throughout the school district at the middle school level. Only certain grade eight students used the Center during the study. In the Jake Townsend 2002-03 School Improvement Plan, service-learning was mentioned as a goal and strategy to ensure student achievement in core academic subjects, as a funding source to meet this end, and as a source for using technology.

A profile of the school leaders in the study has been provided in Table 3.1 to reflect each role group:

Table 3-1 Profile of the Schools and School-Based Leaders in the Study

	Schools		
School Focus or Emphasis	Dr. Jake Townsend Middle School	Schubert School	West Girard Middle School
Grade Levels	6-8	K-8	5-8
Location	Southwest Philadelphia	Royal Crest in the Northwest Region	Orion Section toward NW Philadelphia
Population			
	950-Large Middle School	750-Large Combined Elementary and Middle Grades	1,213-Large Middle School
Study Participants/ Subjects Taught/Years of Service to the School District/Years of Service at the Present Site	**Cindy Dumas**-Caucasian Female-Grade 8 Math/Science Teacher—14 years in the school district and 14 years at Townsend **Kitty Lakes**-African-American Female-Grade 8 Language Arts and Social Studies teacher—15 years in the school district—14 years at Townsend Middle School	**Tracy Jensen**-Caucasian Female. Grade 7 Science and Social Studies Teacher 33 years in the school district and 6 years at Schubert School **Martel Gufman**-Caucasian Male—23 years in the school District—10 years at Schubert	**Debra Farr**-Caucasian Female-Language Arts and Social Studies Teacher—7 years in the school district—3 years at Girard Middle School **Michelle Ellerbe**-Caucasian Female-25 years in the school district-4 years at Girard Middle School **Mathew Remba**-Caucasian Male-30 years

School Focus or Emphasis	Schools		
	Dr. Jake Townsend Middle School	Schubert School	West Girard Middle School
	Vera Catlee-African-American Female-25 years in the school district/ 3 years at Townsend		in the school district—4 years at Girard
Roles in Service-Learning	**Cindy Dumas**-Co-coordinator for the Student Driven Center **Kitty Lakes**-Teacher Leader/Coordinator for the Student-Driven Center **Vera Catlee**-Principal	**Tracy Jensen**-Teacher Leader **Martel Gufman**-Principal	**Debra Farr**-Teacher Leader **Michelle Ellerbe**-Dean of Students **Matthew Remba**-Principal

3.5.   School-based leaders at Jake Townsend Academics Plus Middle School

3.5.1 Principal Catlee

Located on Baltimore Avenue, in Southwest Philadelphia, Dr. Jake Townsend Middle School lured all visitors to its doors with lively colors in the mural art on the outside building walls. At dismissal, the side door was open with children exiting. This was where this researcher found herself entering to a hallway of hanging student art work and the security assistant sitting on the chair directing students to the after school tutorial program. After receiving an identification badge, this researcher proceeded to the Main Office to greet the principal for an interview. After exchanging greetings with each other and office staff, Principal Catlee and this researcher traveled to a quiet room of round tables and chairs to prepare for the one hour taped scheduled interview.

Dr. Catlee was a middle aged, petite, and polite African American woman who delivered very direct responses, left no questions unanswered, and left no doubt about her opinions of service-learning. Principal Catlee, a veteran Philadelphia School District educator of 30 years, was most cooperative in the interview and indicated that she understood the research process, need for cooperation, and found that people were helpful to her in that she prepared for her doctoral

degree the same way. There was one disturbance in a request for her to "call the main office" her via the intercom to which she used her walkie-talkie to respond. When she completed the interview, Principal Catlee invited cordially this researcher to call her should other questions arise or the need to follow up became apparent. All that needed to be shared regarding service-learning according to Dr. Catlee could be discussed in an hour. After confirming the two other Townsend interviewees scheduled later that week, this researcher left the building, wound through the street construction to her car, and drove back to the campus residence to listen to the tape and interview.

3.5.2 Cindy Dumas

Cindy Dumas was a short middle aged Caucasian female who served as a teacher in Philadelphia for 29 years, with the most recent 14 years as a Philadelphia teacher at Townsend. Dumas taught grade eight math and science on the small learning community at Townsend. The interview was conducted in her classroom down the hall from her co-teacher, Kitty Lakes. Student work hung in Dumas' room with written detail directed toward Pennsylvania System School Assessment (PSSA) math work. The state assessments had been administered one month prior to the interview, but end of the year work was going on as students prepared for the final report card progress grade. The interview flowed smoothly with much conversation around service-learning and its functional use in math. Dumas described ease in charting and graphing events and activities she had enjoyed with her students and spoke of the positive outcomes she saw in students in oral presentations and student leadership. We discussed our brief experience together the previous summer at Hidden Valley with her students and her children at the Youth Leadership Summer Retreat and how they met their goals in that planning session. Service-

learning for Cindy Dumas was a positive teaching methodology and one that she embraced enthusiastically!

3.5.3 Kitty Lakes

Kitty Lakes elected to be interviewed in the Philadelphia Office of the Pennsylvania Service-Learning Alliance in a small wing of rooms in the Arts and Science Building of the Franklin Hall Annex, on the urban campus of The University of Pennsylvania, from where she graduated more than 25 years ago. Kitty Lakes was a frequent name listed in service-learning literature seen during this researcher's review of literature, and a teacher resource to Philadelphia educators and colleagues throughout the country interested in tried and true practice of service-learning methodology. Lakes was recommended as a leading resource in service-learning by directors in both the Philadelphia and Pittsburgh offices of The Pennsylvania Service-Learning Alliance. A middle-aged African American woman, Lakes provided humor in relaying stories of service-learning practice with her students who, at times, traveled with her throughout the country while attending conferences or workshops. Her commitment to experiential education began as an elementary student at an educational laboratory school in New Jersey, and continued in her quest and philosophy of teaching of 14 years at Townsend to provide hands-on and problem solving experiences to all her students for optimal learning.

Table 3-2 School- Based Teacher Leader Support

Role Group	Philadelphia Federation of Teachers
Purpose	To support teachers who are members of the Philadelphia Federation of Teachers regarding educational practice and policy established by the Federation and the School District
Grades Served and Location	K-12 – Southwest Region
Population	80% African American and 20% Asian and European populations in schools of the Southwest Region
Study Participant/Gender/Years of Service to the School District/ Years of Service at the Present Site	Venus Circe/African American Female/35 years in the School District/ 14 years as a PFT staff member
Role in Service-Learning	Federation Staff

3.6.   The Philadelphia Federation of Teachers

3.6.1   Venus Circe

Venus Circe was recommended to interview by Kitty Lakes and was described as a tall African American stately woman. Circe filled Lakes' description to the letter. Her job as a Federation staff member was to support Federation member teachers in educational practice and policy established by the Federation and the School District of Philadelphia. Wearing a shortly cropped afro hairstyle, Venus Circe welcomed this researcher to Bittner Elementary School, one of "her schools" in the Southwest area of Philadelphia. She arranged to hold the interview in the principal's office with both of us talking in private while the principal was on lunch duty with her students. Federation leader Circe was most direct with her answers where many times she would just stop and announce, "That's one of those children deceiving things again, . . ." and declared that she had nothing to say or did not know the answer. Circe was referring to the Children's Achieving Initiative of the former administration. In explaining the confusion she felt with service-learning, Circe would use the example of her nephew and his mother in calling "Aunt Venus" many times confused and hopeful to understand the project he had to do in order to graduate from high school. Circe clearly did not support the past superintendent and his policies in that she felt Henbar did not communicate with the Federation, and credited the new change and Chief Executive Officer (CEO), Valenti, as a welcomed change.

3.6.2 Central Office Leaders in Service-Learning

Central office leaders in school districts across America support school and school-based staff. In an effort to hear diverse voices and understand the practice of service-learning in the district more fully, central office leaders were study participants based on their professional roles to support service-learning in the study schools. On three occasions, the current Chief Executive

Officer, Valenti, was asked to participate in the study but did not respond to any request. Similarly, former and current board member, Sharon Gadfly, was suggested to interview by study participants, Kitty Lakes and Minnie Ferngold. When asked to participate in the study, Gadfly gave the impression that she would, then declined three times stating "an incompatible schedule made it impossible to participate." Former board member, Juan Hornendez, after three requests, gave no reason to his secretary for declining. Both Gadfly and Hornendez were highly visible and active political leaders in the Philadelphia community. Lack of participation by this role group was most disappointing to this researcher in that every effort was made to include these key policy making leaders to represent multiple perspectives in leadership and culture in reporting the story of service-learning leadership and implementation in The School District of Philadelphia.

Table 3-3 Central Office Leaders

Role	Role in Service-Learning	Study Participants	Yrs. in the Sch. Dist. of Philadelphia
Superintendent of the School District of Philadelphia from 1994-2000/ 6 years	Superintendent of the School District of Philadelphia	Henbar Caucasian Male	6
Director of Curriculum/1 yr.	Former Post-Secondary Readiness Coordinator -PSRC in South Philadelphia	Ferngold Caucasian Female	32
Director of Service-Learning/5 years	Former Post Secondary Readiness Coordinator-PSRC at the Central Office	Cico-Caucasian Female	28
No longer in the Philadelphia School District at the time of the interview	Former Director of Service-Learning at the Central Office	Hinbickel Caucasian Male	5
Service-Learning Coordinator/1 year	Former Post Secondary Readiness Coordinator (PSRC) in West Philadelphia	Girshon Caucasian Female	4
Office of School Intervention/2 years	Former Post Secondary Readiness Coordinator-PSRC In South Philadelphia	Grimes African American Female	25
Director, Special Programs/ 6 years	Director, Family and Community Involvement at the Central Office	West African -American Female	32

3.6.3 Superintendent Henbar

Superintendent Henbar, well-known to the Philadelphia community for years as a community activist and educator preceding his administration, was most approachable and willing to oblige an interview, per his email response. In fact, Henbar, responded in email while visiting in another state, and invited more conversation, if an emergency, through his son, and left his son's telephone number as an immediate contact. Follow-up conversation with Henbar led to a scheduled interview and return visit to Philadelphia in his Cherry Hill (pseudonym) home.

Dr. Henbar, a late middle-aged Caucasian male, received this researcher graciously in his Cherry Hill home. In his living room, we sat where he shared his triumphs and tribulations through six years as the superintendent of the seventh largest school district in America, The School District of Philadelphia. Henbar's passion for service-learning as an entire district reform effort came through in the interview as did his opinion of the past and current political leadership of the country that ultimately may have affected the focus of service-learning and its implementation in the School District of Philadelphia.

3.6.4. Minnie Ferngold

A physical education and health teacher of 26 years, Post-Secondary Readiness Coordinator for service-learning, responsible for the South Philadelphia Cluster, and new Director of Curriculum for the School District of Philadelphia, Minnie Ferngold experienced the bumpy long ride in the School District of Philadelphia from teacher to central office leader. Minnie, a petite Caucasian woman, embraced this researcher, the only Pennsylvania attendee in the session and service-learning doctoral candidate on sabbatical, enthusiastically, at the 2nd Annual National Service-Learning Conference in Nashville, Tennessee. With much follow-up communication with Minnie regarding service-learning practice in Philadelphia, Ferngold set the groundwork

and assisted this researcher in gaining formal entry to Philadelphia study schools and suggested key service-learning leaders to interview. As a doctoral candidate and researcher, her insight and suggestions were invaluable in charting the course for this work. Ferngold opened her home to this researcher, and during her transition to the challenging position of Director of Curriculum had time to check on the progress of this new friend in education periodically. Ferngold's talking point was that in her new position she would still advocate, and find a place for service-learning methodology in the changing curriculum that she saw coming with her new boss, the new CEO.

3.6.5 Ronald Cico

Ronald Cico, had swayed and soared as an employee of the School District of Philadelphia for 28 years. In most recent position, Cico resigned after three months of service as the principal of a charter school in Philadelphia, and preceding that position, Cico served as a post Secondary Readiness Coordinator and lead academic coach in the Central Region for five years, where he assisted service-learning director, Hinbickel in service-learning leadership. Prior to that Cico taught English in the School District. Cico was appointed as the new director for service-learning in Philadelphia, along with other responsibilities in the School District. His experience with service-learning as a teacher, summer coordinator of youth summer and government programs, and grant writer through 13 years, has created a trail of strong expertise in service-learning and community relations. In large part, Cico has served to support teachers in service-learning in teaching methodology and grant writing and witnessed by Tracy Jenson as "someone who knows service-learning, and knows what he is talking about!" (Interview 2813).

3.6.6 Kerry Hinbickel

Kerry Hinbickel, a native Pittsburgher, and at nine months, moved with his family to Philadelphia where he attended schools, and soon after, became a service-learning convert. This luncheon interview took place in the White Dog Café, a popular restaurant on the University of Pennsylvania campus.

In the early nineties, Kerry recalled the mentoring project he organized as a Temple University law student with students at Wittlebine Middle School to help them research and understand the Civil Rights Struggle through experiential education. Others likened the experience to service-learning. Later Hinbickel served as a legislative director to the Congressman from Camden, New Jersey and service-learning grew in a more formal effort in the new Corporation for National Service , thanks to the collaborative work of Hinbickel. In full circle, Hinbickel brought his legislative perspective and educational interest to The School District of Philadelphia as the director of service-learning from January, 1998 during the Henbar administration through January, 2003, with the Valenti cabinet.   While Hinbickel believed service-learning to be a good teaching methodology, he saw the more urgent and beneficial need for service-learning to be "tied to civic education and citizenship development" (Interview 2821). An energetic and visual pre 40 year old Caucasian male, Hinbickel led the district with passion in service-learning advocacy and training desiring to create capacity building within the School District and partnering with the community to bring a new perspective of active learning and participation to both students in the School District and community partners outside of the School District.

3.6.7 Joy Girshon

Joy Girshon, a cheerful and positive middle aged African American female entered service-learning as a Post Secondary Readiness Coordinator in the University City and West Philadelphia areas. Prior to that, Girshon worked at the University of Pennsylvania, and came to "Penn" with a communications and broadcasting background from a position at a popular radio station in Arkansas. The interview with Girshon took place most unexpectedly in obliging the request from her new supervisor, Ronald Cico, to speak with this researcher in his place. Girshon had just been appointed the coordinator of service-learning for the School District of Philadelphia, and found a vacant room on the fourth floor of the Administration Building to talk.

Girshon saw service-learning as a calling for her to help children who so importantly needed to explore and enjoy learning and find success a nontraditional setting. Girshon spoke about the seriousness of the report from the Department of Labor where students were seen as unprepared for the work force, and unconnected to those avenues and opportunities that could level the ground especially for urban children. Her passion, charge, and purpose as an educator was to expose students to experiential opportunities and people in the community who could help to change the future for all children where she supported in multiple experiences in her area as a PSRC. Her vision was to provide all children with creative resources and opportunities to meet the challenges that replaced traditional teaching of "chalk and talk" (Interview 2806). For Girshon service-learning meant creative learning and participation where children could be connected to the pulse in changing the course of life more positively for themselves.

3.6.8 Jesse Grimes

An African American veteran middle school grade 8 language arts teacher of 19 years, and former Post Secondary Readiness Coordinator in South Philadelphia, Jesse Grimes prepared

for the interview by writing responses to each question. Recognizing that things were flowing smoothly halfway through the interview, Grimes looked up from the paper and answered in free flowing fashion. Her experience as a PSRC to the 95% African American, low income 11,000 students in the South Philadelphia area was challenging and rewarding as the understanding in service-learning grew. Grimes' interview was the most revealing in understanding the beginning days and growing pains of service-learning implementation. She explained the challenge in creating lesson plans, aligning and mapping standards to work in the community, and how students and teachers found much success, joy, and ownership in the outcomes and celebration element of service-learning. This, of course, occurred after days, and months of meetings, planning, organizing, and getting people as strangers to interact in groups. Grimes recalled the resistance of teachers in early days, but with bringing new projects to life, more children came on board, as did more teachers. For Grimes, service-learning was more than chalk and talk….it was doing!!!

3.6.9 Darlene West

As an observer in her office, Darlene West was a mover in the School District of Philadelphia. While waiting for the interview, Darlene West, had come from another meeting with a group of people, and scheduled another meeting after her interview with this researcher, which would conclude with a late afternoon meeting to follow. Her secretary printed her revised schedule as she apologized for the delay and invited this researcher to keep pace with her in traveling to a room connected to her office in the Administration Building. West repeated that she felt she could not offer anything to this interview in that her contact and work with service-learning was "on the fringe of service-learning" and short-lived now that Family Resource Network after six years was reorganized (Interview 2809). A middle aged African American woman and 32 year

educator with the School District of Philadelphia, West survived the sway and swish of changes in positions that she held and changed many times. Her background and experience in mental health and early childhood prepared her for the variety throughout her educational journey. Her role and support to the Executive Director of The Family Resource Network was to address the non-instructional supports that students needed in order to succeed. West included establishing community, faith-based, and senior citizens partnerships, securing intergenerational grants, setting up mentoring, business, and after school programs.

West spoke of the training in service-learning, and the advocacy in early days where now, things had changed with the new CEO in the changing district focus to address the low performance and low test scores. West was confident, however, that the "pendulum would swing the other way soon" (Interview 2809) in support of service-learning and opportunities to engage students in the classroom and in their communities.

Table 3-4 Community Leaders

Community Agency	Study Participant	Role	Liaison Role in Service-Learning	Yrs. Affiliated with the School District of Philadelphia
Pennsylvania Horticultural Society Tree Tenders Program	Mundy Caucasian Female	Director, Educational Outreach 12 years	Worked with the Philadelphia School District to develop curriculum and to support teachers who were teaching natural sciences with a concentration on trees and related issues	2
Need In Deed	Drexell Caucasian Female	Executive Director 10 years	Worked with the Philadelphia School District to provide professional development to teachers in service-learning. Worked with the Need in Deed Demonstration School, Girard Middle School	10

3.7. Community Leaders in Service-Learning

Service-learning involves the community. Community leaders were selected to interview in this study for their perspective and contribution to service-learning extended beyond the classroom. Fertman, (1997) contends that service-learning builds a culture of service in middle schools by weaving service into the fabric of the school. Service and learning become intertwined in an ongoing process that is connected to larger community needs with students contributing in multiple ways across the curriculum throughout the year. Service is more than a promotion requirement (p. 7).

3.7.1 Claire Mundy

The interview for community leader, Claire Mundy took place in her home in West Philadelphia. A Caucasian female in her early 30's, Mundy, the director of Educational Outreach with Tree Tenders, reduced her working hours to part-time in recent months after delivering her new six month old son, Samuel. Mundy recalled service-learning and professional development with Kerry Hinbickel and teachers. On several occasions, Mundy mentioned the "balking" and resistance of teachers in service-learning which she thought may have been prompted by little attention to details and little support to teachers in ways that could help them to be less afraid of change (Interview 2820). Tree Tenders offered support to The School District in a community and neighborhood beautification project where students studied trees and related issues as a natural science. Mundy was complimentary to the "Posties", colloquial for the Post Secondary Readiness Coordinators who did much to bridge and partner the community with the schools. Mundy expressed that things were on the downslope, however, as funding was cut in Tree Tenders, as she believed her hours would be, based on the change in administration and a different vision with the Chief Executive Officer, Valenti.

3.7.2 Evelyn Drexell

A passionate service-learning enthusiast who embraced service-learning many years ago, Evelyn Drexell worked directly with the School District of Philadelphia, and specifically Girard West Middle School to provide direct support, technical assistance, and staff development to support the needs of the students and staff in service-learning. "Need in Deed" began with three mothers who found the need to include community service and later service-learning in their children's curriculum at a private school in Philadelphia. With growth and more vision to serve children in The School District of Philadelphia, Evelyn Drexell, Executive Director of Need in Deed, became committed to asking and answering the question with an action plan, "What is it that you care about in life?" (Interview 2819). A committed supporter of Superintendent Henbar and his vision for civic awareness and citizenship responsibility, Drexell was a front player in shaping the Need in Deed experience and partnership with its demonstration school, Girard. Evelyn Drexell was a Caucasian middle aged pleasant woman who found value and warmth in her touching stories of success with service-learning.

3.8.   State Liaison Leaders in Service-Learning

Support for the School District of Philadelphia and its service-learning programs for students came from the Department of Education. Service-learning was supported in part, by the Pennsylvania Service-Learning Alliance – Philadelphia Office. In that service-learning served as a graduation and promotion requirement, support from the state was financial in the form of funding and technical with resources for staff development. State leaders were interviewed for their contribution, support, and insight to service-learning from outside the school district.

Table 3-5 State Liaison Leaders

State Liaison Leaders	Study Participant	Role	Support to the District in Service-Learning	Yrs. of Support to the School Dist. in Service-Learning
Pennsylvania Service-Learning Alliance (PSLA)	Bench Caucasian Female	Director, Pennsylvania Service-Learning Alliance – Philadelphia Office 7 years	Statewide training and technical assistance provider where the mission was to increase the use of methodology of service-learning across the state of Pennsylvania	7
Pennsylvania Department of Education/	Helon Caucasian Female	State Liaison for the Pennsylvania Service-Learning Alliance 7 years	Oversaw funding for Service-Learning, After-School Programs, Teen Parenting, and Character Education	7

3.8.1 Sylvia Bench

Sylvia Bench, a tall blonde, Caucasian, and native Philadelphia woman, served as the Director of the Pennsylvania Service-Learning Alliance, Philadelphia Office for seven years. Her roles included the technical training and promotion of service-learning to K-12 public, private, religious, and charter schools throughout Philadelphia and in surrounding areas. Sylvia Bench brought to service-learning a background in corporate training, a vast experience in community work, and years of dialogue and fruitful practice with community service and service-learning with early movers and shakers in the field. This interview took place in the service-learning office that was housed in the College of Arts and Sciences, in the Franklin Hall Annex off Walnut Street on the University of Pennsylvania campus. Her four staff members assisted school-based teacher leaders and principals in areas of service-learning in schools throughout the Greater Philadelphia area. Bench was most accommodating to this researcher during her stay in Philadelphia and made every effort to expose all stakeholder groups to the art and science of

service-learning methodology. In the previous summer, Bench facilitated a student and teacher leader training session at a mountainous ski resort and convention site. Participants consisted of students in youth-driven service-learning centers in one middle, and one Philadelphia high school, one suburban high school outside of Philadelphia, and one suburban high school outside of Pittsburgh. Nearly 100 staff and students came together to learn how to lead in their schools and communities through their youth service-learning centers during the 2002-2003 school year.

It was a joy to visit Bench's Service-Learning 224 class at Temple University. Students were assessing their participation in service-learning against a rubric and recalling experiences in public schools in which they chose to do a field experience for the semester. Bench thought it was important to teach service-learning methodology in the university teacher preparation program to ensure strong roots in the classroom practice.

3.8.2 Diane Helon

Helon saw service-learning as a way to "level the playing ground in education" for those who could see the richness of participation in the community and the need to "give back" (Interview 2814). Diane Helon, a short Caucasian, native Philadelphian, recalled her entry to service-learning in a testimonial from a mother who claimed that "service-learning saved her son's life!" (Interview 2814). Following this insight, Helon understood the depth of service-learning as a teaching methodology and the power it held in nontraditional learning. The interview with Helon took place in her office in Harrisburg, in the Pennsylvania Department of Education. Helon's role was to grant and monitor funding for service-learning, after school, teen parenting, and character education programs throughout the Commonwealth of Pennsylvania. With such a large responsibility, Helon found time to attend Sylvia Bench's summer overnight training retreat with the teacher leaders and students. In her continuing effort to understand service-

learning in the context of funding effective programs for learning, Bench made every effort to hear the diverse voices and the stories of students and teachers who made the programs under her funding responsibility come alive day by day in their teaching and learning.

On the train back to Philadelphia from this Harrisburg interview, the thought about Helon and her influence with funding throughout the Commonwealth of Pennsylvania came to mind in answering the mental questions regarding the sustainability of service-learning in a larger context….funding!!!

3.9.   Summary of the Philadelphia Context

This researcher was reminded of Yin's (1994) advice in case study research to include alternative perspectives:

> To represent different perspectives adequately, an investigator must seek those alternatives that most seriously challenge the design of the case study. These perspectives may be found in alternative cultural views, different theories, variations among the people or decision makers who are part of the case study or some similar contrasts (p.149).

In recognizing the diverse voices in this study of service-learning in the School District of Philadelphia, site-based, district, state liaison, and community leaders were selected to offer their stories in serving to understand perspectives, their definitions, understanding, and vision of service-learning as leaders; their views regarding the implementation of service-learning in middle school as it was and what it could and should have been; and suggest ideas to others in setting the stage for sustainable service-learning in middle schools elsewhere. These were the voices and stories of school and community leaders in Philadelphia who worked with children and adults to support service-learning. A flow chart of study participants is listed in Appendix E to understand the organization of service-learning in Philadelphia.

3.10.   Statement of the Problem

What did school-based and school district leaders do to implement and support service-learning in The School District of Philadelphia, and how did these efforts encourage the sustainability of service-learning in three middle schools in the district?

3.11.   Research Questions

3.11.1 Leadership

1. How did each role group of service-learning leaders define and understand service-learning?

2. How did each role group of leaders understand the district vision of service-learning and how was the vision shared by leaders?

3. How did cross-role leadership facilitate implementation for sustainability?

3.11.2 Implementation for Sustainability

4. How did service-learning occur in the initiation and implementation stages, and what were the strengths and challenges?

5. Why implement service-learning in middle school?

6. How may other middle school and district leaders benefit from the service-learning implementation experience in Philadelphia?

3.12.   Research Question #1

How did each role group of leaders define and understand service-learning?

The Blind Men and the Elephant
By John Godfrey Saxe

It was six men of Indostan
     To learning much inclined,
Who went to see the Elephant
(Through all of them were blind)
that each by observation
Might satisfy his mind

The First approached the Elephant
And happening to fall

The Fourth reached out an eager hand,
And felt about the knee,
"What most this wondrous beast is like
Is mighty plain," quoth he"
"Tis clear enough the Elephant
Is very like a tree!"

The Fifth, who chanced to touch the ear,
Said: "E'en the blindest man

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Against his broad and sturdy side,
"God bless me! But the Elephant
Is very like a wall!"

The Second feeling of the tuskl,
Cried, "Ho! What have we here
So very round and smooth and sharp?
To me 'tis mighty clear
The wonder of an elephant
Is very like a spear!

The Third approach the animal,
And happening to take
The squirming trunk within his hands
Thus boldly up and spake
"I see," quote he, "the Elephant
Is very like a snake!"

Can tell what this resembles most;
Deny the fact who can
This marvel of an Elephant
Is very like a fan!?"

The Sixth no sooner had begun about the beast
   to grope,
Than, seizing on the swinging tail
That fell within his scope
"I see," quoth he, "the Elephant
Is very like a rope!"

And so these men of Indostan
Disputed loud and long,
Each in his own opinion
Exceeding stiff and strong
Though each was partly in the right,
And all were in the wrong!

3.12.1 The Definition of Service-Learning by Philadelphia School-Based Leaders

School-based service-learning has been defined formally in this work through federal legislation, National and Community Service Act, (1990), Alliance for Service-Learning Educational Reform (1995), and through the multidisciplinary lens of Billig and Furco, (2002) as a teaching methodology that involves students performing community service as a means of achieving academic goals.

Ammon in Billig (2002) used the humor in poetry of the *Blind Men and the Elephant*, by John Godfrey Saxe, to portray the current state of service-learning and to understand the definition and interpretations of service-learning by practitioners. Just as the six blind men all touched parts of the elephant described and interpreted what they felt, no one was completely wrong . . . and no one was right…completely!!! Service-learning, a new field, is vague to define.

Service- learning practice in grades K-12 in the School District of Philadelphia was borne out of a School-to Career vision, and the need to prepare all students to succeed in the world of work and/or higher education.   This K-12 vision was linked to regional economic workplace

development initiatives, and learning theory to demonstrate student learning in multiple ways, as explained in the school district publication, *School To Career: Contexts from Connected Learning* (p.1). The School District of Philadelphia School to Career Initiative out of the Office of Education for Employment was designed to enable students to construct knowledge and apply knowledge in a real-world context. The school to career initiative was one of six cross-cutting competencies required by all students. The six Philadelphia Cross-Cutting Competencies were: School to Career, Citizenship, Problem-Solving, Communication, Technology, and Multicultural (p.2).

In defining service-learning in the School District of Philadelphia through the School to Career Initiative, and the 1997 Children Achieving Initiative of Superintendent Henson, central office leader, Jesse Girson, defined and understood service-learning in the following quote:

> Service-learning should engage the community and community partners. It should be multidisciplinary. It should become a requirement and there were several years prior to becoming a requirement for it to be implemented within the schools. It would be a requirement for all the students where they would engage in service-learning at some point, but these mark grades would be required to do projects at 4th, 8th, and 12th grades. And primarily, I think the whole thrust of service-learning was a result of the Department of Labor looking at the change in the economy and looking at careers and understanding that students today need to be prepared for the real world in a far different way than students 20-30 years ago…Our students are not prepared to have that when they finish school, so service-learning was looked at as a model of beginning to connect students with those experiences (Interview 2806, p. 7).

The definition and understanding of service-learning by participants in Philadelphia was based on text units of conversations with school-based leaders and is represented in Figure 3-1 No one element served as the exact or official definition of service-learning for respondents, however, question three of the interview protocol and probing sub-questions served to focus responses where the researcher formed definitions and more vast understanding of service-learning. Question number three: How did you learn about service-learning? a) Where did you first hear

about service-learning? b) When did you first hear about service-learning? c) What did you first hear about service-learning? d) Talk about what took place to help your understanding about service-learning in the School District of Philadelphia; e) Exactly what do you know about service-learning? and f) Has your understanding about service-learning changed from the beginning to now? If so, please explain.
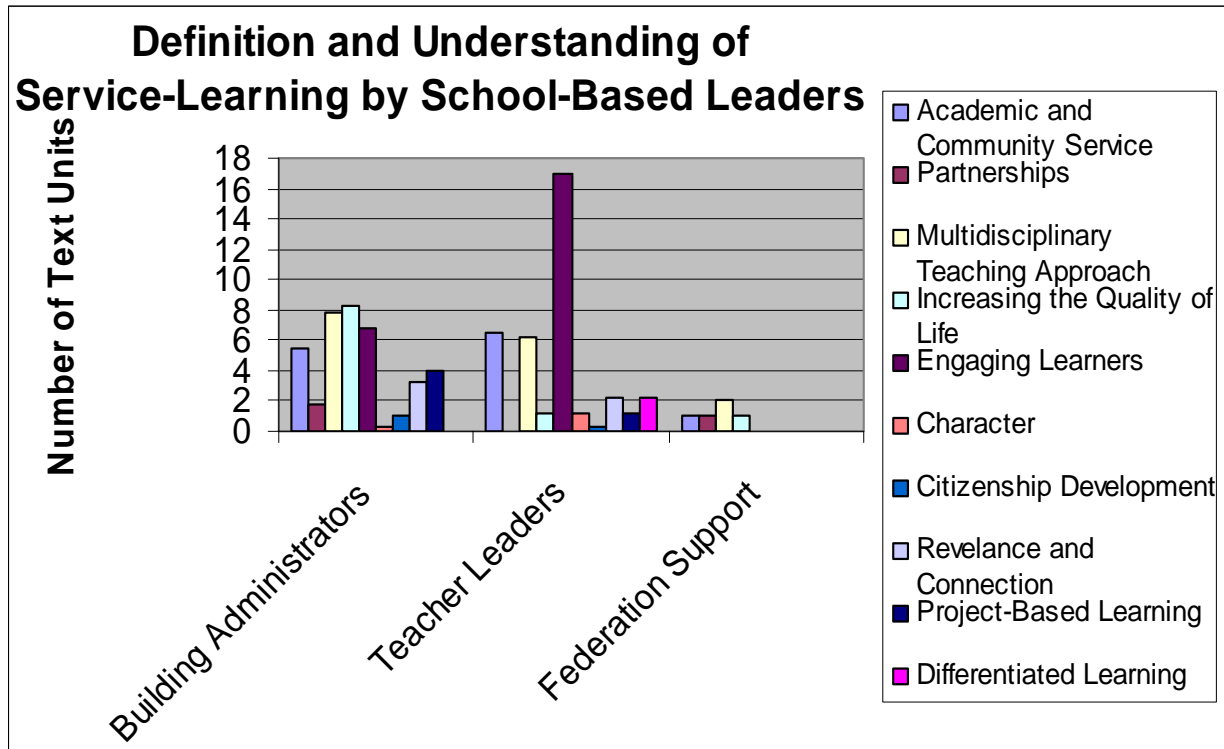
Figure 3-1 Definition And Understanding Of Service-Learning By School-Based Leaders

3.12.2 How study participants defined and understood service-learning in Philadelphia

Interview questions were presented to participants to review at least one week prior to the interview. No participant had any questions or comments regarding the questions they were to be asked, and all appeared pleased to talk about service-learning. One comment from a principal sparked interest in stating that he would cooperate and grant the interview in that he had received the introductory letter explaining this study from the central office.

Interview questions were crafted based on the Eleven Essential Elements of Service-Learning, the experience of this researcher as a secondary and middle level educator. The elements were crafted from the responses of the participants.

3.12.3 The Elements

In understanding the definition of service-learning, all elements were created and categorized in a chart form by the researcher and critical Nudist 4 reader. Based on the frequency of response and connection to service-learning, responses were coded by text units and charted. Elements that contributed to the definition and understanding of service-learning by school-based leaders were identified based on the number of times participants identified and spoke about these elements throughout the interview. The elements served to define service-learning and were articulated and understood to be salient to service-learning by study participants. The elements are represented by the number of text units on the table.

Academic and Community Service was defined and understood by participants as the "formal" definition of service-learning. Service-learning began as community service and evolved as academic learning and community service of equal weight where each enhanced the other for all participants. Sigmon (1996)

Service-learning was defined, understood, and voiced by some study leaders through partnerships which included active participation of environmental, health, professional development agencies and representatives from the community with schools in the school district.

A Multidisciplinary Teaching Approach served to enhance teaching and learning in schools where the same theme for study or element of service-learning might be studied in multiple

content and arts areas or integrated in the lesson linking cross-cutting competencies and academic standards.

Participants understood and defined service-learning to make a difference and <u>increase the quality of life</u> for learners by the activities, communication and interaction with community, reflection, and evidence of affective and cognitive growth.

Service-learning influenced learners to actively participate in their learning through activity, communication, and interaction with self and others. This experiential learning in service-learning inside and outside of the classroom was defined and understood by participants to focus and <u>engage learners.</u>

The emphasis on <u>character </u>education within the last years has been a response to cries of reform and funding for some values of positive behavior, citizenship, caring, civic awareness, respect, and responsibility. Study participants identified the need for service-learning and character education to be understood and defined as important elements together. Significant funding for service-learning came from character education grants.

Some study participants defined and understood exemplary service-learning as critical to <u>citizenship development</u> and preparation in serving to shape the learner in civic awareness and duty as a future responsible and contributing member of society. Such thought moved the early service-learning "pioneers" to task and action in defining and moving our society through issues through the years.

Learning should be <u>relevant and connected</u> to the "real world", per the constructivist perspective of several participants, and the movement in Philadelphia. Service-learning served to offer meaning and substance to learning in non-traditional settings.

The focus of service-learning practice in Philadelphia was based on <u>Project-Based Learning</u> <u>(PBL)</u> in that it integrated real-world skills and knowledge with best practice strategies for teaching and learning. PBL engaged the hearts, hands, and minds of students, encouraging the whole community of learners to bring their interest and passions into the learning process. (Learning, (2000)

Noting only a few comments, study participants mentioned service-learning as a learning tool for <u>differentiated learning</u> in that service-learning could be adapted to "fit" and support the learning no matter the learning style, multiple intelligence, performance level, or interest.

In Figure 3-1, building administrators include the principal and dean of students in the study schools. Teacher leaders include teachers in the study schools who were active in service-learning and/or agreed to coordinate the service-learning program for the school. These teacher leaders were confirmed as leaders in service-learning by the building administrator. The teacher leaders all taught service-learning to students in their classes.

Teacher leaders articulated, defined and understood service-learning to engage learners more than twice of any other element identified in this study. At each study school, teacher leaders shared their understanding of service-learning based on practical experience:

3.12.4 Girard West Middle School

It is kind of a marriage between traditional classroom work, in math where appropriate, writing, reading, public speaking and projects where you are doing a service for your school or doing a service for your community, and it goes beyond the traditional…instead of saying to the kids, there is something to do, the kids should be the ones developing the idea, getting in touch with the proper people, writing letters where appropriate, and the kids are doing the service and

also reflecting, and reporting back to the people who helped you and thanking the people who helped. It is definitely a process (Interview 2812, p. 3).

3.12.5 Schubert School

Service-learning is a way to involve kids in their learning more effectively than mere textbook learning. …I cannot spend a lot of time on a topic unless I feel I am really meeting, not just these broad things that are put in the state books, but the specifics of what it is students are supposed to be learning. I have always done my own little cast on how it works out . . . I will keep on doing these things because I would rather do these than just strictly read a textbook (Interview 2813, pp 3-8).

3.12.6 Jake Townsend Middle School

Well, just from what I say, I think I know that it does help the students get involved. It makes [students] want to learn better, and I actually see an increase in their understanding of topics when they are working on a project…they can use the community, they see benefits of it, they see other people and how they can help themselves in their own education instead of everything just from the book, and read it, and then take a test….that is not what education is (Interview 2808, p. 3).

3.12.7 Federation Support

The role of the Philadelphia Federation of Teachers and its staff was to support teachers in schools in following the contract and policy established between the school district and teacher federation (Interview 2816). In that service-learning served as an initiative in the entire School District of Philadelphia, representation of the Philadelphia Federation of Teachers served as a role group in this study.

Conversely, the Federation support of teachers did not define or understand service-learning to engage learners, as indicated by no marked text unit. Why this was, hopefully, will not be perceived that service-learning did not engage students, but Federation representatives most often interact solely with staff who seek Federation support and thereby, form opinions from staff. Federation representatives "rarely interact with students, parents, or the community, "per the response of study participant Circe, Interview 2816, and at times, may have based perceptions on a limited number of variables.

The formal definition of service-learning, with academic and community service, was identified next in order by text units. Teacher leaders must know or feel they know what service-learning is based on the operating definition as teachers are the first line in teaching students and communicate information to students directly. Building administrators should know the definition, concept, and practice of service-learning in their buildings, but as Figure 3.1 may indicate, may defer to teacher leaders for practical application and observable teaching, where teachers may know more about the formal definition based on professional development, day-to-day lesson planning, and teaching.

Service-learning as a multidisciplinary teaching approach, was defined and understood as the third highly discussed element by teacher leaders. All teacher leaders mentioned the need and benefit to student learning for service-learning to encompass all content areas. However, all teacher leaders cited the challenge and difficulty in practice, when all persons were not working together where students would not benefit from the experience. The structure of the middle school schedule at Townsend afforded multidisciplinary teaching among the core academic teachers in the particular small learning community (SLC), however, not all grade eight students could benefit from service-learning instruction as a result of the loaded teaching schedule of the

teacher leader. Schubert participants discussed ease in teaching service-learning in a self-contained classroom, a practice in the lower grades, but voiced the need for full cooperation from staff and administration in scheduling and teaching a quality program in grades six through eight. In the middle grades, content may become more departmentalized and its learning success may become more dependent on cooperative teachers and teaching teams.

Service-learning voiced by the Teacher Federation in Figure 3-1, appeared to be more understood in terms of multidisciplinary teaching:

> It was supposed to be a project for the student across multidisciplinary areas. I should say not only did it involve research, but there should have been some involvement of the student in some kind of activity where all the learning did not take place in the classroom but took place outside in the community. . . . It takes in your writing skills, your English, it involves your social studies or your science. It is learning across the curriculum. That is my understanding (Interview 2816, pp. 3-4).

The formal definition of service-learning serving academic and community aspects with partnerships was viewed in some but in little conversation by the Teacher Federation.

Relevance and connection with real life experience in service-learning totaled as much as the benefits teacher leaders saw service-learning for differentiated learning, both to a small extent in conversation.

From a different perspective, building administrators found the benefit of service-learning to increase the quality of life in their discussion and as the element most discussed during the interview. Girard principal, Remba stated that,

> …You can show people that what they are doing is really meaningful, particularly when they are resistant to learning in education because they do not see any real sense in learning anything…because they are not going to be able to use it to propel themselves into a better life. Then and only then will they embrace what you are tying to teach. Service-learning answers that. Service-learning not only enhances skills and techniques in tools for education's purpose, but also brings about relevant meaningful change in their (learner's) own lives and the lives of the people that are around (Interview 2819, p. 3).

Middle school building administrators see a larger picture of teaching in a school to include the lessons over a three-year period. The effect of service-learning as a process and foreseeable outcome in the future, especially as a promotion and graduation requirement including teachers, the community, parents, and the skills needed in the process, may have influenced conversation from building administrators to conclude that service-learning may increase and have the potential to increase the quality of life.

Service-learning as a multidisciplinary teaching approach where various content and arts classes could be integrated was identified as a close second element in defining and understanding service-learning for building administrators. Principal Gufman understood service-learning at his school in a multidisciplinary strand in the following way:

> So, we were all sitting around. I was still relatively new as the principal here and saying, "Gee, why don't we capitalize on this, it's an untapped area, and that is where we started to get into comparing, or wanting to integrate curriculum and do cross curricular issues, which, I was always invested in. The whole multidisciplinary approach, and taking it one step further to provide service-learning opportunities for children and those that would receive the benefits of that; the public, the kid down the hall, the families, the community…was a natural step to take multidisciplinary planning and programming and activities and thematic units, by another name and extend at the same time, while actually a couple of years later the district saw fit to mandate multidisciplinary learning with service-learning components in its promotion guidelines back in 1996-1997. We were very well prepared to embrace the mandate and the guidelines, provide structure for us and gave us additional direction. We had already started to develop our own concept of multidisciplinary service-learning, planning and programming, and started professional development…(Interview 2805).

All building administrators confirmed the thought of teacher leaders that service-learning may be most effective in a multidisciplinary teaching approach. However, the point stressed by teacher leaders was that administrators have a part to play in the success of service-learning in multidisciplinary teaching based on the teaching schedule and the time needed to plan together and serve as a resource to other teachers.

The definition and understanding of service-learning by school district leaders was present in similar and different ways as illustrated in Figure 3-2.
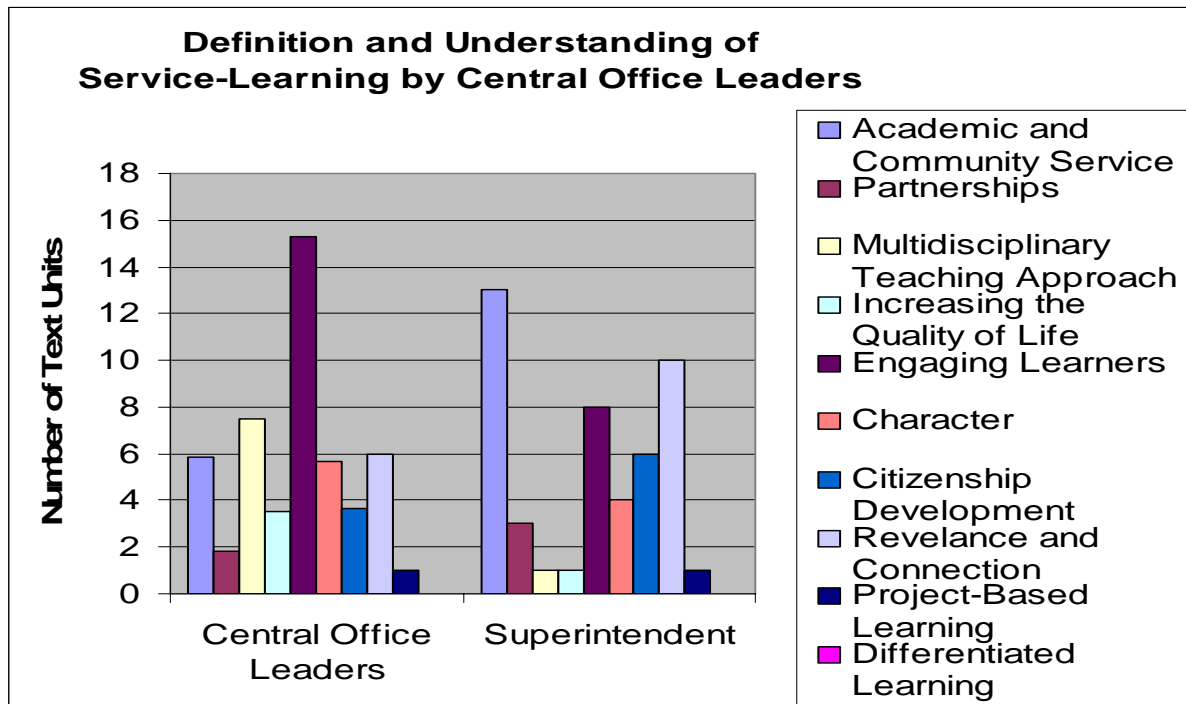
Definition and Understanding of Service-Learning by Central Office Leaders

- Academic and Community Service
- Partnerships
- Multidisciplinary Teaching Approach
- Increasing the Quality of Life
- Engaging Learners
- Character
- Citizenship Development
- Revelance and Connection
- Project-Based Learning
- Differentiated Learning

Figure 3-2 Definition and Understanding of Service-Learning by Central Office Leaders

Superintendent Henson set the tone in defining service-learning for the district as represented in the 13 text units throughout the interview. He stated:

> So all that also is in a sense a piece of what I did as the superintendent because I played a central role in defining for Philadelphia what service-learning was and what service learning was not…..I insisted that service-learning not be community service, but we would have a curriculum/service connection. But not all service-learning is like all other service-learning, not all definitions are the same…and it's the nature of the beast. You have to pay attention, in which we began to do (Interview 2822, pp. 2-5).

For Superintendent Henbar, elements of relevance and connection were identified second in what he desired the school district and school community to understand about service-learning, with the element of service-learning to engage learning as third.

In defining and understanding service-learning, conversations from district central office leaders who supported school-based leaders, included multiple text units around engaging

learning dominated every other element, a form paralleled by teacher leaders. Understanding service-learning in a multidisciplinary teaching approach included the second place, and recognizing service-learning as academic and community service marked third with service-learning defined for relevance and connection as forth place from school district leaders. Responses of central office leaders and teacher leaders were similar in that central office leaders supported teacher leaders most directly in service-learning with professional development and technical assistance. To that end, both role groups "shared" concerns, triumphs, and issues, and both groups grew in similar thought throughout the process together. Building administrators supported service-learning teacher leaders in their buildings, but not in the way central office leaders could support teachers with content and arts knowledge and training and technical assistance.

Another stakeholder role group composed of state liaison and community leaders defined and understood service-learning to tie to character education more notably than any other role group as illustrated in Figure 3-3.
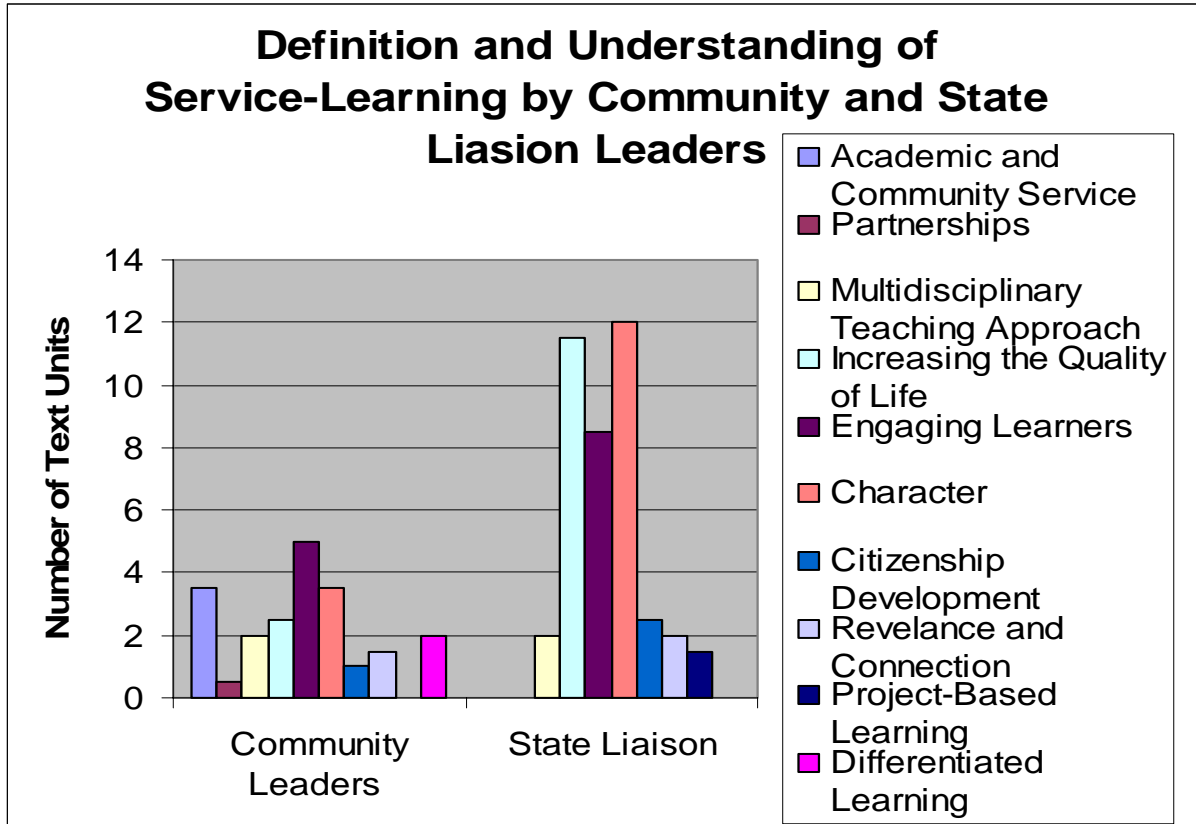
Figure 3-3 Definition and Understanding of Service-Learning by Community and State Liaison Leaders

State leaders identified the presence of character education in service-learning during much of the conversation perhaps because much of service-learning funding was supported by federal and state character education funding. One state liaison leader suggested the benefit of character education through service-learning in middle schools based on her experience in helping to get the practice started in Philadelphia during beginning days:

> … At that point, we were focusing on that which was good, because then it [service-learning] was focusing more on the self-esteem, the personal characteristics, and development that occurred through service. We talked about how it had to be in school. It had to be, you know, authentic community need (Interview 2817, p. 6).

> I think in terms of helping kids, you know, they have some positive feelings about themselves, and I just think its the time when kids are sort of finding their way. Some kids aren't very nice. I think there are some character issues in middle school that are tough, and service-learning can sort of help build those character

traits so that kids are a little bit nicer and a little bit more understanding of other kids with disabilities or with whatever. I think that's important (p. 21).

Service-learning was voiced strongly by state leaders to increase the quality of life as a dominant item more than the fourth element, citizenship development. State leader Helon understood service-learning through the following:

So, I had to give a speech (on service-learning) in Scranton . . . .When I finished speaking, this woman jumped up and said, 'I just want you to know that service-learning saved my son's life.' She meant this sincerely, because her son was one of the kids on the fringe and just never had done well in school, and he got into service-learning and it just made everything clearer. I knew at that point that even though I did not understand it (service-learning) very well, I wanted to learn what it was all about….It is really what levels the playing field for kids, and it helps them to give back. Kids who are low income, kids who are homeless, it gives them dignity and shows them that they have got so much that they can give (Interview 2814, p. 3).

Community leaders defined and understood character in service-learning and service-learning through character as the second most discussed element. This time, again, character education funding served to support in part, service-learning in the community with a desire for leaders and their organizations to collaborate. Community leader, Drexell, recalled:

We formed what we called the service-learning collaborative….we had several meeting here and brought people together…and the people including Earth Force, Kids Around town, and Rappaport ….Together they started kids Around Town. Then a new group, Champions of Caring, which is the character ed grant and focused on lessons from the Holocaust. So all of these partners came together….and everyone learned just by talking to one another (Interview 2818, pp. 7-8).

Conversation supporting service-learning as engaging learners most frequently was revealed in Figure 3-3 by community leaders. With the community as the extended classroom, the benefit of service-learning was observed, perhaps, by the community as engaging to learners. Community leader Mundy reflected on the following:

… the idea was that the child who is not necessarily going to learn by sitting and listening in a classroom, that when you put him out in the community to do a

project, they can just flourish, and teachers saw that, especially teachers in low income areas where the kids didn't have a lot of quiet time at home and they would just not flourish. This (service-learning) was a way to really open up learning to them to make it more meaningful, to make it more alive (Interview 2820, p. 3).

The definition of service-learning as defined by legislation and The School District of Philadelphia by the teacher guide, *Contexts for Connected Learning*, (2000), involved academic learning and community service. In Figure 3-3 the extent to which the definition of service-learning was mentioned, per the text units by state leaders, was far less than that of community leaders. The definition of service-learning appeared third in conversation of text units by community leaders.

Community leader, Drexell, recalled the beginning of service-learning in Philadelphia and the evolution from community service to academic tie- in to service-learning:

> …we would say to the students, 'You are in the eighth grade, What do you care about? What in the community, what in the world are you really passionate about, or upset about, or worried about? What would you like to change? This is what these three mothers came up with and it was related to community service. It did not have the 'l' in the learning prior to that point, but it evolved to a point where the mothers began to work in the high schools, and they saw there was a need to connect academics. This just is not a field of experience developing empathy and responsibility…but it is also a way to apply learning in service-learning….We really just need to connect more to the academic side of things. So that is the brief history (Interview 2818, p. 3).

3.12.8 Findings of Research Question #1

Just as the Six Blind Men found the elephant to be fascinating in forming their interpretations and conclusions, service-learning has been defined and understood in a plethora of ways by a variety of participants of role groups in the School District of Philadelphia. Moreover, the elements of engaging learners, the formal definition of academic and community service, and the multidisciplinary teaching approach appeared as the top three elements of conversation. These elements were understood and used in practice by school-based and central office leaders

primarily as a function of their roles of service and support to children. Superintendent Henbar's vision and emphasis to the Philadelphia learning community was in knowing the definition and concept of service-learning as academic learning <u>and</u> community service. Such learning influenced relevance and connection where Henbar saw the need for students to think about and solve real world problems in a democracy, and develop skills necessary to equip themselves for college and career in a diverse society. This aligned with the vision of the School-to-Career initiative through the Office of Education for Employment in Philadelphia, Pennsylvania and United States Department of Labor.

Community leaders also defined and understood service-learning to primarily engage learners. Their understanding of "formal" service-learning with academic learning and community service appeared high, and through participation and leadership, "community" became a more welcoming learning resource to teachers, building administrators, and central office leaders in helping to deliver instruction to students in a different way.

Character education in service-learning was a definition and understanding of community leaders as the text units indicated, and a similar thought of state liaison leaders who funded the large scale district initiative through character education grants. It was in this thought that service-learning served to reach the middle school learner in adolescent development and thereby, addressed the cognitive and affective domains with a rhetoric question, "What matters to you in life, how do you involve yourself constructively, what learning do you gain, and how can the learning be used to contribute to improve society?

As the elephant stood to amaze the Six Blind Men, so did service-learning, in serving to define and understand this teaching methodology and reform by various role groups in order to make a difference in the lives of the many children of The School District of Philadelphia.

3.13.   Research Question #2

How did service-learning leaders understand the district vision, and how was the vision shared?

In Visionary Leadership, Nanus (1992) identified vision as the key to leadership:

> ….there is no mystery about this. Effective leaders have an agenda; they are totally results oriented. They adopt challenging new visions of what is both possible and desirable, communicate their visions, and persuade others to become so committed to these new directions that they are eager to lend their resources and energies to make them happen… Leaders are pioneers… Quite simply, a vision is a realistic, credible, attractive future for your organization (pp. 4, 8).

Question number four in the interview protocol spoke to the leadership and vision of service-learning practice in Philadelphia:

 What do you know/remember about the vision for service-learning in the Philadelphia School District past or present? a) Who set the initial tone/idea for service-learning in the district?; b) talk about how the vision was communicated; c) what is your understanding of the vision for service-learning now after five years?; d) how has it changed?; and e) Why has this shift occurred?

Responses to these queries varied. As a twist of difference in looking at responses from a new perspective, this researcher opted to group responses to a vision framework. Philadelphia leaders interviewed did not respond to questions based on any model the researcher presented, but answered questions based on their recall of everyday experience with service-learning.

Conrad and Martinez (1998) assert that a shared visionary process is critical to building support for service-learning within a school. To address research question number two, the framework of shared vision, by Conrad and Martinez was selected where four areas of focus serve to build shared vision for schools and communities around service-learning as indicated in Appendix E. The model was selected in that it reflected the reality of priorities in American

schools today, given areas of accountability and the interest to develop the community as partners and contributors to the learning process.

3.13.1 The Model

Focus Areas: a) Student Outcomes, where the vision of the school focused on academic outcomes, personal , social, and citizenship development; b) school Improvement where the school vision included student outcomes and connected with other school improvement efforts which include teaching practices, professional development, decision making, and governance; c) School/Community Collaboration, which moves along a continuum where the vision encompasses student outcomes, school improvement priorities, and focuses on intentional partnership development between school and community. Goals of both school and community were integrated into the visioning process for those partners; and d) Comprehensive School/ Community Renewal, the final focus along the continuum, integrated Student Outcomes, School and Community Improvement where the school's vision supported the total culture of the community together as one, and the school is viewed by all as the resource for renewal.   Each focus area was specific with examples of outcomes, and the responses addressed vision in interview protocol question four, question eight regarding leadership and decision making, and Question 14, in the use of professional development as school improvement in service-learning. These questions and responses from Philadelphia leaders regarding their perception of the district vision for service-learning were synthesized to the Conrad model as reflected in Figure 3-4.

Interview Questions 4, 8, and 14 were coded for vision, leadership, and/or professional development for each interview, created to match the response to the example outcome in the Conrad model, and formed in a matrix in NUD*IST as displayed in Figure 3-4.
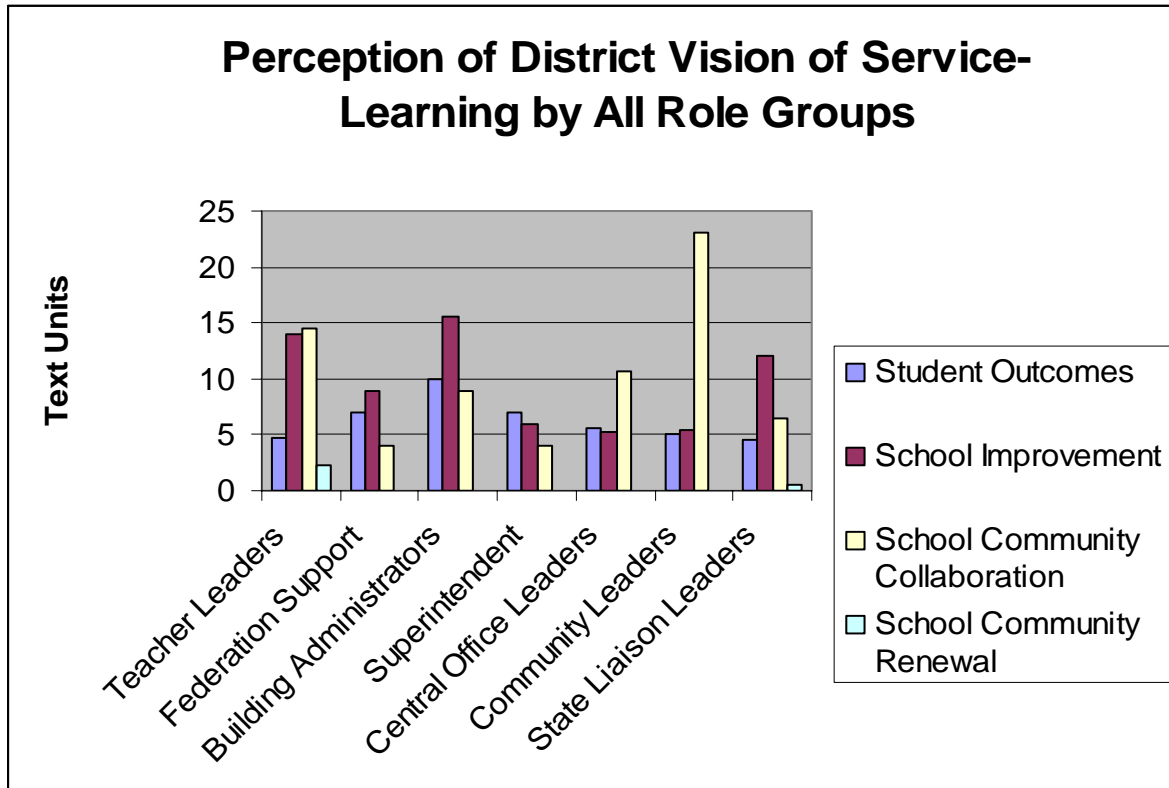
Figure 3-4 Perception Of District Vision Of Service Learning By All Role Groups

3.13.2 How did the perception of vision by Philadelphia service-learning leaders fit the Conrad continuum?

The superintendent as the central leader in the School District of Philadelphia remained clear in articulating his vision of service-learning to all role groups in the learning community:

> But when we began to redesign the graduation requirement and promotion requirement, I insisted that service-learning be a part of that. I insisted that service-learning not be community service, but we would have a curriculum/service connection. I placed a great deal of emphasis on the idea of kids learning outside the classroom, contributing to the normal course of study. And I suppose the single most important aspect was that I simply wouldn't let it go away. And one of the perks one has as a superintendent is to get to define what the conversation is about. And so anytime that people wanted to talk about service-learning or forgot to talk about service-learning or did not understand service-learning, the superintendent was always in the position to ask, 'what about service-learning? . . . let's get back to that' . . . I mean I did with respect to service-learning what any superintendent does about things that he really cares about . . . It may make for something people talk about because they want to please the superintendent, but it was still something because we knew what people knew we were serious about (Interview 2822, pp. 2-3).

Such vision supported the Conrad model and impacted student outcomes with service-learning as a promotion and graduation requirement in Philadelphia. Superintendent Henbar spoke to question number four in the interview protocol. How was the vision communicated?

> Well, we did it through the process of establishing graduation and promotion requirements. It was done….lots of conversation in my Executive Committee, ten most senior people in the district…..lots of conversation about it in my cluster meetings with principals. I spent a lot of time doing that and then, of course, Kerry and 22 Post Secondary Readiness Coordinators (PSRC) talked about it (Interview 2821, p. 8).

The vision for service learning continued as communicated by Kerry Hinbickel, the Director of Service-Learning for the School District where he summed his job responsibility and perceived success in addressing that responsibility across all elements on the continuum in the Conrad model:

> I began on January 28, 1998, and I terminated my employment on January 31, 2003, so I was with the school district for five years and a few days and my job was to be the system builder; the coordinator of the system of service-learning and the school district. I use the word system very intentionally. For us, it was not a program, but rather a very coherent system in structure that would make service-learning a priority and a promotion and graduation requirement for all students across the district in all of its 264 schools. I believe that we have. So, by system, I mean the training of teachers, the recruiting of community partners, the articulation of a service-learning policy and its rational, the raising of funds, the working with the media, and working with an advisory committee. So, that was my primary function, how to build the structures to make service-learning systemic (Interview 2820, p. 1).

In a nutshell, Hinbickel summed the vision of Superintendent Henbar, the Student Outcome element of Conrad, and the purpose of school where service-learning supported:

> Our superintendent, Donald Henbar, . . . has always believed the purpose of school is threefold: 1) to prepare kids for college and lifelong learning; 2) to prepare kids for the workforce and career; and 3) to participate in the public sphere and the democracy and citizenship (Interview 2820, p. 3).

Central Office Leaders, vested with the charge and challenge of Superintendent Henbar's vision for service-learning, responded to his vision in three of the four areas in the Conrad

continuum where conversation in text units in Chart 10 appeared primary in School Community Collaboration. Several of the central office respondents served as former Post Secondary Readiness Coordinators (PSRC), where their job was to support the schools in service-learning by facilitating staff development and developing resources and collaboration between and among the community. As indicated in the text units, the focus on community collaboration appeared greater for central office leaders.

3.13.3 Understanding the vision for service-learning in the three study schools

The purpose and function of all role groups represented in Figure 3-5 was to support students, parents, and staff in service-learning within the 256 schools. Using the Conrad model of building a shared vision in service-learning, Figure 3-5 was created to understand the district vision in the three study schools. It is most important for all stakeholders, especially students, that the conversations from the schools be fashioned in the idea to build a shared vision.
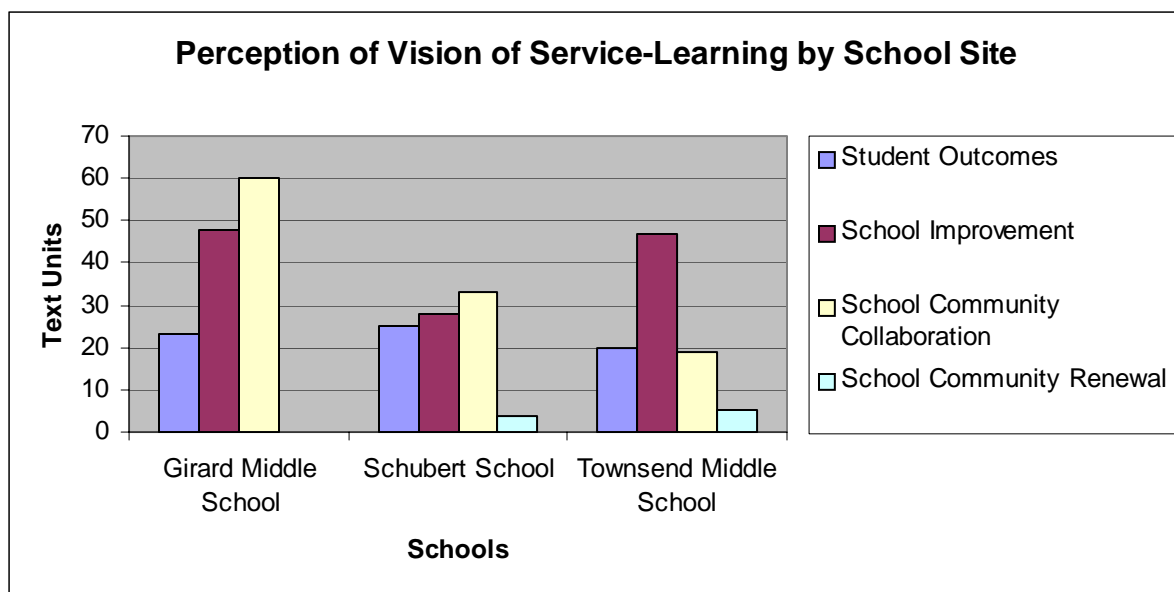
Figure 3-5 Perception of Vision of Service-Learning by School Site

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3.13.4 Girard Middle School

Teacher leaders and building administrators at Girard Middle School discussed three of the four elements that occurred in their program in building a shared vision for service-learning according to the Conrad model. School Community Collaboration in service-learning was mentioned most in the text units, and was an active area in the school through the Home and School Association with the Girard Board of Advisors where community members served and supported the school, in general. This highly discussed element was expressed as most needed to develop in service-learning and set as a future goal by a service-learning teacher leader coordinator.

"Q6. Were there ever times when you and community members met together for service-learning?"

> No. That is where I can see, hopefully, that the service-learning team at Girard…a level that we will get to in the next couple of years, where we are really reaching on a regular basis to the community. . . One activity we did earlier this year did involve some community outreach, but it was just on a very small level. Everything we have done so far, has been in school (Interview 2812, p. 6).

The areas of professional development, teaching practices, and governance have been identified by Conrad in the focus of School Improvement, and Need In Deed, a community–based organization that provided financial, technical support, and professional development to Girard as a service-learning demonstration school. The focus on Student Outcomes including academic, social, and civic outcomes by Conrad, and in practice at Girard, was included in the Instructional Program section highlighted in the Girard West School Improvement Plan:

> The Pennsylvania Department of Education (PDE) has also provided a $5,000 grant to promote the student service-learning projects within our school. The PDE grant will therefore, support our Nations United SLC which celebrates our diverse multicultural population though ethnic mapping, photo essays, interviews, murals and our Community Hall of Fame. In addition, we have received one of three citywide grants from the Need in Deed Organization. This grant engages our

students in service-learning and work-based projects, where our students will learn….across all curricular areas while promoting multicultural appreciation and improving their communication skills . . . The principal and the leadership team plan all activities to address the teaching and learning needs of students and staff (Girard West Middle School Improvement Plan (2002-03, p. 2).

Teacher leader Farr completed a service-learning letter writing project with her students and the American armed service men and women in Iraq, where her emphasis was on the entire class benefiting from the experience as a process involving the school, legislators, and families. While she believed that she wanted to do more with the community, her efforts in supporting the greater school community gave students in that class an opportunity to engage and reflect on in citizenship development, civic awareness, and to strengthen skills in writing. Inherent in all learning tasks at Girard, was the need to develop proficiency in basic skills where more than 60% of grade eight students performed at the below basic levels on the PSSA Math assessments and 46% proficiency on the Reading assessment.

3.13.5 Vision at Girard

There was no conversation or text unit recorded regarding the last element on the continuum, the Comprehensive School Community Renewal model for Girard. However, with Girard in its infancy term of three years operating as a new year round middle school, perhaps holding a shared vision in service-learning may bode well in realizing this final "ultimate" element as a growing item for the future. The shared vision for service-learning at Girard appeared to be consistent with what leaders reported and what they practiced.

3.13.6 Schubert School

Schubert School leaders were represented as responding to all of the elements on the continuum in the Conrad shared vision model. Like Girard, School Community Collaboration represented the most number of text units at Schubert, but less in conversation at Girard.

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Described in the Schubert School Improvement Plan was the involvement with community and elements of Conrad's School Improvement in academic outcomes, staff development, and instructional practices:

> Our school's adoption of Environmental Education has not only provided direct support to the multidisciplinary/service-learning project requirement, this focus will continue to increase our performance in science, as well. Through the expert support of our partners at the Schuylkill Center for Environmental Education, the Pennsylvania Game Commission, and the advanced training of our staff, we have ensured the successful completion of the required project for each individual student from grades 3 through 8 each year. We are maintaining our commitment to utilizing Environmental Education as a focus for project-based learning along with the hands-on science kits and staff development to meet the scope and sequence requirements for 3/04 (Shawmont School improvement Plan, 2002-03, p.1).

Per the School Improvement Plan, 30% of grade 5 Shawmont students performed Below Basic on the PSSA Math assessment, while 13% performed Below Basic in Reading. Grade eight students who performed Below Basic totaled 46% in Math, and 21% in Reading. Principal Gufman recalled a story that would fit the Conrad continuum and served to answer question six in the interview protocol during the interview: Were there ever times when you and community members met together and discussed service-learning?

> . . . It was the local food market over here at the Andora Shopping Mall, and we pursued a dialogue with the manager over there, and the outcome was discussing plastic bagging verses paper bagging. The kids did a whole piece on it, and then going to the community, going to the mall and disseminating, kids made information and facts about plastic bagging versus paper bagging, and some common sense tips, on how to make some critical, and what seemed to be minor judgments and decisions as everyday people to help the environment, or hurt it depending on whether we take the brown bag, or the plastic bag. And just with that very basic common everyday thing, one could do a part in keeping our environment clean by using recyclable versus stuff like plastics that are very difficult to biodegrade . . . with that they would offer people choices between plastic or paper….Partnering with groups like that, and plugging our kids into that, peeked our kids natural interest in things (Interview 2805, p. 10).

While no interviewee knew about Conrad's model of shared vision in service-learning, Schubert coordinator, Tracy Jenson, and veteran teacher of 33 years, ignited a flame in leading the way toward an integrated vision with action toward Comprehensive School/Community Renewal:

> I have a degree, K-12 certification to teach Environmental Education, and one of the things we were brainwashed into learning during all of the courses was that simply knowledge of it was not enough that you had to ideally end with some sort of effort to make a change. They did not call it service-learning. That's precisely what it is, so I always felt that whatever we did, coming from that background, your culmination ought to be a change in some way in the community, be it your school community, practices, or whatever. That is where I was coming from, that Environmental Education should end with a change or with an attempt to make a change (Interview 2813, p. 5).

3.13.7 Classroom Observation

As an observer and visitor to Jenson's classroom where her guest and resident media technician was helping students to complete the final steps for the technology display and oral presentation in the service-learning Digital Divide Youth Conference later in the week. One could only marvel at the work and learning around technology that took place in that classroom. Coordinator Jenson's leadership has afforded Schubert students much acclaim in learning for water quality testing, exploring issues of social justice and liberty ringing from the halls of the mayor in Philadelphia, to the city newspapers, to the video screen of other middle school youth in Fighting Hunger and Feeding Minds in South Africa. Service-learning at Schubert traveled Conrad's continuum of shared vision and holds much promise for more positive service-learning in other science and social studies classes as Jenson has voiced the desire to do, and facilitate with others, given more flexibility and time in her teaching schedule.

3.13.8 Townsend Middle School

There were mixed feelings regarding the vision and practice of service-learning at Townsend.

Renown for its efforts and practice of service-learning in state and national literature, Townsend

teacher leader coordinator and co-coordinators, Lakes and Dumas, have struggled with the

administrative leadership at Townsend in delivering to students what they felt would support

student achievement and character education. Per the School Improvement Plan, Townsend

students were under-performing more than 50% in the areas of reading, writing, and math as

reflected on the PSSA and Terra Nova assessments. Consequently, the focus of teaching and

learning and resources to that end, was placed on core academic areas. School Improvement

strategies of professional development, teaching practices, and school governance were

identified as the areas of greatest conversation by text units on the Conrad model. Townsend

service-learning teacher, Dumas, of 14 years recalled the vision for service-learning:

> . . . I do not know where it actually started, whether it was the service-learning
> alliance (PSLA), or whether it came from the district itself, but they bought on to
> it, and the idea was to have children achieve through community service. At first,
> I think it was just given out as an alternative, what you can do, it was not really
> pushed….I do not think there was a big drive for it, but when they saw that it did
> work, and that there were success stories, they started, they thought…ooh, maybe
> it can be done and then it began to become a requirement that the students now
> have to do the service-learning project in order to graduate from eighth grade, and
> I think in high school there is also one there, but even then, it was communicated
> more that people thought it was just community service, not service-learning
> (Interview 2808, p. 4).

Dumas supported service-learning in raising student achievement by her growing vision

and understanding of service-learning:

> It has, as I said, in the beginning it was more of a pull out, just a supplemental
> thing for the students. Where now, I see it more as a whole course of their
> curriculum this is what they should be doing, and they are doing it in every
> subject…they are working with it every day…..we always implement everything,
> a big part of the math part is on collecting statistical data, which is a big topic in
> eighth grade anyway, but instead, of just hearing about and doing math problems

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in class, well now they are out in the field collecting their data. So they take a topic, the get information, whether it is on extended day, bullying, and then we learn how to pull it together, how to organize it, analyze it, and then come up with a conclusion, what does it all mean? (Interview 2808, p. 3).

Dumas continued in conversation of School Improvement and identified professional development as a need rather than a recall:

For myself, it would just be more community involvement, how to communicate more with the people around. I would like a little more information on that, but for others, I think it is showing them how standards can be implemented, how they can get funding though grant writing, and showing them how the community can be a part of it (Interview 2808, p.10).

Coordinator Lakes remembered that Donald Henbar set the initial tone idea for service-learning in the School District of Philadelphia, and developed her vision based on what she learned from the district inservices, around the country as a presenter, and in her practice everyday at Townsend.

Q: "Who set the initial tone for service-learning in the district?"

Donald Henbar. I remember when it [service-learning] came out in 1998, maybe 1999. It did not enter into the mainstream teaching culture for several years . . . It did not become mandated until 2000 that everyone had to complete a service-learning project.

Q: "And the vision?"

Ok, the vision was communicated via training opportunities, to learn service-learning. The vision was created where Kerry Hinbickel would make his speech. It was not until actually one of the training sessions that the vision was communicated, what service-learning was all about….. it was a loosely based structure and part of the reason why is that people like Elbert who are full-time teachers are trying to teach and run a training center. In my opinion, you cannot learn service-learning in two days where someone gets up there and talks and presents. There has to be hands on. They have to actually design a problem based service-learning project from beginning to end….add standards, write lesson plans and know what it looked like… then the mandate came down that you had to do it, but the trainings were far and few and if you trained then they decided what would become of the funding…they did not give you the funding either (Interview 2815, p. 8).

As director of the student-driven service-learning center at Townsend, Lakes expressed concern for the viability of the service-learning center in that emphasis at Townsend was on strategies for student achievement during the day. The day was extended in order to continue support for students who needed extra support in basic skill attainment. This presented a conflict in time and priority, at least voiced by Lakes:

> I have a center. I have expanded this center. It is still more of an eighth grade thing. That is exactly how they see it because it goes back to [staff] not being trained effectively and so then if it fails, the failure would be of course to point the finger back well, you are the director of service-learning in school. This year, no staff development was done on service-learning. It was just hard to get people who want to with the extended day that started this year which made it even more difficult added with the big problem of behavior in the school (Interview 2815, p.14).

As the service-learning coordinator, Lakes continued to voice her need to have the administration support service-learning through professional development and planning at her school to make service-learning work for students and staff. In question eight of the interview protocol regarding service-learning leadership, Lakes did not feel the entire school was on board with service-learning by reporting that some teachers and students in grade eight did a required service-learning project, while other opted to do a research paper. Her top three concerns regarding change in decisions of the school leadership in service-learning included the need for staff development, school planning, and administrative support, all items of School Improvement in the Conrad model. Lakes summed her view of this seemingly missed vision in service-learning by her principal:

> A big golden opportunity was missed that would have allowed for staff development, student achievement that would have met all the objectives of the school district. I would change the lack of support (Interview 2815, p.15).

Lakes continued in stating the leadership qualities needed in service-learning and undoubtedly a hope for her vision if service-learning were to flourish in her student center at Townsend "A

good leader should create leaders, and be able to train and make teacher leaders out of everyone on the staff in service-learning. Everyone should be trained" (Interview 2815, p. 16).

Principal Catlee, a district employee of 25 years, and leader at Townsend for three years, recalled the vision of service-learning in the school district:

> This was the district's way of trying to develop this partnership with the community and the school. I do not remember the exact way the vision was communicated, I was an assistant principal at the time. It may have come down from the curriculum department that…bam…the children are required to do a service-learning project. I do not remember the big words, the big vision, or if there was one. You know sometimes school districts have a way of just plugging it in and in a year or two decide, oh yeah, since this is working let's give it a vision. I do not remember, and I believe it came in as softly as it is moving out softly (Interview 2803, p. 2).

Catlee walked into service-learning at Townsend as the principal and voiced that her understanding, experience, and exposure to service-learning were different at both schools in each of her roles. For Catlee, service-learning has been "vague" and her understanding became more clear at Townsend. Principal Catlee acknowledged diverse teaching of service-learning at Townsend, something coordinator Lakes wanted to unify through more professional development. The vision, practice, and expectations of service-learning at Townsend appeared to be more unclear for Catlee and Lakes based on Catlee's perception of practice. As the school leader, Catlee expressed the need to change the service-learning practice at Townsend for the next year through the Small Learning Community (SLC) coordinators as she felt all grade eight students did not have access to the center. Only one of the three sections of grade eight students had access to the center and those teachers decided to work away from the team and do what they wanted to do with students.

3.13.9 Classroom Observation

In the classroom, the service-learning center at Townsend was a busy place of learning for students who were present in Mrs. Lakes' room which served as the service-learning center. Approximately 30 computers were in the large room with a television sectioned as the technology center. Round tables and chairs were the choice of furniture for students in the main section of the room across from the blackboard. Along one side of the wall was a black curtain pulled to meet the tripod which indicated filming activity in the center. Student work was hung and displayed throughout the room which served to support that students were active in the community with water treatment throughout the year. While several students sat at the computer and typed, others worked at their tables, some in conversation, some silent, all focused on work. One student was sent from another classroom with a note requesting the student to use the computer to complete a project. The student was welcomed, sat, and began to work. The service-learning center was observed as a pleasant learning environment that day.

3.13.10 Summary of Vision at Townsend

The district vision and perception of service-learning practiced at Townsend moved through the stages of the Conrad model in theory from Student Outcomes through Comprehensive School Renewal in part by the two teacher leader co-coordinators and principal. However, much diversity regarding the practice of service-learning at Townsend existed where each grade eight teacher decided what she wanted. "...And what of the other teachers?" This created conflict, confusion in thought, and ultimately missed opportunities for grade eight students and students in other grades. Staff development and planning experiences were elements of need in School Improvement, per the Conrad model. These elements were voiced by both coordinators as a need to get the staff and principal on one accord. Catlee, however, recognized a new district

paradigm and vision shift where service-learning might be "leaving softly", and where the money, time, and effort in exploring an extended day experience was directed to another student need: basic skill proficiency (Interview 2803). The struggle in service-learning at Townsend existed in the district vision and actual practice which were incongruent in building a shared vision in school, per the Conrad and Martinez model.

3.13.11 Other Perceptions

In the interest of more curiosity regarding the district vision, this researcher and practitioner, explored the Nudist 4 sub node "*Other*" under the category "*Vision*". Other Perceptions of the District Vision by Role Group participants was explored and created to provide a broader scope and perception of shared vision outside of the Conrad and Martinez model, and capture the voice and perspective of Philadelphia practitioners.
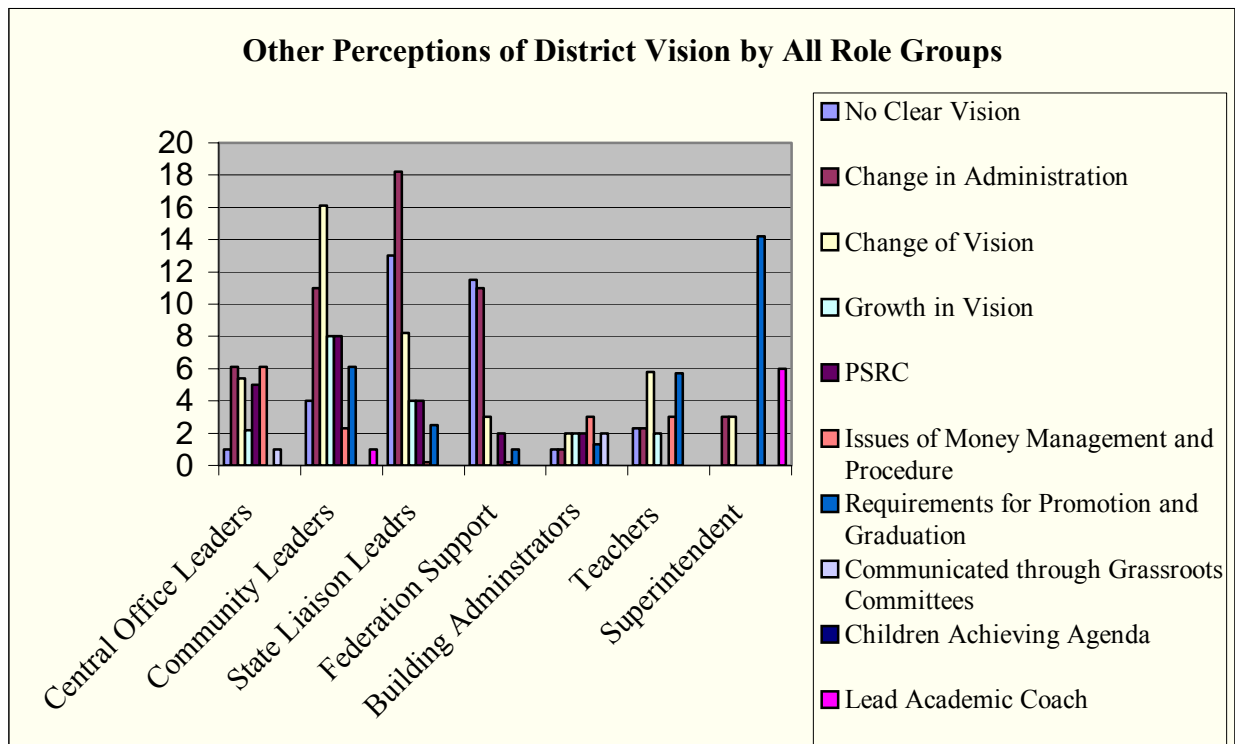
Figure 3-6 Other Perceptions of District Vision by All Role Groups

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Figure 3-6 was formed by interview responses in the following areas: 1) No Clear Vision, where the district vision of service-learning appeared unclear; 2) Change in Administration where this area included change in leadership from Superintendent Henbar, through interim superintendents to Chief Executive Officer Valenti. As a result of the change in administration, there became a; 3) Change in Vision; 4) Growth in Vision where some leaders participants responded that their vision of service-learning grew through the years of service-learning practice; 5) Post- Secondary Readiness Coordinator (PSRC) – these 22 persons served as service-learning leaders in the cluster areas of the School District who trained and linked teachers, students, parents, principals, central office and community leaders together to understand the requirements and practice of service-learning; 6) Issues of Money Management and Procedure arose in some conversations of study school teacher leaders who received service-learning grants; 7) Service-learning was an element and Requirement for Promotion in grades three, five, and eight, or Graduation from grade 12; 8) Some felt that the district vision was Communicated Through Grassroots Committees, where diverse working subgroups were formed from a service-learning advisory board; 9) Service-learning in the School District of Philadelphia was one element of the larger Children Achieving Agenda of Superintendent Henbar; and 10) A Lead Academic Coach was used in schools to assist in supporting academic instruction.

These elements, while greater and lesser in some areas and conversation among the role group participants in the study were formed to give the reader a greater picture of the vast scope of service-learning issues related to the vision, perception, and practice of service-learning in the School District of Philadelphia. The vision for service-learning in the Children Achieving Agenda was set by Superintendent Henbar and patterns of the vision emerged to an equal extent by the number of text units by central office leaders and teachers. To a lesser extent, the vision

was perceived by the community and even less by building administrators, and state leaders. Teacher leaders never mentioned the Children's Achieving Agenda. A question may arise, "Did everyone understand or know Superintendent Henbar's vision and the "big" picture of the Children Achieving Agenda?

As viewed by the element expressed in text units, not every role group articulated an understanding of the big picture. From the experience of this researcher, this was an anticipated outcome because of the complexity, but not standardization in this effort.

Service-learning as a requirement for promotion and graduation was discussed by every role group, and to the greatest extent in 14 text units of Superintendent Henbar alone. Central office leaders and teachers expressed service-learning as a requirement for promotion and graduation to nearly the same extent, while community, state, federation leaders, and building administrators mentioned the requirement to a lesser extent. Perhaps teachers who were most directly linked to student achievement and central office leaders who supported teachers directly shared vision in more similar says than other role groups.

Noted in the federation support was one text unit in the response regarding service-learning as a promotion requirement, in perception of district vision, a vast distinction from teachers they support who reported six text units. Building administrators commented on the requirements in reporting the district vision less than did community leaders. Perhaps building administrators saw change in the way or viewed competing priorities, which formed their responses.

State and federation leaders represented the most dominant views of Unclear Vision which totaled 25 text units. State leaders totally supported service-learning in financial and technical support, however, in early days, state leader Bench recalled the expectation of delivering service-learning as unclear:

It was always presented to us in these meetings sort of like, Henbar wants service-learning and we are supposed to make it happen. Not who, what, where, when, how or any directives. Well, what does he mean? It was sort of like the government, they say the thing, but they do not give you the implementation. So many meetings we were just struggling with, 'What does he mean? What do you think he wants? I do not know! What do you want? What do you think? (Interview 2817, p. 13).

Philadelphia Federation of Teachers staff leader, Circe, responded similarly to no clear vision not only in early days of service-learning, but throughout Superintendent Henbar's tenure:

Even when we talk about the PFT, we are talking about the support for children. Had Henbar gone into this model, then it would have been all together different. We would have sat down and we would have planned with them. Our leadership with his leadership…it would have been planned before it would have filtered down to the school level so that it would not have been a whole lot of questions and things that were coming up. You resolve that stuff so that you do not have all that hysteria and anxiety at the school level. But that is not what happened under the Henbar regime (Interview 2816, p. 5).

Also noted significantly in the discussion by every role group regarding the district vision for service-learning was the conversation around the change in administration and leadership. Each group remarked that the change in superintendent leadership served to change the vision of service-learning in the School District of Philadelphia. With a similar view much change in administration most assuredly comes a change of vision that was discussed by all role groups of the study.

Community leaders Mundy and Drexell responded to the change in vision with speculation in stating that the vision change to Mr. Valenti from Superintendent Henbar had much to do with the different initiatives and practices of Mr. Valenti from the Chicago Public Schools.

Mundy expressed the noticeable change the following way:

Well, I mean the Post-Secondary Readiness Coordinators are gone and there is the new role that is filling in for them. In the schools, there are people that were supposed to take on some role in small learning communities and helping to bridge the gap that was left by the teacher leaders? Maybe they are called teacher

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leaders, but it never seemed that we developed that. It did not seem like it was a strong connection (Interview 2820, p. 6).

Central office leaders voiced a change of vision in realizing several changes: service-learning no longer was mandated in the elementary school; there appeared to be a lack of funding to support work in service-learning; the educational objectives moved to improve the test scores; and there was a movement to hold more students in the system with less dropping out in grades nine through 12.

Interestingly, teachers and building administrators perceived a change of vision for service-learning in the school district to some extent. Rather, service-learning appeared to remain on the agenda in the schools in spite of the change in vision. School leaders continued to work within the vision change and adapt to the change. Principal Remba explained his situation and plan in an effort to accommodate a perceived vision change:

> People are waiting to see if it [service-learning] is working or is it not. This is something that is meaningful for kids and parents. Does it take too much of your time away from instruction, and we start with a few people and expand it very quickly? . . . Right now, we are going to move to academies next year which talks more about core curriculum, more rigor, standards-driven like you have never seen before, everything totally standards-driven including the service-learning (Interview 2810, pp. 6-7).

3.13.12 Summary of Research Question #2

While various definitions of service-learning affirmed its unique nature as expressed by the Six Blind Men and Philadelphia study participants throughout research question one, the vision for service-learning needed to focus as one shared vision of the school district in research question number two. The model of Conrad and Martinez expressed in Building Shared Vision for Schools and Communities around Service-Learning, was used as a common guide for the three study schools in day to day experience and not from any model. The elements in the Conrad model, Student Outcomes, School Improvement, School Community Collaboration, and

Comprehensive School Renewal served as familiar elements to school culture and were used in this study to connect service-learning practice with theory and framework.

As a new school, Girard Middle School respondents worked through the model and used its identity of cultural diversity to an advantage for service-learning. With Need In Deed, the community partner, supporter, and facilitator of the four elements in the Conrad model, the vision for service-learning became shared among the staff, principal, and community and in the eye of this practitioner and researcher, held promise for students by providing a positive experience. Recognizing the change in vision and implications for change, Girard leader, Remba, included a vision to capture both aspects that he considered important in learning.

Schubert School supported service-learning in a shared vision where the teacher leader and principal agreed on the value and benefits of service-learning based on growing experiences. Through the lessons and support of environmental education, per the goal of the School Improvement Plan and expertise of staff, School Community Collaboration was identified as a strength through conversations regarding the functions of Comprehensive School Renewal made and conceptualized toward changing a situation and making a difference. However, in the reality of service-learning and in its success, Schubert teacher leader, Jenson, responded in interviews and insisted on a more flexible teaching schedule in order to continue to meet the state requirement for continued funding. Also noted in conversations, was the desire of some teachers to learn and share more service-learning with other teachers and students more by way of professional development. This was an area identified as a need by the teacher leader, and an area praised by the principal who felt that the service-learning program at Schubert "was in its sustainability year" (Interview 2805). In these aspects, the vision for service-learning was

shared, and with greater understanding, support, and action from the principal, on its way to better and stronger practice.

The district vision for service-learning at Townsend was shared less in that the teachers articulated one view and the principal articulated another. As an academic middle school plus focus in a school with numerous low performing students and student behavior perceived as worsening, some anxiety regarding support for service-learning existed from the administrative leadership in Catlee's interview, who found a cue and paradigm shift in the change in vision from the superintendent. With School Improvement in the Conrad model of shared vision, the elements of planning, professional development, and character education voiced by co-coordinators as areas of need in order to understand and use the power of service-learning to support student achievement, Townsend staff members moved in individual directions serving student need as they saw fit, or not, through service-learning.

The "Other" perceptions of service-learning began with Superintendent Henbar who believed in the Children Achieving Agenda. Service-learning served to move academic learning into the community where students could develop as responsible citizens. The promotion and graduation requirements to include service-learning was clear, focused, consistent, and served as a shared vision among the multitude of stakeholders in the School District of Philadelphia. However, every role group outside of the superintendent claimed no clear vision in service-learning to some extent, and every group including the superintendent noted a change of vision and likelihood of impact on student outcomes in service-learning which perhaps was not a strong factor for sustainability throughout the School District.

3.14. Research Question #3

How did cross-role leadership facilitate service-learning for sustainability in the School District of Philadelphia?

Leadership is the key to any educational innovation in moving the organization forward. The reader is reminded that service-learning served as an educational innovation and reform in the School District of Philadelphia from 1997-2001. As a practitioner and researcher looking from the outside to the inside in order to gain knowledge of the leadership required to implement service-learning as a large-scale innovation in a large urban district, the areas of cross-role, transformational, and catalytic leadership were reviewed.

Interview protocol questions five and six served to form discussion in the named aspects of leadership: Was there ever a time that you and other service-learning leaders and community members met together and discussed service-learning? Question nine asked the leader respondent for an opinion of service-learning leadership: What do you think the qualities should be for leadership in service-learning?

In order to answer this research question using NUD*IST, nodes were created to answer the interview protocol and then processed under "kinds" of service-learning leadership: Cross role, transformational, and catalytic leadership; collaboration with meetings; collaboration with partnerships; meeting frequency; and agenda topics. Finally, nodes were created to recognize and understand perceived service-learning leadership qualities. Quotes from study participants were taken from these categories to support leadership in service-learning practice.

3.14.1 Cross Role Leadership

Fullan and Miles (1992) identified cross-role group leadership as an effective leadership tool in facilitating change. Cross-role leadership explained in Chapter II of the Literature Review in this work, included teachers, department heads, administrators, students, parents, and the

community, as stakeholders who came together, colliding at times, to discuss, problem-solve, and make decisions in an innovation. The emphasis on "cross-role" allowed diverse thought and perspectives in problem-solving and decision making.

To some extent, Superintendent Henbar facilitated cross-role leadership in service-learning through his service-learning director. From the Director of Service-Learning through community grass root support, cross-role groups assembled and became charged and challenged as leaders to deliver service-learning to students in Philadelphia. Throughout the interviews with study participants, no model or cues were given to interviewees to understand or answer according to cross-role group leadership, but central office leader responses were recorded and coded which supported evidence of cross-role group leadership in practice. Collaboration among cross-role groups appeared, and Table 3.6 illustrates activity in cross-role leadership of service-learning in Philadelphia.

The role of the Post-Secondary Readiness Coordinator (PSRC) leader was to bridge service-learning between and among central office and community, school, parents, and students. Perhaps the PSRC role in Philadelphia was the first obvious role outside of school leadership where central office leaders communicated with a vast network of resources outside of the School District, in the community, and with student groups to promote service-learning. The Family Resources Network in the School District of Philadelphia supported the school district in the large picture with support to students and families through community partnerships and non-instructional resources. To a significant extent, Post Secondary Readiness Coordinators facilitated cross-role leadership. Swanson (2000) defined the responsibilities of the PSRC in Philadelphia which included 1) assigning teachers and students in identifying service partners; 2) arranging and/or conducting the proper level of training for the identified partners; 3)assisting

teachers and students with project logistics (e.g. transportation, materials, equipment); 4) assisting with management of District-wide service-learning data base; and 5)assisting with cooperation and implementation of cluster-wide, multi-school service-learning projects. Overall, the Post Secondary Readiness Coordinators provided service-learning training and technical assistance to schools, in addition to their other duties.

Service-learning directors, Hinbickel, followed by Cico included cross role leadership in their audiences with corporate, community, faith-based, school-based, state, and grass root advisory members. The meetings that drew cross-role leaders varied in agenda from professional development and training, to policy setting and advisory.

In Appendix D the category "audience" lists those in attendance at meetings and gatherings to discuss service-learning. In many activities, a cross role and mix of service-learning leaders were represented. In some activities, service-learning leaders met in what this researcher termed "job-alike" sessions where same role leaders met. An asterisk (*) in Appendix D marks evidence of cross-role leadership in meetings.

Table 3-6 Response of Cross-Role Leadership

Respondent/School	Responses of Cross-Role Leadership
Ellerbe at Girard	…"We have a very supportive principal, and he allows us, you know, if you come in and show him something that he thinks is going to be effective with the students, he will support you, and so I guess it starts there…..In terms of change, I think the fact that [service-learning] is spreading, that we have more classes involved in it every year, I think that is an asset…..It would be better if we had more community members involved, and I think getting it out, and letting the community know about it, I think is something that needs to be our next step (Interview 2810, pp.11-12).
Remba at Girard	…"Myself…..key people on the leadership team and those teachers who are actively engaged in the program. I am not trying to micromanage these folks. We can certainly get in their way. They are on a mission, some of them… and you have to make sure they do not run off the road (Interview 2819 , p. 8).
Gufman at Schubert	…"Ultimately, I do…because I am the principal. However, I do not do that in isolation, you know. Participatory management, shared decision-making, it is just, besides, the right thing to do…it is just a method of leadership that I am very comfortable with. So, I make all the decisions with staff and a great level of staff input (Interview 2805, p. 11).
Jenson at Schubert	"Initially, not a question about it, the Philadelphia School District. When they

Respondent/School	Responses of Cross-Role Leadership
	came out with the mandate that it would be so, that pushed [service-learning]. Definitely, Mr. Gufman went beyond what had to be done and said, "No we are not just doing it in the fourth grade or eighth grade, you are all going to do it….So I would say, first and foremost, he has [followed] the district. Some teachers have jumped right in and made it a part of what they do. Other teachers have not and do not want to…" (Interview 2813, p. 7).
Catlee at Townsend	Individual teachers within each Small Learning Community decide what eighth grade [service-learning] project their SLC is going to do (Interview, p. 3).
Dumas at Townsend	"That's a hard one. It ultimately comes down to the principal, but she has been giving a hard time she does not totally buy into it. So she fights it along the way, so Kitty and I have sort of pushed it along a little more, trying to force feed it into her, but we make decision as far as what we want to do in our own classrooms, but as far as implementing it throughout the school, that would come from the administration (Interview, p. 6).
Lakes at Townsend	"When you say decision, whether or not they are going to have it? I would say on a limited scale, I do in the center. I do not think the other grade eight section even did a service-learning project (Interview 2815, p. 13).

From the perspective of researcher, the agenda items discussed and frequency of meetings were important to understand the breadth and depth of service-learning development. While meetings and gatherings are crucial to communication, effective implementation, what is discussed, and the frequency, clue the reader to understand more about the activity and decisions regarding service-learning made in the School District of Philadelphia. Post Secondary Readiness Coordinators facilitated professional development regularly which consisted of dialogue, reflection, sharing, hands-on activity, and learning more about the field of service-learning. With consistent meetings, cross-role sharing and training occurred in planned settings. Further examination of agenda items in cross-role gatherings revealed that the areas of activity included learning more about service-learning through the following: creating policy; content learning; developing strategies for service-learning programs to link schools and communities; hands on training; sharing with teaching peers and administrators to develop implement and sustain school-based service-learning programs; securing funding to sustain programs and problem-solving.

Teacher leader Lakes used an example of her participation in service-learning as sometimes a trainer and sometimes a learner. No agenda items were mentioned. Her perspective aroused curiosity in this researcher in that Lakes was recognized as a national leader in service-learning, and no where did she mention any participation in cross-role leadership within her school district:

> We met together all the time. I do not have my four years of calendars, but we had retreats. I do that more with the Pennsylvania Service Learning Alliance [PSLA] than I do at the school with the School District. Isn't that odd? And yet it is the School District's mandate that we meet . . . and yet, most of my service-learning meetings have been with people from across the state, not with the School District, per se….Last year, we did have meetings once a month (Interview 2815, p. 10).

State leader Bench commented on her participation as a service-learning facilitator and the growing pains she experienced during early days in trying to get outside groups to "cross" the inside:

> I mean one of the frustrations was that you know there are tons of organizations and agencies out there that are just dying to work with the students and it was very hard for them. I mean the schools did not embrace that. It was like, 'Here we are, we have things to offer you." And it was like you could not offer it to them, because nobody would listen to you. The Environmental one brought them together and teachers walked out the Environmental Service-Learning Conference and the other ones, when we brought these, going, 'Oh my God, I can't believe there are people out there wanting to help me.' I mean that was like their response. 'there are actually agencies that want to come in and do this and then do that.' They were so excited…Somehow we do not do a very good job to sort of bring those people who want to give services and support schools (Interview 2817, pp.17-18).

On the other hand, Circe mentioned her perspective of non-existent leadership that did not include her cross role group in order to problem-solve or make decisions in service-learning:

> That regime [Henbar] became one in which it was, 'We are doing this, and that is it!' So there was very little communication at all…..it needed to be a partnership, because we are all here to serve kids. So it has to be a partnership. So, perhaps if this had been conveyed first to PFT leadership, had it been shared with us, and then we would maybe have talked about how it was going to filter down into the

schools and get people involved in it to understand it….then, there may have been
a difference (Interview 2816, p. 4).

Circe's perspective spoke to the lack of inclusive leadership which, as she viewed, did not

help to make service-learning an effective learning outcome in Philadelphia.

Recognizing that no interviewee was aware of cross-role leadership, this researcher found it

curious and considered how the concept might appear from the perspective of school-based

leaders.   The thought was that if an educational innovation were to exist, then the school would

be the place to practice for its sustainability.   To that end, responses were charted by school and

school leaders in support of cross-role leadership represented to promote decision making and

problem-solving according to the harmony of Fullan and Miles (1992).   Responses were based

on interview protocol question eight, "Who made/make the decisions about service-learning in

your school?

3.14.2 Summary of Cross-Role Leadership

Girard staff members Ellerbe, Farr, and Remba appeared to participate in cross role leadership

for input with decisions and problem solving left in part to the party leading the project, who was

other than the principal.   Schubert leaders Gufman and Jenson differed in responses where

Gufman perceived his leadership style inclusive of staff input.   Jenson felt that decisions of

service-learning at Schubert were essentially formed and made by central office policy where she

spoke of varying levels of participation by teachers who taught service-learning.   Quotes from

Townsend leaders spoke of some conflict in decision making and problem solving where

teachers perceived Principal Catlee as uncooperative.   However, Catlee perceived herself as

involving the small learning community teachers in service-learning and decision making.

While no response is clearly and directly a "cross-role" answer, Fullan and Miles (1992), advise that change goes best when carried out in cross-roles where buy-in and teacher commitment are maximized.

3.15.   Reflections on Types of Leadership in Service-Learning in Philadelphia

3.15.1 Authoritarian Leadership

It is a view of some educators that some decisions, however, follow the model of Authoritarian Leadership.

Superintendent Henbar filled the mold of authoritarian leadership in that he required the entire school district of Philadelphia to oblige service-learning in grades K-12. As a mandate, there was no shared decision regarding the innovation for reform and its practice.   However, Superintendent Henbar empowered his service-learning to move the service-learning agenda with inclusive groups for decision making and problem solving through cross-role leadership.

Aquilera's Shared Leadership Self-Assessment Tool in Billig (1998), in Appendix C was selected by this researcher in an effort to review the leadership models and perceptions of leadership of the study school-based leaders. The traditional authoritarian leadership model, still a leadership style in some middle schools, may be practiced better in innovations outside of service-learning where instructional teams, community, and outside connections are factors imperative to successful implementation and ultimately, sustainability.   Aquilera illustrated Authoritarian Leadership as a top-down style of leadership where stakeholders have little or no input or ownership in decision making or problem-solving.   With the advantage of clear expectations and efficiency apparent in the Authoritarian Model, there is little room for "wishy-washiness" or "messiness" in the vision, or in decision making. Most things appear and fit toward practice directly as it is with little flexibility or interpretation. Study school principals did

not generally fit the authoritarian model in problem-solving and decision making involving service-learning based on their responses to include others in decisions and discussion of the school, however, more dialogue would need to continue to categorize a hard and fast "authoritarian."

3.15.2 Transformational Leadership

At the school level, the principal plays an important role in leading an innovation forward. However, in a collaborative process, the principal can affect change successfully. Such leadership, or transformational leadership, in Chapter II of this work through the eyes of Leithwood (1992) and Roberts (1985) in Billig (1998) was listed in the working definition of transformational leadership in a three fold focus: 1) to develop and maintain a collaborative, professional school culture; 2) to foster teacher development; and 3) to help teachers collaboratively solve problems. This approach to leadership in service-learning addresses more of the inner core of school, rather than engages the community or those "outside" of the school culture. Transformational leadership heightened its popularity in charting new areas of educational and instructional leadership during the nineties.

As discussed in Chapter II in this work, Aquilera in Billig (1998) challenged leaders to reflect on the Shared Leadership Self-Assessment Tool. Her vision for service-learning success includes collective leadership to enable buy-in of each stakeholder group, to progress ultimately, to program sustainability, something Service-Learning Director, Hinbickel, tried to facilitate as a leader. In the Aquilera model, transformational leadership focused on building a shared vision, a discussion in research question number two of this work; improving communication, developing collaborative decision making processes, professional culture, and relationship building.

In Philadelphia, Post Secondary Readiness Coordinators worked with school teachers and school administrative leaders in transformational leadership extensively in professional development, a hallmark of the service-learning model in the School District of Philadelphia. All former PSRC leaders reported facilitating training in all items listed in Table 3-7 which supported Leithwood (1992) and the idea of service-learning.

Table 3-7 Service Learning

Information Gathering	Received in Literature – *School to Career Manual*
Professional Development/ Training	1. Create Policy 　　a. Developed Handbook 2. Content Learning 3. Methodology 4. How to Implement Service-Learning pertaining to: 　　a. Graduation Requirements 　　b. Connecting with Community/School Partners 　　c. Funding 　　d. Sustaining service-learning in schools 5. Idea Sharing/Dialogue/Reflection with Cross-Role Groups 6. Levels of Training from Beginning through　Advanced

Former Post-Secondary Readiness Coordinator Ferngold understood her role in promoting service-learning to stakeholders in the school district through an aspect of transformational leadership by way of professional development:

> I was a PSRC in a cluster and was charged with making sure that every principal and teacher and every student in that cluster knew and understood what multidisciplinary and service-learning projects were from the ground up. It was the very beginning. We had intensive professional development and then we went out and presented at principal meetings and got community partners and you know, we were the leaders, we were the pioneers in really getting service-learning going in Philadelphia (Interview 2811, p. 1).

As a technical trainer in service-learning, Bench used an example from her experience to highlight transformational leadership and her efforts as a leader to reach principals:

> Every year the principals have to do something called a School Improvement Plan. I would say, 'Okay, you have to do that every year. What are the problems with doing that?' Well, you know, you have the same problem every year and

you can't figure out a new…and you have to supposedly say a new approach. It's like, 'Well, hey, our service-learning could help you. Once I would give them something like, 'Oh, okay, I could write about that in my School Improvement Plan?' Now they sort of got to see that it met their need. You know, sort of my approach always with training is, learning can meet that.' You have to get people where their need is, or they are having a huge issue with violence in their school. "Oh, service-learning, maybe that is a way we can help you with that'…or they can get parents involved…. But you have to reach them where their need is to just, give them one more thing because it's like everything else… a new reading program or new math program. It is just one more thing that they have to do rather than say it's one thing that can help you do what you have to do (Interview 2817, pp. 19-20).

Transformational leadership is supported in service-learning by Aquilera.

3.15.3 Catalytic Leadership

The Aquilera Self-Assessment Tool and Model was selected by this researcher and practitioner primarily because it included leadership as multifaceted from straight-line authoritarian leadership to inclusive in thought and practice where anyone could develop and become a leader in catalytic leadership. Catalytic leadership focuses on building student-centered coalitions of leadership where leadership roles are shared among stakeholders. Careful examination of catalytic leadership may border on Fullan and Miles' concept of cross-role leadership, but the focus on student-centered "coalition" suggested a stronger advocacy toward an educational goal, which in this case, was service-learning. In Philadelphia, the Aquilera Model of catalytic leadership paralleled the inclusion of student voices and coalitions that supported civic and character issues, and quite directly tied to graduation and promotion requirements. In an active sense, at least from the perspective of this researcher, catalytic leadership was tied directly to graduation and promotion requirements. Service-learning then served as a focused "catalyst" for engaging students in leadership and facilitating active learning, all in one. Such experiences may have had more impact on growth and development than other leadership groups such as the student council, leadership clubs and societies. While no

interviews from students occurred in this study, state liaison Bench facilitated a host of student service-learning gatherings and trainings, primarily in the high schools across the state of Pennsylvania, and in several middle schools in Philadelphia. From this activity grew Service-Learning Student Driven Centers facilitated by teachers, but led by students. State liaison Bench summed the practice in Philadelphia what Aquilera's model might represent in catalytic leadership:

> Well, we have always had these youth leadership programs like, Build the House of Service. So definitely a lot with grants…..I mean, the whole idea was that kids in my Youth Driven Service-Learning Centers would be trained in youth leadership and then go out and train other kids in youth leadership….I just worked a lot with Grable High School. Then Grable sort of started to do this, you know, once they learned *Build the House*, the idea was that they did it. So, they would go and do other youth training…. and there used to be a whole youth leadership thing years ago (Interview 2817, p.19).

The vision of student leadership in service-learning by Superintendent Henbar in Philadelphia prompted his recollection of commitment eight or nine years ago:

> And I thought service in schools was a great idea, and consistent with service-learning. And so, we ended up the last two summers I guess, when I was superintendent, putting about $900,000 in each summer…and I think it was over 25 schools together. And the norm [for the program] would have college kids trained to work with elementary school kids. But in Philadelphia, we did it differently…. you have one college kid working with two high school kids. The college kid we referred to as the senior service leader and the two high school kids we called junior service leaders . . . . And I used to always go to the training sessions….Those were probably where I spent the most time in the formal part of the district with students in service-learning (Interview 2821, p. 12).

Post Readiness Secondary Coordinators and Service-learning directors directed and facilitated student groups as represented in Appendix C from which catalytic leadership coalesced. As a direct observation of Aquilera's model of catalytic leadership from the perspective of this researcher, the 2002 Summer Youth Training Retreat in Seven Springs, PA, would bode well as an impressive example of student leadership and coalition of youth leadership where several high

school and one middle school service-learning student team and teacher leaders gathered for one week in August, 2002, to experience a myriad of leadership, teaching, and team building activities sponsored by the Pennsylvania Service-Learning Alliance. PSLA liaison Bench served as the trainer. Energetic school teams represented the School District of Philadelphia, rural Solanco, Lancaster County outside of Philadelphia, and suburban Quaker Valley School District, neighboring Pittsburgh. The only middle school team was from Philadelphia. Student leaders were in training and cooperatively participated in the many mind boggling, critical thinking, decision making, team sharing, and problem-solving exercises of everyday living in service-learning and examples of situations at their actual sites. The student leaders were to train other leaders at their schools when they returned. Service-learning program planning for the coming school year for summer retreat student participants resulted in team reflection, problem-solving, decision making and planning in categories of the selected service-learning project, funding, and outreach to ultimately bring an awareness of an issue or change in their schools and/or in their communities, all components of Aquilera's model in supporting a student-centered coalition. The teacher leaders served as the facilitators; the students crafted the plan.

Recognizing that anyone could work and grow to serve as a leader in the Aquilera model, further support from parents and community supporters who formed catalytic coalitions were discovered from the interviews of study participants and represented in Appendix D. Parents, the most powerful advocate for students, were included as voices in Town Meetings and in beginning support for service-learning. Demonstrated in Table 3-6, and in her role as a Post Secondary Readiness Coordinator, Ferngold spoke of her need to educate parents first, who, in turn, grew to support and cheer service-learning:

> So I would always go to the PTA meetings. I would explain the same thing to the parents who were nervous that their kids might not graduate and that they always

thought it [service-learning] was something different that it was. So, it really relieved parents and they actually got excited about it once I explained what service-learning was (Interview 2811, p. 6).

Catalytic leadership had a place in the Philadelphia community in service-learning as evidenced by partnerships formed with schools and numerous students throughout the School District of Philadelphia. In fact, for many community organizations, service-learning served as the primary forum of entry into the School District of Philadelphia, a desire of many community organizations for many years. Perhaps the ultimate effort in cooperative community coalition for service-learning was seen with the organization, Need In Deed, where Girard Middle School served as its focused laboratory demonstration school. The community at large in Philadelphia served as a catalyst in leadership for student learning throughout the Children Achieving Initiative as represented in the participation and contribution to the service-learning efforts. For Superintendent Henbar, service-learning served as a catalyst to open schools to the community for greater and varied learning in Philadelphia.

Out of curiosity to understand interview protocol question nine regarding the leadership qualities for effective service-learning and sustainability in schools, from the perspective of Philadelphia practitioners, this researcher found that the responses of study participants were succinct and predictable. So what were the leadership qualities needed to create a positive and nurturing environment for service-learning expressed by service-learning leaders in the School District of Philadelphia? For service-learning to thrive for sustainability in the eyes of Philadelphia leaders, the leader must possess skills and practices as flexible, receptive to new ideas, open for change, and risk taking, and foster a desire and confidence to take students out of the classroom and into the community. These leadership qualities are qualities demanded for success in any work place.

3.15.6 Summary of Research Question Number Three

Educational innovations come and innovations go. Leadership is the key to any innovation, and for the most part, effective leadership serves as the bridge to sustainability, or the continuous practice of an innovation.   From 1997-2001, service-learning was implemented as a large-scale innovation and reform in the School District of Philadelphia in an effort to offer new perspectives and reform in teaching and learning, by addressing real-world issues. The larger goals were student citizenship and leadership. These real world issues would serve to connect academic learning with the hundreds of Philadelphia students in order to meet the skills and demands needed in the work place and the development as responsible and contributing citizens.

Philadelphia educational leaders, like the Six Blind Men introduced in research question one, bravely felt their way through service-learning, a new field, in believing and working with various definitions of vision in order to make a positive difference in the lives of its many urban children. For the chief educational leader in Philadelphia, Superintendent Henbar, service-learning was to create a new opportunity for the learning community comprised of students, parents, teachers, the Philadelphia Federation of Teachers, central office leaders, community, and state liaison leaders to understand academic <u>and</u> community service, engage learners and learning in and out of the classroom, and explore the richness of teaching service-learning in multiple subject areas. Service-learning as a student promotion and graduation requirement was evidence of its focus, vision, and importance in urban Philadelphia. All perceptions of the district vision were explored by role groups, with much variance, multiple perspectives, clarity and not, and recognition of change. Such is the "elephant" of leadership, and was for Philadelphia educators.

A model of shared vision was presented by Conrad and Martinez in Billig (1998) to understand the district vision and how it was shared. Responses from Girard, Schubert, and Townsend school leaders in the three study schools pointed to the fact that leadership, can be an "elephant" and building a culture of shared vision and leadership is complex, at best. The elements along the continuum model of Student Outcomes, School Improvement, School Community Collaboration, and Comprehensive School Renewal Each school was discussed with the conclusion that each school leader's progress toward building a shared vision for service-learning was present in varying degrees. The ultimate success toward progress appeared to be the perception of the focus from the top leadership. In a school district the size of Philadelphia, a clear focus in leadership and learning outcomes had to be a must for successful change. A question arose from this researcher, "Did everyone understand the vision and need to build a shared vision?" The vision for service-learning in Philadelphia was difficult to understand, given the size of the school district, and the scope of service-learning, a new field.

Cross role, transformational, catalytic, and authoritarian leadership discussed in research question three provided the reader an opportunity to explore the activity of service-learning throughout the district, meet the leaders, and understand the leadership of the Post-Secondary Readiness Coordinators and Pennsylvania Service-Learning Alliance liaisons, the real movers and shakers, in facilitating the work of service-learning in Philadelphia. Aquilera's Shared Leadership Self-Assessment Tool in Billig (1998) was used to review the leadership style of study school leaders, per interview responses. No brief response was a clear "yes" or "no" in the assessment, however, the seven school respondents tended not to fashion a style of practice totally to the authoritarian model of leadership, but saw value in conversation and practice to cross role, transformational, and catalytic leadership models with evidence of inclusive groups,

collaborative decision making and problem solving, and student-centered coalitions. Including the community in learning was a new venture and signature piece in service-learning leadership in Philadelphia. Moreover, in literature and practice, leadership remains the key to change and innovation.

3.16. Research Question #4

How did service-learning occur in the initiation and implementation stages in Philadelphia, and what were the perceived strengths and challenges?

The reader is reminded that service-learning in Philadelphia, a vision and former practice of Superintendent Henbar, was an educational reform effort. Such reform models the idea of innovation as discussed in Chapter II of this work by Seiber (1981) in Leming where adoption of an educational innovation and its implementation were found to be subject to community influence which became interrelated as a political, cultural, and technological structure of schools. The nature of service-learning was cradled in community, and the structure and success or failure of its implementation was in part, with the community. The Philadelphia vision for service-learning then, may have been born from the movement of community inclusion in academic learning beginning in the eighties with the hope and promise for educational reform from 1997-2001.

The essence of what a researcher would want to know in order to help formulate the "why" adopt this program or initiative addressed interview protocol question eleven: Please remember the early stages of service-learning implementation in the Philadelphia School District, and what do you recall during the initiation and implementation of service-learning? Interview questions 16 and 17 addressed curiosity in learning the perceived strengths and challenges of the initiation and implementation stages of service-learning through the voices of those who practiced in

Philadelphia. Such insight might influence the decision of a superintendent or curriculum director to "go, grow, or no" in adopting an innovation. The nodes in NUDI*ST 4 created from the responses to answer this research question were surprisingly many. The need to verify and validate responses and match them to the coding was great. The NUD*IST tutor and this researcher worked very closely together to capture the essence of each response within the category created. We respected the expertise and experience of each other in deciding the final category and coding of each text unit, and in most cases enjoyed exact opinions in deciding the category and coding. Many more nodes and categories could have been created to fit the divergent responses and were tempting to create, but the need to focus within the established categories established in the implementation was realized and respected.

Throughout the eighties and nineties, school districts across America rose to the charge and challenge of students participating actively in service to their schools and or to residential communities. Volunteerism became a dominant chord in America. Table 2-3 in Chapter II of this work reflected the progressive growth of student participation in community service and service-learning activities in grades K-12. School districts across America began to require community and service-learning as a promotion and graduation requirement, and programs began to develop. Such was the case in the School District of Philadelphia.

Philadelphia central office leader and study participant, Ronald Cico, offered his opinion regarding why the movement to community service and service-learning across America and in Philadelphia:

> I think it has a lot to do with school climate and all those kinds of things. I think because of the changes that we are hoping . . . going to see . . . that is going to be something that we are going to see…People are a little more conscious of the need for this[service-learning] type of thing. I think after two things . . . Columbine, people were realizing that something is not happening in schools that should be engaging children and the whole character education, you know, and

911 . . . that you know we really do need to depend on one another. I think there is an atmosphere that is aware of the need for this engagement of young people in understanding what government is, what responsibilities to one another are, and what caring is (Interview 2808, p. 8).

Similarly, central office leader Girshon recounted the "why" of service-learning in Philadelphia in her conversation citing the report from the United States Department of Labor:

I think the whole thrust of service-learning was a result of the Department of Labor looking at the change in the economy and looking at careers and understanding that students today need to be prepared for the real world in a far different way than students 20-30 years ago. We like in a very highly technologically evolving society today and if our children…our students are not prepared to face that when they finish school, then we are in bad shape and so service-learning was looked at as a model of beginning to connect students with those experiences (Interview 2806. p. 7).

To understand the events that led to the actual practice of service-learning as reform in Philadelphia, much information to answer research question number four was taken from the *School –to-Career: Context for Connected Learning* document published by the School District of Philadelphia, Office of Education for Employment. Interview protocol Question number 15, "What really stood out in your memory during the service-learning initiation and implementation phases?" Question number 16, "What were the strengths of the initiation and implementation phases of service-learning?" and question number seventeen, "What were the challenges/barriers of the initiation and implementation phases of service-learning," were used to answer this research question.

A researcher and practitioner would want to know the history and the perspective of the voices of experience in deciding the "go" in a new innovation and reform.

3.16.1 Historical Background of Implementation

The Philadelphia model of service-learning and implementation was borne from the School-to-Career concept under the Children Achieving Reform initiative where all children in grades

K-12 would prepare to enter and succeed in a world of work and/or higher education. As stated

in the *School-to-Career Manual***,** (2001) the school-to career concept linked educational reform

to regional economic and workforce initiatives and called upon students to demonstrate their

learning in multiple ways. Students could explore many ways to demonstrate learning, given the

recent developments in cognitive science and learning theory. Not only would students be

involved in academic learning, rigor, and relevance in schoolwork as this experience promised,

but students would begin to form worthwhile relationships with adults beyond school, and

become involved in real life situations involving problem-solving and critical thinking.

The nationwide Roper Survey (2000) of 1000 respondents, (See Appendix A), which

addressed Public Attitudes Toward Education, and presented in Chapter II of this work,

reminded the reader of the *Responsibilities of Public Schools* in asking the respondent how much

responsibility the public schools in the United States, K-12 education have to teach academics,

leadership, and citizenship skills; to teach respect and care for others; and to encourage

community involvement?   Responses ranged from the top scale from 78% of the 1000

participants teaching students academic skills, through a final response from 40% of the

participants encouraging community involvement among students. In the eyes of this researcher,

the survey mirrored the concept of the Philadelphia School-to Career initiative and later service-

learning in creating a new paradigm of focus in cognitive and affective learning for K-12

students.

Service-learning was developed in Philadelphia as a teaching and learning strategy to move

learning beyond the classroom. Authentic service-learning in Philadelphia was to address youth

voice; real-world problems and genuine community need; connections to cross-cutting

competencies; reflection; direct service or advocacy.   Philadelphia students and educators

became involved with community partners that brought real-world expertise to the classroom and workplace learning experience.

 3.16.2 Initiation and getting started

The roles of researcher and practitioner came into play here in answering a curious "How did service-learning occur in this place?" Is there enough compelling evidence to say, "Yes" to this innovation? . . . and asked of any superintendent or curriculum director, "Why should we adopt this innovation?"

In an effort to promote citizenship, student leadership, and community building, engage learners in "real world" learning with academic standards, and offer school-to career exposure, Superintendent Henbar and his Cabinet charged forward in developing the Children Achieving Initiative in 1997, where the Board of Education adopted the large-scale reform initiative as a twelve year effort to restructure and reform the School District of Philadelphia. Philadelphia was the first public school system in the country to engage all students, in grades K-12 in mandatory, structured service-learning activities as reported in a study by Swanson. (2000) The reader is reminded of Superintendent Henbar's vision for the district and his belief and vision regarding the purpose of school, per service-learning director, Hinbickel: 1) "to prepare kids for college and lifelong learning; 2) to prepare kids for the workforce and career; and 3) to participate in the public sphere and the democracy and citizenship" (Interview 2820, p. 3). With a vision that afforded a degree of latitude and creativity in reaching the needs of students and their progress through promotion and graduation, Philadelphia leaders plodded through the mire in developing service-learning. During this time of charting new ground in Philadelphia school reform, service-learning was integrated into the curriculum with cross-cutting competencies and curriculum frameworks that were to be aligned with Pennsylvania State Standards, and connected to the

workplace in the "real world". Service-learning drove the agenda. The concept and formal structure for service-learning in Philadelphia was supported by The Offices of Education for Employment, Assessment, and Curriculum Support. The *School to Career Manual* and *Guidelines in Progress: Multidisciplinary and Service-Learning Projects* (1999) (See Appendix K) became major communicants of information to all stakeholders who were charged to champion service-learning.

Superintendent Henbar with the Board of Directors in the School District of Philadelphia felt there was an interest and need to support Henbar's vision to implement service-learning in Phildelphia.

3.16.3 Service-learning implementation in Philadelphia

We are reminded by Fullan, (1982) that before 1970, the term "implementation" was not used much. Fullan and Pomfret, (1977) defined implementation as the actual use of an innovation or what an innovation consisted of in practice.

In Philadelphia, service-learning implementation, or the "practice" in service-learning was seen as a process. This process of implementation began when the planning began and identified itself in the activities of teachers, students, and community participants. None of the 22 study participants identified the beginning stages of service-learning as a formal structure and formation. Instead, all participants identified the beginning of service-learning implementation from their perspectives, participation and roles referring to activities. Two perspectives were noted:

> I think it had begun in schools that I was not in early on. I don't think that I know what really happened. When I came on board…it sounded wonderful! We had the money put in our lap initially with our particular school, we got the money, a program, some training, some good people, and that all was happening at once when I came into it, so it was very hopeful!!! (Interview 2813, p. 11).

Well again, there was that booklet about service-learning guidelines. That was really the first time that it was written down in one place, and again it was a good tool. It was a really good tool. How many people actually got it, saw it, understood it, had training to understand it, to use it, you know…it was not well disseminated (Interview 2817, p. 23).

In a review of literature, Swanson (2000), a service-learning researcher, identified the initiation and implementation stages of service-learning to include A Service-Learning Advisory Committee that was formed to develop a comprehensive and strategic service-learning plan for The School District of Philadelphia. Recognizing the nature of this "new field," a group of 25 professionals representing school-based staff, the community, and service-learning advocates were formed to design and launch the work of grand scale service-learning. Four subcommittees were established to support the initiative: Curriculum Infrastructure, Professional Development, and Community Partners (Draft of Service-learning Strategic Plan, Philadelphia, PA: Office of Education for Employment, The School District of Philadelphia, 1998).

3.16.4 District management

The district management of service-learning in Philadelphia during its implementation, is represented below, per the Swanson Report (Swanson, 2000).

3.16.5 District service-learning office

- One full-time service-learning Director. The Director responsibilities included advocacy, educating the public, securing and developing resources, strategic planning, and supporting the overall initiative.

- Two full-time "Master Teachers". Master teachers were veteran service-learning educators on special assignment who knew service-learning and helped other teachers to understand and apply the methodology.

- Two Full-time Post Secondary Readiness Coordinators who provided training and technical assistance to the School District and supported the 22 Post Secondary Readiness Coordinators in the School District

- One Part-time PSRC to focus on special education teachers/students

- One Program Assistant

3.16.6   Post secondary resource coordinator (PSRC)

- One in each of the 22 clusters who coordinated the service-learning initiative

3.16.7 Resource board

- One in each cluster where it identified resources to support the initiative

3.16.8 Lead teacher

- Approximately 25 lead teachers in the School District served as advocates and resource people for the service-learning initiative. Lead teachers were teachers on special assignment.

- In the schools, lead teachers were identified by the service-learning coordinator and principal to support teachers and students.

3.16.9 Project mentor

- A project mentor was assigned to a mentor. A project mentor was assigned to each student by the cluster Service-Learning Coordinator. Management Tools were identified as the *Service-Learning Projects: Guidelines in Progress* (1999-2000**)** (See Appendix K).

The Guidelines in Progress, originally written by the Curriculum Committee, became revised by the comments, reflections, and opinions of teachers and administrators, in acknowledging best practices in service-learning in the process of revision. This strategy to afford teachers the opportunity to contribute to the revision of the work served to influence ownership and buy-in with the reform initiative.

3.17.   The Curriculum and Service-learning

There was never a "service-learning curriculum" in Philadelphia. While there were suggested guidelines and practices, service-learning learning served as a teaching methodology. In order to structure service-learning as a connection with core curriculum frameworks and Pennsylvania

academic standards, the Curriculum Committee developed a plan to ensure service-learning delivery as a high-quality outcome.

Six cross-cutting competencies, School-to-Career, Citizenship, Problem-Solving, Communications, Technology, and Multicultural, were developed to prepare K-12 students for both college and career and ultimately, to become productive citizens and employees in a culturally diverse society. The cross-cutting competencies included further work in integrating with content areas. The School District included cross-cutting competencies and alignment with Pennsylvania academic content standards and best practice examples for meeting the District's promotion and graduation requirements which set the stage for a new paradigm, project-based learning, in Philadelphia. With this initiative, came support to redesign schools in Philadelphia.

3.17.1 Service-learning in schools

Small Learning Communities, (SLC) or schools within a school, also referred to as "slicks" in colloquial language by some school-based study participants, were designed in all high schools and taught by interdisciplinary teams of teachers, cross discipline and content areas, serving 200-400 students in grades nine through twelve. Small Learning Communities were designed in some large middle and elementary schools, as well. The vision of the SLC afforded more personal interaction, student engagement, and more meaningful student projects by building a sense of community, given the vast numbers of students totaling 214, 350 and 276 schools in Philadelphia. (http://www.philsch.k12.pa.us/aboutus/) retrieved April 11, 2004. School-based leaders in the study at Girard and Townsend Middle Schools all referred to service-learning in their middle school small leaning communities at some point during the interviews. Grade levels and not small learning communities structured Schubert School, inclusive of elementary grades.

In all schools, multidisciplinary and service-learning projects guided the focus of learning in the form of a requirement for promotion and graduation. Appendix K depicted the project-based initiative and *Multidisciplinary and Service-Learning Projects Guidelines in Progress* planned from March, 2000–June, 2002. The requirement to begin and practice the project-based initiative for promotion and graduation in June, 2000 progressed to include a multidisciplinary project **and** service-learning project. Service-learning projects were to have been completed before grades 5, 9, and prior to graduation. Service-learning drove the learning agenda.

The 6 A's in *School to Career: Contexts for Connected Learning* (2000) offered a useful framework to assess the quality of service-learning or work-based learning projects. The 6 A's included; Authenticity, 2) Academic Rigor; 3) Applied Learning; 4) Active Exploration; 5) Adult Connections; and 6) Assessment Practices. In the eyes of this researcher, the 6 A's used in the Philadelphia model were tailored to parallel the Essential Elements of Service-Learning as outlined in Chapter II of this work: 1) Actual community need; 2) Coordination with the school and community; 3) Support the learning objectives of the organization; 4) Provide structured time to reflect; 5) Provide learners with opportunities for real-life situations; 6) Expand the learning environment to the broader community; and 7) Help to develop a sense of caring for others.

It is the view of this researcher that a framework tailored to the learning and work expectation of the School District and connected to the State of Pennsylvania academic standards promoted ownership.

3.17.2 Service-learning in the community

A hallmark of the Children's Achieving Agenda and Service-Learning Initiative in the School

District of Philadelphia was the inclusion of the community in learning. Central Office leader,

and former PSRC Grimes, noted the community as a strength in service-learning:

> I think the idea that there were new projects was a strength . . . It was a change
> and something different in the curriculum… something more than chalk and
> talk… something more than kids just sitting in the classrooms…just getting kids
> out, moving around…meeting people…working with the community
> people…talking to CEO's on the phone…planning things…just getting kids out
> there moving around in the community is something that some of these kids do
> not do. They do not know what is in Philadelphia (Interview 2804, pp. 13-14).

As the fifth largest city in the United States, per the U.S. Census Bureau (2003), Philadelphia

had many resources. It was the function of the 22 Local Cluster Resource Boards to bring

representatives from business, government, post-secondary educational labor, and community-

based organizations into partnership with school district administrators, staff, students, and

parents. Service-learning leader West described her role as the director of Family and

Community Involvement, a function of the Local Cluster Resource Board:

> . . . so incumbent in what we were doing in Family Resource Network was
> establishing community partnerships which probably had its greatest link with the
> service-learning piece. …..We were also responsible for doing faith-based
> partnerships and schools and local churches, mosques, and synagogues got
> together to do certain projects usually involved around tutoring students. We also
> did a whole student mentoring piece where students were mentored by business
> partners and by the business community (Interview 2809, p. 2).

As a point of pride, Central Office leader Cico identified the Philadelphia community as a

sure strength and support in service-learning:

> I think a strength is the support of the community and eagerness and willingness
> of the community to become engaged. One of our strengths in Philadelphia is the
> fact that it is a major city and I think in some ways, a unique city with a
> tremendous amount of support services in the city…human services, universities,
> and health facilities (Interview 2807, p.16).

Several models of community resources used in the School District were cited as helpful in bringing together the community component of service-learning for district and school leaders. *Kids Around Town, Earth Force, Need In Deed, and City works*, listed in the *School- to- Career Manual: Contexts for Connected Learning* (2000) served many school communities of the School District through initiation, implementation, and sustainability stages of service-learning. *Earth Force* and *Need in Deed* served resourceful to study schools, Schubert and Girard, respectively.

The School District saw community partnerships in service-learning as invaluable, and partnerships were formed within the nine clusters in response to the region's economic growth, labor market needs, and vision of Superintendent Henbar for service-learning.

3.17.3 Professional development

Critical to the implementation of service-learning in the School District of Philadelphia, was teacher support. As summed by Swanson (2000),

> For most teachers, adopting service-learning as a teaching strategy requires additional training, revising curricula and, in some cases, adapting their current style of teaching…..Although many service-learning policies are targeted at students [e.g. graduation requirements], it is the teachers who are responsible for implementing the policy and are the 'keys to success' to a successful program….' Teachers are the ones that make it happen (p. 76).

Swanson assessed the multifaceted role of the classroom teacher in service-learning to include teaching the course curriculum, meeting academic standards, facilitating the service-learning project from preparation to celebration, connecting the service experience to academic curriculum, recruiting and maintaining community partnerships, and evaluating the service-learning project, including the student learning and community impact. Such responsibility determined teachers to be a significant factor in determining the quality and success of each service-learning project.

Professional Development, or training for teachers in service-learning was funded by the District with supplemental funds, and organized as a District initiative in that service-learning was a requirement for promotion and graduation. Professional development was conducted in several forums, per study participant responses, and occurred through conference attendance, hands-on workshops as a step-by-step process, training and coaching through the Pennsylvania Service-Learning Alliance, training through community agencies, peer coaching, acquired knowledge through service-learning literature, and through project-based training. Kerry Hinbickel, service-learning director, remembered the District professional development as one of the highlights of service-learning during his tenure and leadership:

> Heavy dose of teacher professional development…. we did 500 teachers a year for four straight years…the big strength was the cadre of 40-50 teacher leaders that were well skilled, passionate, and they could deliver this to their peers. I did not have the standing to do that as an administrator and as a non educator. Their peers did, and when I came into the district there were 40-50 people that did this staff at a high level. An unbelievable array of community partners from higher ed, Americorps, CityWide, to the city wide CBO's, the grass root CBO's [did training] (Interview 2821, pp.14-15).

Hinbickel concluded his account of ongoing professional development for staff, community agencies in side-by-side training in Philadelphia in his published report of lessons learned in service-learning implementation:

> With 12,000 teachers in the District, we estimated that to meet the service-learning requirement, one-third of the faculty must meaningfully practice service-learning. Considering that not all teachers trained would employ service-learning with their students, we aimed to train 6,000…Therefore, the majority of our training occurred off school grounds during the summer and ran from 12-16 training hours. Our major training included the following: 1) a focus on why citizenship and service-learning are important and a discussion of the positive impact of the teaching methodology; 2) An explanation of what service-learning is and the district's required elements; 3) Answers to the 'how' questions-transportation, liability, student accountability, funding, classroom versus independent projects; 4) Experiential learning, curriculum planning for service-learning, and template design for projects used in classrooms; 5) Peer-facilitated discussion where teacher leaders offered examples of their successful projects;

and 6) participation by staff members of key community groups. *The Philadelphia Story: A Guide to Service-Learning Building*, retrieved from http://www.service-learningpartnership.org/publications/distlessons2.cfm on December, 2004.

While voices regarding teacher issues and responsibilities in service-learning came through in the interviews conducted by this researcher, Swanson (2000) offered the most insightful perspective in understanding the "big picture" and general practice of service-learning, its intent, and deliberation in the School District of Philadelphia.

3.17.4 The Elements of Service-Learning in the Philadelphia Context

Service-learning was defined by The School District of Philadelphia in the glossary of "the manual" of the School District," or *School-to-Career: Context for Connected Learning* (2000):

> Service-learning is defined as a teaching and learning strategy in which students are engaged in addressing real work issues, problems, and needs in their school and community through research, reflection, and either direct service or advocacy. Although service-learning activities vary by educational purpose, most activities balance the student's need to learn with the recipient's need for service. While addressing local needs, students acquire skills and knowledge, achieve personal satisfaction, and practice civic responsibility (p.125).

In an effort to provide the teacher, student, community partner, and general learning community, with knowledge in teaching, learning, and participating in service-learning, the elements of service-learning through the Philadelphia context were outlined and connected to Pennsylvania state standards, with elementary, middle, and high school models and actual work samples from Philadelphia classrooms in each content area and presented as integrated units. "The manual" provided a step-by-step guideline in understanding the mission, vision, guideline, and "how-to" of service-learning connected to the School to Career context. A number of contributing writers from Philadelphia School District elementary, middle, and high schools offered their ideas, stories, and advice in how "the manual" should be presented. Acknowledged

in "the manual" were nine high schools throughout the country where staff members contributed work to the publication.

Service-learning implementation in the School District of Philadelphia as presented in "the manual" outlined the program structure through small learning communities (SLC), introduced project-based learning, integrated units, and connected activities as a new way of teaching and learning for some.

School-based participants in this study shared their stories and perspectives of leadership with the program structure, curriculum, and professional development in service-learning implementation in the three study middle schools: Girard West, Schubert, and Jake Townsend.

3.18. Service-learning Implementation at Girard West Middle School

3.18.1 Program structure

The structure of service-learning implementation at the three year old, year-round Girard Middle School, occurred within one of the three Small Learning Communities (SLC). Students worked on service-learning through a service-learning student center driven primarily by the students. The 15 teachers of grades five through eight on this team of 300 students worked together to include service-learning in the curriculum as project-based, employed professional development with teachers, and garnered community support. Teacher and student activities were identified and highlighted in the School Improvement Plan which included a focus on curriculum and thematic planning around multiculturalism and diversity to support the school mission, vision, and culture. Service-learning was mentioned multiple times in documenting activities of service in the School Improvement Plan. Girard school administrator, and former teacher, Ellerbe, commented on an overview of service-learning implementation and student service-learning center with the one small learning community that she helped to create:

…there were 15 teachers and 300 students and we all worked together. We picked our theme which was *Many Faces, One Community . . .* so we were doing cross curricular units and themes. Service-learning was just adding a name to something we had already been doing…we were sharing things with the community, putting out pamphlets, training with the younger kids, we had an assembly and shared what we did… We always included the kids when we did things, because obviously if it comes from them, if it's a student generated idea, it adds validity to it and it adds interest to it (Interview 2810, pp. 1-2).

Ellerbe continued in discussing the work of the SLC with the youth driven service- learning center:

They [students] are so proud of it [service-learning student center]. I think we really try to make it a point of having part of the student service-learning center . . . the kids do surveys, they do interviews, they go on neighborhood walk arounds (p.2).

3.18.2 Youth driven service-learning center observation at Girard

One of the conditions to receive state funding for service-learning implementation was to house a service-learning student center in the school. As a new school of three years, Girard appeared to have more overall open physical space than the other study schools, however, the rooms appeared smaller. After registering attendance and securing a visitor's badge in the main hallway, this researcher was directed to the main hall area escorted to the elevator, and later directed to the second floor, where Ms. Farr was waiting. We walked to the youth driven service-learning room on the Yellow Floor. One long room in the *Nations United* Small Learning Community was dedicated as the student center that housed a long table to seat approximately 20 students. Several desktop computer stations were visible and chairs and desks were present which faced the blackboard that spanned one side of the wall in the room. On the other wall, built in cupboards and cabinets were present. Below the cupboards was a spacious amount of black counter space. A class of 25 students could fit in the room and do a variety of things at different times with some ease. At the time this researcher observed the center, no one was

present in the room. No work was displayed or evidence that the room had been used. Students

throughout the year, but in greater degree used the center at Girard during two week intercession

periods in September, March, and June. Typically, the students in the *Nations United* Small

Learning Community (SLC) would gather in the center with their teacher, think, discuss and

decide an issue to explore based on community need, brainstorm a plan of preparation with the

group, the adults involved, and community affected according to the service-learning model

practiced in the School District. Girard Middle School followed the model of the required

service-learning project process of inquiry, per the service-learning project model guideline of

the School District displayed in Appendix K. Dean Ellerbe explained the program structure:

> Generally, this year has been more after school. Last year, we used to try and get
> a period every other week or so, where we would pull the kids together. It's such
> a problem releasing kids from class time. What we have done the last two years,
> which has been just phenomenal, and as a year round school, we have the
> advantage . . . we used the four weeks of intersession…that's four full weeks! . . .
> I mean we did it nine to two everyday for two weeks. Last year that's how we
> formed our service-learning, or home team with the thirty kids that are seriously
> involved, that run the service-learning center. We introduced them to the learning
> center, and service-learning at a two-week intersession period…..The key is
> time…..The last time that the kids came in, this past session [intercession] in
> March, that's when they did the techno program, and you met those kids. I mean
> that was phenomenal!!!   I can't tell you how many kids have stopped me and
> said, "Next time you do that computer program, remember me (Interview 2810,
> p. 10).

A teacher of seven years, and three at the new Girard, Ms. Farr spoke about her participation

in starting the service-learning team with administrator Ellerbe at Girard. Through the three

years of experimenting and implementing service-learning, the *Nations United* SLC, or yellow

team on the second floor, was identified as the service-learning team and model for the building.

Teacher leader Farr spoke about the structure:

> …the last year we spent a lot of time with the service-learning team and
> sometimes students were pulled out of class for meetings on school time and it
> was hard when they were spread all over the building….so we made sure that the

children on the service-learning team last year who wanted to remain on the service team this year were on the same small learning community. This year, we pulled kids from some other communities, and I am sure you can appreciate this mostly because you do not want to tell a child, 'Oh no, you're on the wrong community and you can't be part of this.' For the most part, most of our children are on this second floor in the small community (Interview 2812, p. 1).

The service-learning center at Girard West Middle School was a separate room available to students, teachers, and the community outside of the classroom.

3.18.3 Curriculum in service-learning implementation at girard school

Girard service-learning teacher coordinator, Debra Farr, recognized the need to keep service-learning as an academic focus. Her learning experience in service-learning as an undergraduate student at Winn Channing University (pseudonym) helped her with service-learning as a teacher at her first school, Lassiter Elementary, and then at Girard. As a teacher leader, Farr mentioned the need to include the academic presence in service-learning with service:

> As a sponsor, the most important thing I do is to try to keep the kids enthusiastic . . . the learning component does need to be present in all of our activities. Where some things are just kind of fun all the time, I just try to keep reminding kids about why we are doing what we are doing and that service-learning for them looks good when they are applying for high schools because of the learning component. . . . In college in my undergraduate work at Winn Channing University, I remember learning about service-learning as the definition models what would appear in the textbooks about it, how the children performed the service and at the same time how they could do a lot of research, writing, and math, where appropriate . . . (Interview 2812, p.2).

Farr was adamant in describing what service-learning practice was and was not, recognized her growth, and noted her experience in teaching service-learning as a process:

> It [service-learning] is kind of a marriage between traditional classroom work, math where appropriate, writing, reading, public speaking and projects where you're doing a service for your school or doing a service for your community and it goes beyond the traditional, 'Let's go clean up the playground,' although that is a great thing to do as long as the kids are the ones calling the 'rec' center and the ones getting the trash bags and the ones figuring. Instead of saying to the kids, 'there is something to do', the kids should be the ones developing the idea, getting in touch with the proper people, writing letters where appropriate, and the kids

should be doing the service, and also not 'okay, we're done', but reflecting back on it and reporting back to the people who helped and thanking the people who helped. It is definitely a process. If you sum up what service learning is, it is a process. . . . The more I'm involved with service-learning, I understand the value of having the kids do everything they possibly can do. It was helpful for me to step back and just be an observer, facilitator, or helper if they needed it, because that's really where the learning takes place (Interview 2812, pp. 3-4).

Evidence of service-learning practice at Girard was seen in the book collecting campaign for soldiers in Iraq facilitated by teacher-leader Farr, which included her grade five middle school students, and other grades five through eight middle school students on the Nations United Small Learning Community. Farr recalled a rich service-learning moment which connected the Small Learning Community the previous year with the mural arts program that included all students in grades six, seven, and eight. With the support of the Philadelphia Mural Arts Project representatives, Girard grade seven students designed a mural in the school courtyard, while grade six students completed a pictorial history of the Orion community that surrounded Girard which was hung in the school hallway. Grade eight students initiated a hero essay contest of their favorite hero, and Farr's grade five on the home team focused on cultural history projects, which spawned the idea for the current book collection project for American soldiers in Iraq. Farr noted pleasure in more independent projects forming on her home team in another grade five teacher's service-learning class project that included a visiting project to retirement homes. Farr mentioned also the participation of Need In Deed, the community collaboration with Girard that supported Girard as a service-learning demonstration school in professional development and technical assistance. Having Need in Deed as an active participant in service-learning was positive for Farr, particularly in that Farr mentioned that she would like to see her team and students do more with helping the community. When asked what she would change about how things were done and decisions that were made around service-learning in her school, Farr

mentioned that the students do not know what to do in the community. She felt change was needed in a designated community component to service-learning that should be in place so "kids could even open up further to what they can do" (Interview 2812, p. 8).

Mentioning service-learning at Girard Middle School brought a smile and much conversation from busy Principal Remba. When asked what he knew and thought about service-learning implementation in the curriculum at Girard, he commented:

> . . . service-learning means to me kids and faculty getting involved in activities that will improve the quality of life in a community through a focused training system of learning that would include collecting data, analyzing data, planning, creative thinking, problem solving, and assessing activities…

He continued in describing the work of two teachers who were placed in their positions based on their expertise:

> With Mr. McBride, it is more of a science-oriented service-learning where they learn about plants...and architectural design and what they are building out there in Fischer Park and when we meet with all our small learning communities, Brady crosses all the small learning communities since he is a science teacher…we schedule across all the SLC's. It's the specialty subject area folk that can contribute...Right now, Fanny Arnold works with about 40 of our gifted kids and they are all involved in various projects because a lot of what they do is totally project-based learning which blends beautifully into service-learning.

Remba continued in stating that service-learning has changed the quality of life at Girard and in the community. He praised state and local community involvement in service-learning and the number of students and parents affected recently:

> You know, looking at problems of the cities have an increase in the number of kids who are involved in it and the number of teachers who are involved…It was like one or two with a group…now he have four or five in different areas. . . . What we have right now is the PA Service-Learning Alliance and that is what Ellerbe and four or five other people and Need in Deed are doing. With Need in Deed, we had a great turn out last week from parents and kids. We must have had about 200-300 kids here for a service-learning Expo and about 50-60 parents, and that is very good . . . . If kids were making I-movies, and that is what they are doing in our school, they can improve on the development of the movie if its concerning pollution, violence, AIDS or asthma, and we work very closely with

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LaSalle University and Dr. Kinard on that big project that is developing...we are working hand in hand with student nurses from LaSalle (Interview 2819, p. 7-9).

Remba's vision for learning at Girard, however, forcasted a wave of change with the changing district vision. As a component of the curriculum in days to follow, Remba articulated his vision with what he saw was changing with the times and his hope to continue service-learning at Girard:

> Right now, we are going to move to academies next year which talks more about core curriculum, more rigor, standards-driven like you have never seen before . . . everything totally stands-driven including the service-learning. . . . I think service-learning can have a big impact on learning on the part of students and on teachers (p. 9).

With the structure in place for service-learning practice at Girard, the existing curriculum in each content area was enriched with service-learning projects and activities. Projects were on the rise as mentioned by teacher leader, Farr and administrators, Ellerbe and Remba.

3.18.4 Professional Development in Service-Learning at Girard

Service-learning was neither mentioned in the Professional Development section nor the Parent and Community Involvement section of the Girard School Improvement Plan. Leaders at Girard answered differently in sharing their stories about professional development which included learning how to teach and implement service-learning at Girard. Girard service-learning leaders responded to professional development based on their individual experiences. Teacher leader Farr identified her peers as the most useful form of professional development in service-learning implementation:

> Jean Stocking was the most useful. It was a great information session, some great talks with the kids and showing us the ways to get the kids talking about things. Jean explained the whole process of coming up with an idea and doing everything involved in it and then wrapping up each project. The professional development I received from the School District was helpful, but definitely not as helpful as Jean. I learned from other teachers… Kitty Lakes at Townsend…. I went on a trip with her earlier this year with our service-learning team …her enthusiasm was

amazing. I think I've learned the most from other teachers who are service-learning leaders (Interview 2812, p. 9).

Farr continued her story in identifying professional development as a strength of the initiation and implementation phases of service-learning in Philadelphia and at the new Girard West Middle School.

> The professional development was a strength because it explained what service-learning was and how they wanted to see it implemented…..and getting professional development was good…not just the handout or just an email from a person.…but information from actual people who are service-learning people or well versed in service-learning who know what your school district envisions for service-learning. Different people could have different ideas of what service-learning is and if your district wants to try to implement it, then your district needs to be clear with what it expects (Interview 2812, p.11).

Farr mentioned meetings with Girard colleagues and administrators to be helpful in talking about service-learning implementation and specifically project planning. These meetings and trainings occurred several times throughout the year with peer trainers or district trainers or trainers from the Pennsylvania Service-learning Alliance.

Similarly, Girard School administrator Ellerbe, cited peers as helpful with professional development in the implementation:

> I think especially the people who did it, and were already successful.…like when Jean came in and worked with our kids. Not that we scripted it exactly the way she did, but it gave us an overview, and something to refer to, so we weren't starting from scratch (Interview 2812, p.16).

Ellerbe mentioned the one day trainings of Jean Stocking and Kitty Lakes with students and staff at school sites to be helpful, and later found value in fall and spring meetings where there were presentations, sharing and learning between and among colleagues. Occasional professional development sessions from the central office of the school district that included interested teachers from the clusters and regions was mentioned. Those involved in service-learning with the grant from the PA Department of Education and Pennsylvania Service-learning Alliance

trained twice a year. The small learning community of teachers, the *Nations United* group in service-learning at Girard met once per week for 45. It was during this time that Drexell and Need in Deed met and trained staff. Ellerbe appeared delighted that the following year plan would include a double period each week for service-learning and professional development (Interview 2810. pp. 7-9).

Girard principal, Remba, identified the use of case study reporting as effective in professional development in terms of knowing what kind of project was done, how it was done, how it was evaluated, and most importantly, how the students felt and their association of progress in service-learning on standardized testing. Specific information regarding service-learning training for Remba occurred at the beginning of the year at an opening informational session with other principals. At monthly principal meetings, "service-learning projects that various middle schools implemented" was discussed (Interview 2819, p. 7).

Community leader, and Need in Deed director, Drexell, gave her opinion of effective professional development. Some of her experience was based on support to Girard Middle School as the demonstration school in service-learning from Need in Deed:

> Hands-on just goes so far, but teachers want concrete examples, they want to do it themselves so that they learn kinesthetically, you know, I mean we pick out exercises that would be like the hallmark exercises in our process and just say, okay, we are going to do this together…we are going to do this with your students…tells what is was like or are going to do together and then we stop and we see can you see yourself dealing with your students. …The best professional development gives teachers a chance to work and plan together and try their ideas and hours on their students (Interview 2818, pp. 16-17).

As a service-learning trainer and support to the School District of Philadelphia, and specifically Girard Middle School through Need in Deed, Drexell identified eight-hour training availability, but the actual schedule was at the discretion of the person contracting with Need in Deed whether in two or four hour segments after school and/or on Saturday mornings. Staff at

Girard used the in school training during the school day for service-learning, but mainly after school, and during intercessions. Staff development at Girard was on the service-learning agenda and with more support from the community in the plan more professional development was evident.

3.19. Service-Learning Implementation at Schubert School

3.19.1 Program structure

Schubert Elementary School, located in the diversely populated community of Royal Crest, supported the structure of service-learning by grade level in the K-8 configured school of 740 students. Noted as a voluntarily desegregated school since 1980, per the 2002-03 Schubert Elementary School Improvement Plan, the Schubert learning community functioned in a racially and culturally diverse setting. The 23 year Schubert Academic Music Program served as the school focus for vocal and instrumental music instruction and attracted 60% of the neighborhood student walkers. The remaining 40% of the students in the program were selected by lottery and bused to school from neighborhoods around the City of Philadelphia.

Schubert's interest in environmental education as an academic goal provided the forum for service-learning participation and heightened the opportunity to focus on performance in science. With the supportive partnership of the Schuylkill Center for Environmental Education and the Pennsylvania Game Commission, service-learning leaders at Schubert felt comfortable with science as an increasing academic focus.

The structure of service-learning at Schubert School involved all grades in the K-8 configuration, however, had begun to become a topic of conversation with service-learning leader, Tracy Jensen, regarding its continuation. With the service-learning promotion and graduation requirement at the end of grades four and eight, Principal Gufman and the Schubert

staff committed to service-learning at all grade levels where they were engaged in the experience in preparation for the benchmark years, grades four and eight respectively. Schubert service-learning teacher leader, Tracy Jensen, coordinated service-learning at Schubert for two years. The responsibility for service-learning implementation appeared to be with the classroom teacher at each grade level. Jensen felt that her personal choice to teach in a project-based style in grade seven with science and social studies progressed in the last 10 years even though her work was not yet termed "service-learning." There were 90 grade seven students, all of whom she taught science in three sections and social studies to two sections of students. All 700 students engaged in service-learning activities during its first and second years of implementation at Schubert. Jenson reported that when the grant from the state was held in the third year in order to meet the state requirements to support the structure of service-learning implementation, several teachers "opted out" of teaching service-learning during the third year, thus creating a change in focus and practice in service-learning at Schubert. This concerned Jensen as she commented on the structure of service-learning and the expectation for the future:

> As of last week, the people from the Pennsylvania Service-Learning Alliance were saying…Is there any way you can do it next year?....It is not up to me…you will have to speak with Mr. Gufman….and maybe because we are going to change the structure of the upper grades for next year, we are going to try to do some team teaching and each person will have no more than two sections to teach rather than have three, and playing around with it, [the structure] maybe he can find a room to do it in…. but they will not fund us unless were are meeting their [state] major requirements and that is the way they set up the grant (Interview 2813, p. 2).

Jensen explained that the center served as a central place in which students worked on tasks. While she lamented that so much more could be done with student work in various grade levels and professional development for staff, Jensen was emphatic in stating that she could and would

do no more until her teaching schedule would allow more time to serve as the service-learning teacher leader she could be:

> It was simply too much!!! . . . .My teaching comes first and I take my teaching seriously . . . I go home even after 33 years, and I sit down and ask, 'How can I do this better?'…I put in that work but it is not possible unless I am given some sort of free time to do it [service-learning] on the scale they want me to do it (Interview 2813, p. 2).

Jensen remembered the frustrations around funding management that halted the progress of service-learning programs at Schubert. In that service-learning personnel in the central office changed and the paperwork for grants was not completed, money was held and programs in several schools were impacted. For teachers who did not want to do service-learning, this added fuel to their interest to not participate with their children. Jensen saw and felt this frustration. While she continued to believe and work with service-learning methodology, teacher leader, Jenson remained hopeful that the Schubert program structure, financial management issues, and schedule would change for her in order to dedicate more time to develop a more quality service-learning outcome.

3.19.2 Youth driven service-learning center observation at Schubert

The youth driven service-learning center at Schubert was housed in teacher-leader Jensen's grade seven classroom. Two years ago the center served as the central place for service-learning meetings and information for the school, as available. The service-learning student center had become a center of bustling activity with the twenty-five to thirty students in Jensen's grade seven homeroom.

While visiting the large room of the student center in mid afternoon, three students were working with the multimedia technology production artist in residence, Montier, on the computer to complete their tasks for presentation in the service-learning Digital Divide Conference later in

the week. The section where the several computers, students, and adult coach were working was physically sectioned off in the room by tall cabinets from the other side where round tables and chairs formed the classroom teaching area. Following the interview with Jensen, more students entered the classroom to work on the computer in shaping their oral presentations and honing the visual presentation on the wall from the computer. Schubert students made a short CD that could be viewed on the computer. The *Fighting Hunger* project was designed to introduce to the Schubert learning community, the population and culture of children who attended the Beesbume Primary School in South Africa, and to assist in sending the South African children school supplies that they did not have. As students and the adult coach worked together with much determination to present a quality presentation in the few days that remained before the Digital Conference, Jensen voiced concern that supported the need for the youth driven center with service-learning, but saw difficulty in scheduling for her students:

> There should be much more student planning and involvement, but I can't get it done. It is really difficult. This is very much a school that buses so kids have to get the bus, so it is tough. I hope we can do something with this….because next year, what's going to happen is I want to keep a hand with my seventh graders going to eighth because I can now see the stretching. I don't know how I'm going to work this out, to actually physically get kids here, because they cannot get late buses. If kids stay for an activity here after school, they have to have a way home (Interview 2813, p.10).

Student work hung on the walls of the center to acquaint this researcher with past activities and projects, but the main focus was to complete the task at hand in time for the Service-Learning Digital Divide Conference on Thursday at Hopewell School. The student center served as an area for service-learning work at Schubert.

3.19.3 Service-learning in the curriculum at Schubert elementary school

Jensen's teaching background of 33 years in every elementary level K-8 grade, and formal training in science and environmental education, led her to believe that environmental education

in service-learning "ought to end in some way to change or make an attempt to change the community" (Interview 2813 p. 3). To that end, her record of documented service-learning activities involving water quality and treatment benefited her students and staff in implementing service-learning at Schubert. Jensen recognized the importance of community partners in service-learning instruction and drew on the resources of Philadelphia Earth Force, The Pennsylvania Game Commission, and the Schuylkill Center for Environmental Education, two of which offered support in service-learning to all staff at Schubert. As the teacher leader, Jensen commented on her philosophy of service-learning and teaching:

> . . . that it [service-learning] was a way to involve kids in their learning more effectively than mere textbook learning….A lot of the organizations that ask for service-learning do have this element where they want a lot of the questions to be solved to arise from the kids and all of that community survey and that kind of thing. I always felt that was a little impractical. I cannot spend a lot of time on a topic unless I feel I am really meeting, not only these broad things that are put in the stat books, but the specifics of what it is [standards] students are supposed to be learning. I've always done my own little cast on how it works out (Interview 2813, p. 3).

The notebook of documented service-learning activities with Tracy Jensen's class included numerous newspaper clippings and student reflections from January, 2001 articles describing the participation and process of researching in surveying, assessing water quality, and deciding what to do about it. Ardellia community residents and mall shoppers served as the study participants in learning about their water quality issue in their environment. Philadelphia Earth Force and the Schuylkill Center for Environmental Education served as the sponsoring partners in the project. Philadelphia City Council awarded Schubert students and Jenson with recognition and citations for their research and presentation of lead presence in their school and community through video and music rap. The grade seven science scope and sequence curriculum met the standard which addressed environment, a strong push in Philadelphia, Jenson noted. She felt absolutely

comfortable with aligning Pennsylvania academic standards and service-learning, and mentioned

the ease in connecting standards and practice in science because of the strong environmental

push in Philadelphia.

In realizing the strength in teaching service-learning for strong benefits in student learning,

Jenson commented on the need for connection:

> If you see your math as totally a different subject from your social studies, which
> is totally different from your science, totally different from our reading and you
> are not connecting these subjects, then I have a feeling you don't belong in
> service-learning. I think service-learning demands integration of subjects . . . I'm
> guessing that there is more fault in the upper grades, middle to high school, in that
> respect because people get too subject oriented and that kind of works against
> service-learning unless you have a wonderful team that is really working together
> (Interview 2813, p.10).

Jensen commented on the memorable events and activities of service-learning implementation

in year one and the final product and showcasing from every teacher and grade level. She

recalled the opportunities for curriculum enrichment and creative teaching and learning with the

sizable service-learning grant from the state. As the teacher leader, Jenson "doled it out to

Schubert teachers to support their service-learning projects." She continued in talking about the

demonstration and celebration of her colleagues and their students at Schubert:

> The first year we were involved, we really did a good job. We really filled the
> halls with our displays. On the second floor they were all working on a theme of
> the river in various classes. They did different things and they essentially turned
> the hallway into a river, and one group was looking at pollution from farms,
> another from factories, and another from another point of view. But it was really
> cool and nice. That was the year we did the lead. Eighth graders at that time
> worked with us on the lead so we had basically lead. Fifth graders had done some
> water [experiments] and a problem around the school with the school buses
> leaking all the nasties out there. It was a wonderful activity . . . they let the toy
> ducks go at the top of Schubert hill and the kids followed the duckies down and at
> the bottom it turns into the Schuylkill River into a sewer first. There were a lot of
> good things happening, which I thought were going to go on, so I was a little
> disappointed. That was great, great fun. The classes were doing exciting things
> (Interview 2813, pp.11-12).

Along the halls of Schubert were colorful and abundant displays of student work distinguished by sections of the hallways with grade level identification from K-8. While no student work appeared to be current service-learning exemplars, informal conversation with instrumental and vocal music teachers not in the study regarding their participation in service-learning methodology revealed that service-learning was a good thing at Schubert, but not as widely practiced with all teachers and their classrooms. The music department just completed its all-school spring performance of *Oklahoma* in which Principal Gufman extended a special invitation and auditorium seat to this researcher, emphasizing that the Schubert Academic Music Program had been a high note of the School District of Philadelphia for twenty plus years. None of the four vocal or instrumental teachers commented about their participation in service-learning or the fine arts department participation at any point, however, mentioned a few opportunities to plan multidisciplinary experiences with visual art or other content areas.

Service-learning at Schubert appeared to be a connection in science, social studies, language arts and other academic classes of self-contained structure in grades five and below. In the middle grades of six, seven, and eight, science, social studies, and language arts, were content areas that paired with service-learning.

As an academic grades six and seven teacher, Jensen enjoyed a connection with service-learning in the academic program and saw enthusiasm of staff. Recognizing that state grant money could no longer sustain service-learning in its present situation and in her teaching schedule, teacher leader Jensen began to sense a waning commitment of service-learning from central office, Principal Gufman, and Schubert co-teachers, which left her to wonder where service-learning may be heading for the next year.

3.19.4 Professional development in service-learning at Schubert

Principal Gufman praised the district's past leadership, and Superintendent Henbar's efforts to support teachers in service-learning through professional development. Gufman credited the early progress of Schubert staff development from his own leadership in stating that Schubert had already started to develop its own concept of multidisciplinary and service-learning planning and programming. He continued in stating that Schubert started professional development on its own with the science and environmental agencies through the small learning communities by using small amounts of school funds (Interview 2805, p.3). By requiring staff development for service-learning to be school-wide, every grade level shared in the responsibility for service-learning implementation at Schubert; and every student benefited. In using the education Departments of the Pennsylvania Game Commission, the Environmental Protection Agency, and the Philadelphia Water Department, staff development for service-learning at Schubert was cost efficient and at times, free, according to Gufman in that most agencies wanted a way "in" the Philadelphia School District, and negotiated cost for that consideration. Gufman mentioned his commitment to service-learning training in years one and two, implementation and refinement years, in "freeing up teachers to attend the training" (pp. 3-4). He credited the sustainability of service-learning at Schubert to state support in grants with state liaisons, Helon and Bench, who gave money and technical assistance willingly to "support the vision and structure for sustainability at Schubert"(p. 4). When asked what kind of professional development for service-learning that he found useful at Schubert, Gufman commented:

> Well the professional development time best spent is when teachers are afforded the time, and whatever expertise, whether it be resources, material resources, that they need, or consultative resources needed to build a topic, to build a theme, to build a project plan… and then points along the way, where they have additional time…directed time that they construct what they need, and I help provide it (p.19).

Teacher leader Jensen remembered that the district workshop times, with service-learning director, Kerry Hinbickel, was quite valuable when staff and other teachers were coached and challenged to look at student work, discuss the criteria, and determine if the criteria were met or not, and WHY! Jenson continued in citing the importance of discussing student work and meeting the acceptable standard for that work. Jenson was emphatic in making certain that she and her colleagues knew how to teach service-learning as project-based within the context of the required curriculum. For that, she credited district leader, Ronald Cico, and the many, many times he came to her school to help her to write the proposals and develop the service-learning program at Schubert. Jenson was emphatic that teachers, teacher leaders, and those in central office should learn and know what they are talking about in service-learning:

> . . . many people do not understand service-learning, and I include some of the people who talk and teach service-learning. I'm not sure they really understand what it takes to do it and what's good and bad service-learning…..I sat at a meeting at the end of last year, where somebody was second in command and had a project where kids were testing water quality and told them that their data was going to a water department or whatever, and it was being recorded and that it was a real actual help to the agency by doing water control. They were doing it on the computer…when it came out, they asked, 'Did it really go there; did you get an acknowledgement…?' Well the data never really went there. We just told them it did. I said, 'That's not service-learning…that's fake service-learning…it didn't have a real issue.' I am not denying the children learned about water, but I am denying that it made no appreciable difference in the world and, in fact, you know it didn't, and you knew it wouldn't when you started it…. Now how could a person in a service-learning department not understand that a really critical element was missed (Interview 2813, pp. 9-10).

Jensen credited the staff development for service-learning with the Pennsylvania Service-learning Alliance as positive and the most beneficial during the early days and three times staff met during the study year. Staff members were grouped by content area, and participated in workshops in how to align projects with standards, how to teach staff and students how to walk through an entire project, step-by-step through each element, and how to team with the

community. An added element of strength to service-learning staff development at Schubert for Jensen was the opportunity to sit with her colleagues and community representatives to brainstorm and plan service-learning projects aligned with standards and curriculum as outlined in the guidelines. The power of dialogue was useful to Jensen as she led staff at Schubert who looked to her for service-learning leadership.

Jensen recalled the early days of service-learning, enthusiasm of staff, and more abundant funding which brought outside people to promote service-learning. She remembered the kick off assemblies introducing the general themes, the showcases and end of the year celebrations. As she recounted the experiences, she mentioned the decline in money which encouraged teachers to "opt out", which at the same time seemed to drop with downtown not being there to push anything which included staff development. Jensen began to see the zeal for service-learning as a teaching methodology wane at Schubert. She mentioned that there could, and should be so much more going on with outsiders evaluating serious academic student work, and staff learning more. She ended in stating, "if it's [service-learning] is going to be real, then let's make it real!" Teacher leader Jensen noticed and voiced a diminishing change in service-learning at Schubert and in her wisdom to be "God, " voiced that she would go up and would say absolutely the thought about having everyone do service-learning to some extent… absolutely service-learning is to be mandatory!!!!! (p.9)

3.20.   Service-Learning Implementation at Jake Townsend Academics Plus Middle School

3.20.1 Program structure

The structure of service-learning at Jake Townsend Academics Plus Middle School rested with each of the four grades six through eight small learning communities (SLC): Art and Music; Community and Environmental Studies; Health and Nutrition; and Science and Technology.

The Youth Driven Service-Learning Center was housed in the Community and Environmental Studies SLC with nationally renown service-learning teacher leader, Kitty Lakes, and her colleague and co-coordinator, Cindy Dumas. Kitty Lakes was known throughout the state as a Pennsylvania Service-Learning Alliance Peer Consultant where she trained teachers and administrators in service-learning implementation, and highlighted the work of her students in workshops at conferences throughout the country. Philadelphia, Townsend Middle School, Dumas, and Lakes have been mentioned in national service-learning literature, sponsored by the Kellogg Foundation, won awards for their work, and were identified in the Review of Literature chapter in this work. Townsend students have traveled throughout the country with Lakes and Dumas as an audience to learn about service-learning and as participants to speak of their service-learning experiences. The structure of service-learning for the grade eight team with this veteran teacher duo was implemented using a block schedule where Lakes taught the language arts, reading, and social studies, and Dumas taught the math and science. Dumas remembered that the student service-learning center at Townsend in past days served as a training site for staff at Townsend and for staff in the district on what service-learning was, how it could be used in their classrooms, to show other teachers its importance, and how it could help them in their teaching (Interview 2808, pp. 2-3). While it was not clear how service-learning was structured at Townsend, per the School Improvement Plan, Principal Catlee commented that the structure of service-learning at Townsend was structured "within its own small learning community" (Interview 2804, p. 4) .

Service-learning was listed as a strategy of intervention for handling discipline under the suspension report in the Townsend School Improvement Plan, and service-learning was listed as

a practice that Townsend listed to implement to ensure student achievement and accomplishment through creative and positive community interaction.

3.20.2 Youth driven service-learning center observation at Townsend

The Youth Driven Service-Learning Center at Townsend was a large classroom, brightly lit, and sectioned to reflect the various work done in the classroom. Clues of academic plus work completed in the room included a tripod and dark drape for filming, science equipment, reading books, round tables and chairs for student work, student work displayed near the science cabinets, and a section of approximately 30 computers and work stations. Lakes spoke of monthly meetings with student groups in the room, particularly in the past, but found it increasing difficult this year due to negative student behavior . She mentioned that not as much had been accomplished in service-learning this year for a variety of reasons. In the Center, students were working on their exiting projects which were to be presented the first week of June. Some were typing, some were talking, some were reviewing work in folders deciding what to present or use in the project and presentation.

In an after school meeting of approximately 20 teachers from other middle schools of the School District of Philadelphia, the student center became the host space for discussion about service-learning, its uncertain direction, and the need to continue service-learning as a teaching methodology for middle school children. Two researchers from a national agency to support service-learning were recording responses of teachers as focus group participants and asking questions of teachers regarding their ideas and thoughts about tried and true best service-learning practice, success and failures, and how service-learning was progressing at their schools.

Lakes and Dumas recalled the concept of "center" and shared stories of staff training in that room during early days, and remarked that nothing of sort occurred during the current year.

3.20.3 Service-learning and the curriculum at Townsend

Both Dumas and Lakes shared their journeys through service-learning in Philadelphia, and both were hired to teach at Townsend 15 years ago as teachers in the Western Philadelphia Improvement Corp, WPIC, program. Teachers used resources in the community and from the University of Pennsylvania to help students enjoy a richer learning experience in and out of the classroom. Lakes attributed the WPIC experience to "the best move that I made as a teacher with the Philadelphia School District because it opened up a lot of doors of opportunity for me… not coming from a traditional teaching background, I saw the big picture." (Interview 2815 p.2)" Big picture was interpreted to include multiple and rich resources into student learning experiences which occurred in and out of the classroom.

As an academic plus academy, the emphasis at Townsend was on reading, writing, and math skills, and the goal veered toward monthly planned improvement, frequent assessment, and progress in those areas, per the School Improvement Plan. The majority of grade eight students at Townsend performed at the basic and below basic levels in reading and math on the 2002-2003 Pennsylvania System of School Assessment. While she understood the need to emphasize reading, writing, and math skills in the Townsend curriculum plan, Lakes thought the curriculum needed more than "test, test, and test," and considered it a missed opportunity for students not to experience learning those exact skills through service-learning. She commented:

> I think if this new administration is going to support service-learning, they have to see the links to standards, improving test scores, and character education. That is what he [Valenti] wants to see. In service-learning, you have to demonstrate that service-learning does involve character education…it does involve literacy…..it does involve math, and you can document it with assessment….like with the test scores and formal and informal assessment (Interview 2815, p.10).

Lakes spoke of her experiences with students in service-learning projects that included differentiating instruction in the Census 2000 project where special needs children joined

mainstream children in helping the community raise an awareness of the census counting process. She mentioned her use of the student center for student leadership in heralding the water cycle project, or leading other students to understand blight and community support in the Urban Blight Project. Constant in all responses of naming her projects, Lakes mentioned her experience in aligning the service-learning project with the curriculum matrix in her content area and the scope in working together with other staff in matching other lesson plans and content standards. Lakes credited this aspect of service-learning implementation to the flexible middle school small learning community (SLC) schedule at Townsend with her team teacher, Cindy Dumas:

> What Cindy and I do is we design the project…she puts in the math standards in her lessons and lines it all up. I do social science and language arts, and we rip it in half and she focuses on these components and then when we pull it altogether….AHA!!! (Interview 2815, p.16).

When asked about her comfort in aligning service-learning with Pennsylvania academic standards, Dumas felt very comfortable with the task and added that any math or science teaching could be fit into any topic, if approached the right way to the line of thinking where and how it could be tied for connection (Interview 2808, p.10). Dumas recalled early days and the growth of service-learning in the curriculum at Townsend and throughout the School District:

> It [service-learning] was more supplementary, aside from the regular curriculum, something that everyone wasn't involved in, and a lot of just community service. Now, it's more community learning, where you're getting everyone involved, and everyone is benefiting from it, not just the student, not just one group, but everyone should be able to get something out of it. Before, it was we'll take blood pressure screenings for our community, which is fine, but today, I think that would be a lot different. Give them the information why it is important to have blood screening, and push for it to chart results and come up with some information that is going to help them and carry through further….not just a one-time deal (Interview 2808, p. 9).

With the zeal to move service-learning forward at Townsend, both Dumas and Lakes spoke of the need for more administrative support. In her youth driven center, Lakes mentioned that she kept hitting road blocks when she tried to bring in an intermediate pest manager, or tried to organize the school in a bullying prevention campaign to reduce the highest ever increasing problems of little discipline and fighting. Lakes was floored when she prepared to apply for the bullying grant, and her efforts were stopped by her principal.

Principal Catlee spoke admiringly of her students who presented their service-learning projects before other principals in a demonstration group principals meeting. It was this experience that created a greater understanding and support of service-learning and its positive impact on student learning for her. However, Catlee spoke of her experience with service-learning at Townsend and the many hours, days, and months that were spent on a project, not to mention the cost. She saw service-learning dropping a pitch in dwindling resources, and the focus of services received at her school:

> It takes someone creative who knows how to take a big project and scale it down to something that is doable. . . . This year I was able to purchase Americorps as they have been quite helpful with the children, with the projects, because they can go…they can work with them, they can give up their Saturdays, they come in the building when we are doing other, extra things. Next year, I do not have enough money to purchase them [Americorps], so I am looking for a way of funding. So there are not eight people in the building, that are normally in the building to put one in the service-learning center, to help that teacher with children get their project done and each SLC gets an Americorps worker…now that part is gone….a little[money] there…a little here, but I cant even piece it together this year (Interview 2803, p. 6).

Catlee stated that the money was going to fund after school programs to raise the achievement of students in reading and math in form of tutorials and mentoring. Besides, Catlee wanted all grade eight students at Townsend to benefit from service-learning by using the youth-driven service-learning center model. Only one center in the grade six through eight SLC was active at

this time. The limited resource of one center influenced teachers to "do their own thing" or nothing, according to Catlee, and thereby "left three grade eight groups of students out of service-learning" (Interview 2803, p. 4).

Seeing change coming from the top, Catlee voiced her vision and solution to this mounting and varying conflict of interests around the curriculum in this statement when asked what she would change about how decisions were made regarding service-learning in the district:

> . . . all grade eight students should benefit from the service-learning center. But that depends on what Mr. Valenti's push is, for service-learning or not!!! . . . . His focus, his vision, is the school's focus, and the school's vision. I just have to translate the words to what it is (Interview 2803, p. 4).

Like other principals, Catlee saw the curriculum including service-learning changing, and at Townsend, perhaps the change was occurring even faster and with more anger from her staff. The question became how fast could something come to save the Townsend picture from turning negative?

3.20.4 Professional development and service-learning at Jake Townsend middle school

Lakes felt that the professional development at Townsend had reached low notes of performance and saw the picture getting worse. Recognized as a national leader and trainer in service-learning, and having spent many hours of training in project and problem-based learning, through the years, Lakes realized the importance of professional development and envisioned her youth driven learning center as the hub of student and teacher training in service-learning. However, there had been no professional development at Townsend for the year. Her answer to quality professional development rested in "intensive hands-on learning and the opportunity and time to learn how to do it well" (Interview 2815, p. 20). She laughed at the "teach you how to do this from the manual" approach and then leave. Lakes felt that the way staff development was decided at Townsend rested in communication and planning, elements that were moved by

administrative support, or lack therof at Townsend. However, Lakes felt Catlee did not respect

her or support her efforts to train staff in service-learning. Lakes felt sadness and frustration in

the picture of staff development at Townsend:

> And all around the country everyone is calling me, "Can you come?" I was put
> on the National Center of Community Education Advisory Board because my role
> is to train people…how to infuse service-learning to make their after school
> program more responsive to the needs of the students.   And yet, in my own
> school, I have never been asked to do….I think I was asked to do training once,
> and they gave me two hours.

Lakes mentioned the early days of service-learning and her participation in training with

students and community on Saturdays and during the weekly open houses at the Schuylkill

Environmental Center, and Cobbs Creek Environmental Center. She spoke of her summer and

fall meetings and plans to have the teachers at Townsend trained in bullying prevention monthly

to tie to service-learning and content standards in that the school student climate was getting

worse.   When Principal Catlee did not support the program, Lakes responded in looking for

change:

> I   would   change   school   planning….I   think   that   service-learning
> projects…especially an opportunity was missed with this one….A big golden
> opportunity was missed that would have allowed for staff development and
> student achievement that would have met all the objectives of the School District.
> I would change the lack of support.

While the friction between Lakes and Catlee had not filtered down to the children, building

peers and colleagues could see and feel the discord and the struggle. The building "buzz" of

discord had made its way to this researcher who very quickly thanked staff for their comments

and moved to the mission and task with the next interviewee.

Dumas recalled staff development in the district and at Townsend for service-learning through

the service-learning institutes and the many meetings and trainings with the Pennsylvania

Service-Learning Alliance. She spoke of the summer trainings at Hidden Valley that included

the students and teachers, some in which she participated as presenter and audience. The conversations were valuable and included discussion and reflection to determine if service-learning were working, how it could be implemented, improved, and moved. While she credited Lakes' involvement with the community in bringing in outside resources to Townsend, she felt that the Pennsylvania Alliance work hard to support the technical, financial, and educational efforts at Townsend. Unfortunately, those days were memories, and Dumas cited the current year as a resistant year for staff development in service-learning at Townsend by Principal Catlee.

Principal Catlee admitted that her experience in service-learning was little, began with her as an assistant principal at another school, and was shaped by attendance at a conference. No consistent training for assistant principals was available. As a principal, Catlee shared a memory of staff development:

> Since I have been a principal [for three years], we have had three regional superintendents, and out of the three, only one has had a staff development for principals by bringing in Townsend's team to give principals Townsend's view of what service-learning is about . . . in my three years of being a principal, we met about once to just talk about service-learning. So that answers your question (Interview 2803, p. 3).

Principal Catlee mentioned that she rarely participated in service-learning meetings or staff development with teachers, and never with community members, or student leaders. While she supported the exiting projects with grade eight students, Catlee left service-learning to the teacher coordinators of each small learning community entirely, and recognized that service-learning and its understanding "depends on the teacher." (Interview 2804, p.5) For Principal Catlee, funding for professional development in service-learning had to come from a source other than the school-based budget where professional development was committed to academic skill development and changing priorities of The School District of Philadelphia.

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3.21. Conclusions of Service-Learning Implementation at Girard West, Schubert, and Dr. Jake Townsend Middle Schools

The program structure and implementation models presented in "the manual" were not as clear as the practice in the actual classroom observation and interviews with study participants. Even more clear in understanding the elements of service-learning, in which this researcher hoped to see in each classroom observation, was the service-learning model of elements presented by Fertman, in Appendix F. While study participants, at times, mentioned the elements of preparation, service, reflection, and celebration in passing, no strong chart, or graph, or visual representation in "the manual' or in the classroom were present. A question rose in this researcher's mind, "Was there ever a graphic organizer of the service-learning elements presented?" There were no answers from study participants to confirm this.

The program structure, curriculum, and professional development of service-learning in the three schools reflected the unique cultures of each school, respectively.

Service-learning was implemented by small learning communities most successfully during the two to four week intercession period from 9:00 a.m. to 2:00 p.m. daily during the year-round program at Girard. Given the highly diverse population of 1200 students, their needs and issues in the Girard learning community, this structure afforded a dedicated and concentrated time for student study and growth in the youth driven student center, put less stress on the schedule and classroom "pull-outs"; and created more time for professional development in service-learning as a demonstration school of community supporter, Need In Deed. Dean Ellerbe realized the benefit of this structure after several rounds and bouts with prior scheduling issues, and in her leadership role, was able to coach teacher leader Farr to organize others in planning and implementing service-learning activities to support themes in the curriculum at Girard in their grade levels and with small learning communities. Using a dean of students with staff

development, planning and curriculum experience to support the teacher leader with service-learning leadership, academic coordination and alignment, operation, and general rally to service-learning could be viewed as a plus factor in moving toward program sustainability. Teacher leader Farr appreciated the support. Having a community partner in Need In Deed to embrace Girard as a service-learning demonstration school with funding, resources, and staff development was a plus in moving the agenda forward. However, Need in Deed was working with another small learning community at Girard. Perhaps soon, Need in Deed would work intently with Farr's Small Learning Community. Principal Remba appreciated the support. With the activity of many partnerships at Girard documented in the School Improvement Plan and the vision and leadership of Principal Remba to keep this activity and energy going, and embrace still, the seemingly new academic priorities of the School District, all Girard interviewees appeared to be satisfied to continue with the program structure which included the "time" to do service-learning. Principal Remba delegated service-learning responsibilities to Dean Ellerbe and relied on her expertise, in part, to keep the program moving. By doing this, Remba could invest and empower others in leadership, and still keep attuned to other priorities for the advancement of student achievement playing in the rear, as student performance at Girard measured by the state assessment, revealed a significant degree of basic and below basic performance.   Farr and Ellerbe were pleased with the support of the principal and the growing resources and ideas of professional development from colleagues in how to implement a quality service-learning program. Farr voiced her satisfaction and interest in growing as a teacher with the need for more professional development involving peers who knew and could show how to implement and align service-learning to the Pennsylvania academic standards. Her team goal to include the students in helping the community provided a challenge, but charge for her in helping to move

service-learning forward in sustainability at Girard. If Need in Deed expanded to support more Girard teachers, it may have proved helpful for Farr in meeting her team goals.

Similarly, the structure of service-learning teaching at Townsend rested with the small learning communities, and appeared to be positive in the eyes of teacher leader Lakes and Dumas, where the time to teach service-learning was contained in the two period per day block of teaching time with science and math; social studies and communications. The structure of the youth driven service-learning center was left with the service-learning coordinator of each small learning community. However, only one of three grade eight team of students was served by the youth driven service-learning center. The time to service other Townsend students and staff was an issue for Lakes in that her teaching schedule would not support the time to do a lot of other things as she had envisioned. With the priorities of academic skill development looming in the air from the new central office administration, Principal Catlee's decision to focus time, energy, and funding on academic skill building during the day and after school, afforded some teachers an opportunity to opt "out" of implementing service-learning in the curriculum, much to the chagrin of teacher leaders Lakes and Dumas, whose background, history, and philosophy as public school educators were rooted in community inclusion in the academic curriculum and classroom. With a large school of low performing students, and the mood from central office to change the picture, Lakes and Dumas felt the structure and support of service-learning needed to be reviewed perhaps to meet the current need, but certainly not dismissed. With student discipline problems mounting, Lakes poured her hope and energy in an anti-bullying project that she hoped would accomplish community inclusion, student voice and leadership, and academic skill building and success. To her disappointment, Principal Catlee's vision and leadership did not support Lakes' model of service-learning as Lakes would have desired. Catlee appeared not

to be convinced that service-learning needed to be the sole factor in driving the learning agenda at Townsend at this time, even though service-learning appeared to be an activity listed in suspension prevention, as an additional funding source, and as a tool of technology used to enhance the instructional program in the Townsend Improvement Plan. Principal Catlee's actions at Townsend contradicted the logic of service-learning practice in that Catlee identified her entry into the educational field in the School District of Philadelphia 30 years ago through vocational education with a philosophy of hands-on and experiential learning. Her side jobs included working in the field of cosmetology. Perhaps little or no professional development in service-learning as an assistant principal and later as a principal did not lend enough support to convince her of the value of continuing to support service-learning in the manner Lakes and Dumas hoped she would have understood in their service-learning activity. If service-learning were perceived by Catlee as more self-serving to the adults than beneficial to the students, based on performance data, then Catlee may have decided on a different course of leadership for service-learning, without a collision course of conflict with certain staff members for the sustainability of service-learning for students at Townsend. The vision for service-learning at Townsend remained in conflict with the principal and certain teachers and thereby, would not be effective in moving service-learning toward sustainability. Just as The Six Blind Men saw service-learning differently, so did Principal Catlee, and teacher leaders, Dumas and Lakes at Townsend.

Principal Gufman at Schubert credited the success of service-learning practice to teacher leader, Tracy Jensen. Using the standards-based curriculum, teacher leader Jensen planned and aligned lessons and activities in service-learning for the year over the summer in order to get a start in creating the mood and tone of service-learning for the year. Like Girard, Schubert enjoyed a history of community support for service-learning and professional development with

its providers, environment in nature, but unlike Girard, Schubert began to witness a wane in support from the community providers as mirrored by the change in central office administration at the top. Even the principal appeared to be changing the service-learning tune, in Jensen's eyes, in that no strong commitment was made to the Pennsylvania Alliance for funding in providing the ideal structure in a dedicated room for the youth service-center, or a teaching schedule change for more time to facilitate service-learning professional development with other teachers in the building and across the School District. Like Townsend, Schubert enjoyed a veteran teacher committed to the curriculum, its alignment to academic standards, and its validity to authentic service-learning teaching for the good of student progress. However, with shifting priorities from the top, and decreasing funding, both Schubert and Townsend teacher leaders appeared to fear the worse…..the opportunity for other teachers to "opt out" of teaching service-learning where students would and could not benefit from the once "required" non traditional learning experience. While the majority of Schubert students at the grade eight level performed above the basic and below basic levels of proficiency on the state assessment, Principal Gufman's vision and support for service-learning appeared to be changing for the less, according to Jensen, and that was the opposite philosophy, where she would have service-learning mandatory for every teacher and student. If leaders looked back to see little or no followers, then the vision and leadership must have changed.

While the three Philadelphia study schools saw a focused period of service-learning implementation in the elements of program structure, curriculum, and staff development, the pendulum began to swing in a different direction and change in service-learning, however unique to each school culture. The proposed long-range innovation and reform project began to

experience short term vision and practice in the change of administration, yet, by the unique culture of these three middle schools, service-learning was sustained.

3.22. Perceived Strengths of Service-Learning Implementation for Sustainability

In order to understand the "big picture" of service-learning implementation as a large-scale reform effort of the School District of Philadelphia for at least four years, each school leader was asked to respond to what he or she thought were strengths and barriers of service-learning implementation. Responses were coded by role and school and exported to NUD*IST 4 to form Figures 3-7 and 3-8. As a researcher, this perspective would serve helpful in determining feasibility for implementation.
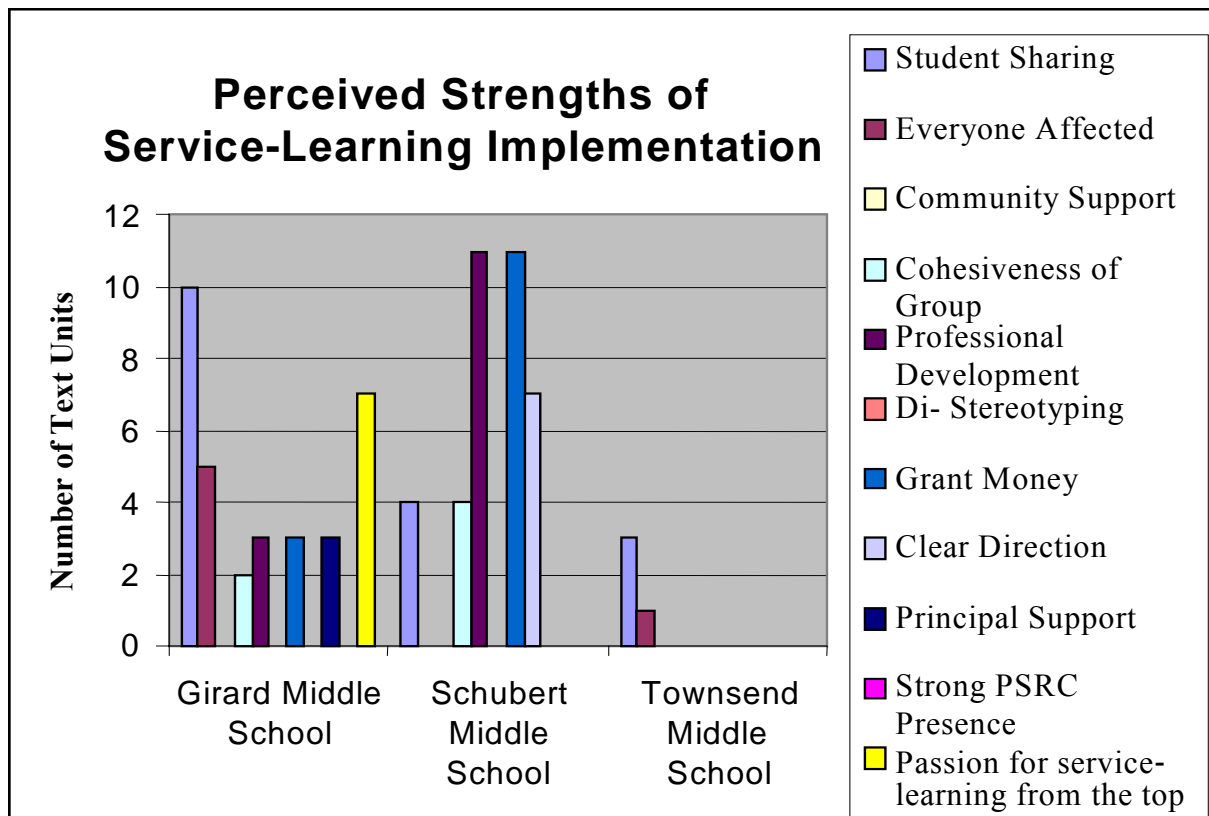
Figure 3-7 Perceived Strengths of Service-Learning Implementations

In Figure 3-7 responses of perceived strength for service-learning Implementation by school leaders at respective study schools, included **Student Sharing** where students were required to participate in a service-learning project and share the results of the project. **Everyone Affected** included the affect of the school culture as a result of service-learning learning implementation where students, teachers, parents, and community participants were touched in some positive way. **Community Support** involved the support of the community, **Cohesiveness of the Group**, perceived as a strength, was how the service-learning activities and methodology brought the respective school community together. **Professional Development** included training and the "how to" of service-learning, and **Di-stereotyping** was perceived as a way service-learning helped to dispel stereotypical images of role groups that included teenagers, senior citizens, racial and ethnic groups, as explained by respondents. Schools receiving **grant money** was seen as a strength in supplementing the site-based budget, and **clear direction** in form of vision and focus in moving the program was considered a strength, along with **principal support**, and strong **Post Secondary Readiness Coordinator presence.** **Passion for Service-Learning from the Top** was listed as the final perceived strength of service-learning implementation.

Based on experiences of practice in service-learning in each study school as represented by the number of text units and the response of each interviewee, school leaders at Girard identified **Student Sharing, Passion for Service-Learning From the Top, and Everyone Affected** as the top three elements perceived as strength for service-learning implementation for sustainability. Girard leaders cited **Professional Development, Receiving Grant Money, and Principal Support**, all equal in discussion, as the next items of perceived strength. Schubert leaders identified **Professional Development, Receiving Grant Money, and Clear Direction** they felt

in their service-learning program as priority strengths, while **Group Cohesiveness and Student Sharing** were discussed and considered secondary strengths. While school leaders at Townsend Middle School discussed much about service-learning implementation during the interviews, discussion to identify perceived strengths in service-learning implementation for program sustainability included **Student Sharing and How Everyone as Affected.** Discussion of these elements by Townsend staff was minimal which represented under four text units.
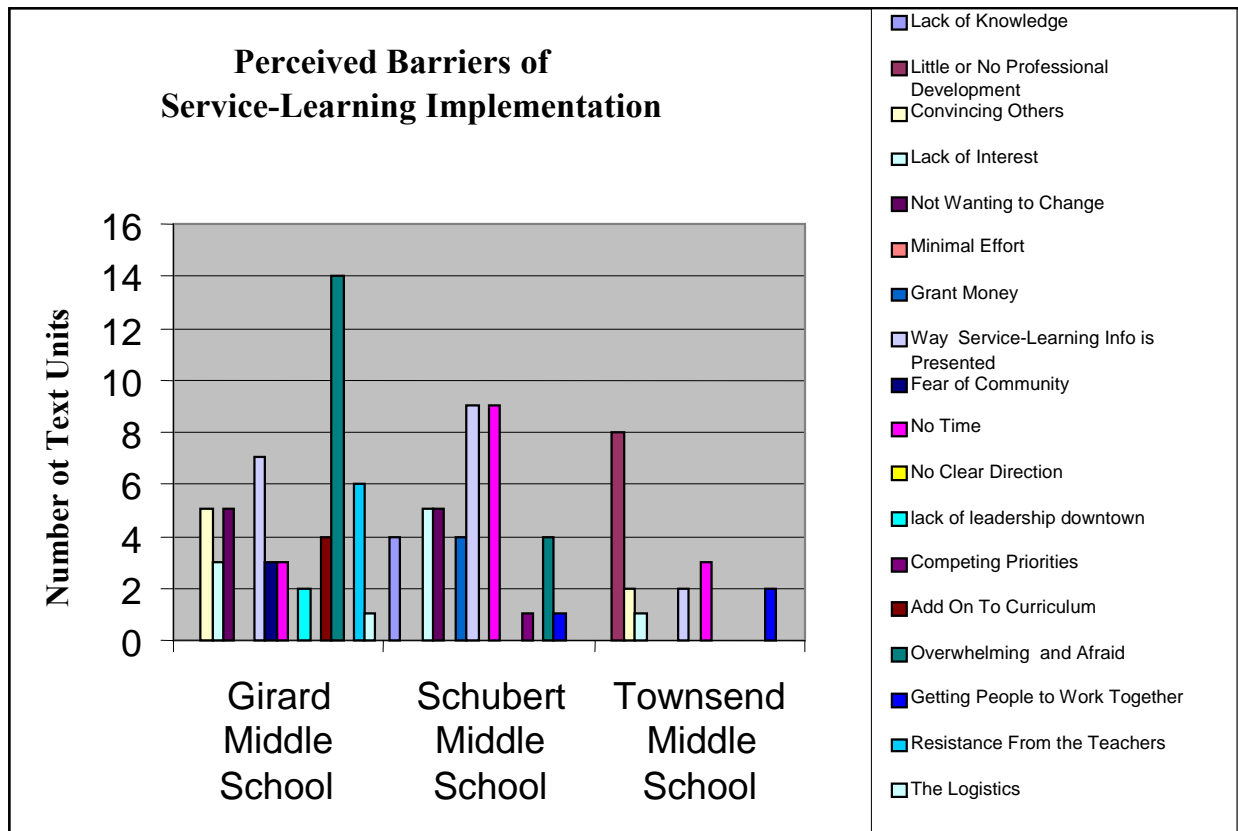
Figure 3-8 Perceived Barriers of Service-Learning Implementation

Perceived challenges and barriers of service-learning implementation discussed by Girard Middle School service-learning teacher leaders included being overwhelmed and afraid in the beginning. As the single most illustrated element of fourteen text units, each leader at Girard discussed this element in some way. The initial way service-learning information was presented

brought a response as a challenge with seven text units, and an explanation from Principal Remba:

> I think one of the initial barriers that a lot of new teachers felt to service-learning was what the heck is this….you know, when am I going to do this?….. I am going to be taken away from my program, my math, my reading, my kids will have fun, but they are really not going to learn……I think some folks are probably very reluctant to get involved because they think it is just another thing to do as opposed to a different way of doing it (Interview 2819, p.15).

Resistance from the teachers brought six units of discussion from Girard leaders as a flow from being overwhelmed, to discussion with how service-learning was presented. Similarly, Schubert leaders discussed the way service-learning was presented as a perceived barrier equal to **No Time** to implement service-learning with nine text units for both elements. Townsend leaders also identified **No Time** as a barrier and challenge to successful service-learning implementation, however, less so than Schubert leaders, but at the same level as Girard leaders. **Little or No Professional Development** rang loudly as a barrier and challenge of service-learning implementation at Townsend with noteworthy, but little conversation, around elements of **Convincing Others to Use the Methodology, The Way Service-Learning Information was Presented**, and **Getting People to Work Together.** Noticeable in the perceived barriers and challenges of service-learning implementation was the closeness in likenesses and similarities in elements identified by school leaders.

3.23. Summary of Perceived Strengths and Challenges of Service-Learning

3.23.1 Implementation for Sustainability by Girard, Schubert, and Townsend Middle School Leaders

Given the scale and scope of service-learning as a large-scale reform effort in the seventh largest school district in the United States, the strengths and challenges of service-learning implementation for sustainability by Girard, Schubert, and Townsend Middle school leaders

appeared great and real, and were by no means, any hesitant or groping part of the interview. Respondents were more than glad to share the triumphs and sadness of this tried educational innovation.

In the comments of **Student Sharing,** the element in Figure 3-7 that appeared dominant in all schools, all respondents projected exuberance in talking about how engaged students became in presenting exit projects, communicating with the community and each other. The student outcomes appeared to be a significant factor in working with service-learning methodology. Farr, Ellerbe, and Dumas thought about the process in service-learning methodology, the work of their students, and presentations at their respective schools. Dumas at Townsend could have summed for everyone her perception of service-learning and the connection with academic standards:

> …students have more confidence…they can talk about more on what they have learned…they can talk about what they did and shared with others, what is going on and what they are doing (Interview 2808, p.10).

All school-based service-learning leaders had successful stories to tell about their students and student sharing. With the amount of support and discussion around student sharing, this element must have persuaded the most unconvinced teacher in some school to try service-learning as a teaching methodology.

As a perceived challenge and barrier to service-learning implementation for all schools, the element of "**No Time"** appeared in all conversations in varying numbers of text units. Perhaps Remba's comments (Interview 2810, p.15) of the way some teachers felt in his building about how to find the time for service-service in the midst of other things pointed to the type and quality of professional development in showing staff how to fit service-learning in the time of a school day, or week. For all of the interviewees, time was viewed as more of a commitment to

do service-learning, in that they learned how to do it. For others based on the stories, time appeared to be a factor of frustration or reason not to engage students in service-learning. Community leader Mundy shared her perspective as an outside supporter to the School District:

> The teachers balked at it [service-learning] and they were…absolutely enraged that something new was being put on without giving them any extra support. You know and think that what they ultimately needed….was to know to be told that they weren't given enough time. That is how they saw it…….They were given, I believe, it was three years before they had to start implementing this. So they were given that time but they needed to know right off. I think it would have been easier to think that they were going to be in this on their own, that they were going to be given the support that they needed, that they were going to be changes in what the School District expected of them….(Interview 2820, p.11).

While Mundy did not work with the three study schools, she spoke with much empathy and understanding for all teachers in recognizing the plight of early days in service-learning where, in hindsight, she emphasized the need for clearer expectations and tighter organization around that element and need that created such anxiety, fear, and resistance.

All school leaders mentioned some form of resistance on the part of teachers to embrace service-learning in the initiation and implementation stages. Whether it was the perspective from Girard as "overwhelming and afraid and resistance from the teachers; "lack of interest or not wanting to change" at Schubert, or finding it "difficult to get people to work together at Townsend," the message prevailed as a challenge or barrier of service-learning implementation from the school leaders in the study schools and undoubtedly from those outside of the study schools.

While no teacher leaders in the study schools contacted the Philadelphia Teacher Federation about service-learning, Federation leader Circe, summed her feelings in talking about the barriers to service-learning, and her need to support resistant teachers who called her frequently:

> Well that goes back to the same thing….you have to prepare people who do it. You need guidelines that need to be established….and something that is a work in

> progress…….prepare people to do it!!!...There should have been a time before it was phased in, or put in, or something so people were comfortable in doing it, before it became a requirement. (Interview 2816, p. 7).

Circe mentioned her gladness in that service-learning was no longer a requirement, saw some value in the experience, but ridiculed in discussing the challenge in how it was implemented. Circe represented many who thought as she did within the large school district where cross role leadership was not considered wholly.

Nonetheless, school leaders in the three study schools saw the value and need to continue service-learning implementation within the context of each of their unique school cultures, and did so even with limitations and changing climate. The sustainability of service-learning in the three study schools, not without issue by any imagination, served as the enduring rock through the storm of change. The perspectives of school-based leaders revealed how service-learning occurred in the initiation and implementation stages in Philadelphia, and highlighted the perceived strengths and challenges of implementation. The participants which represented all role groups, like the Six Blind Men, found the service-learning elephant to be a huge undertaking school reform.

3.24.   Research Question #5

Why implement service-learning in middle school for sustainability?

3.24.1 Implementation for Sustainability

Why service-learning in middle school? Why not? References from Chapter II of this work remind the reader of the Carnegie Report on Adolescence and the need for service-learning at the middle grades. Responses from interview protocol question number ten yielded many responses from a slightly revised research question which read, "What were the particular aspects to implementing service-learning in middle schools for sustainability? In order to answer this

revised research question to read more intently, Why implement service-learning in middle school for sustainability?, *The School-to-Career: Context for Connected Learning* (2000) handbook designed for school district implementation was used. Concepts based on the work of Howard Gardner in *Frames of Mind: The Theory of Multiple Intelligences,* describing the seven, now eight different intelligences through which people think, learn, and process information was used in considering the middle grade learner and his/her successful learning experiences that should be created by schools.

In the Philadelphia model, all grade levels were expected to produce three types of projects for promotion and graduation requirements: multidisciplinary, service-learning, and work-based learning projects.

Preliminary questions came to mind for this researcher in deciding to study service-learning in middle school. These included: 1) Are there unique qualities of middle school children that make service-learning more feasible for successful implementation? 2) Are middle school children more likely to embrace and support service-learning? 3) What determines successful service-learning implementation in the middle grades?

Answers to these queries might influence another topic for dissertation study, and this researcher simply wondered if the daily triumphs and challenges of the middle grade learner would bode well with service-learning experiences. Needless to say, service-learning was a requirement for promotion from grade five to grade six and middle school, and grade eight to grade nine and high school, so service-learning was included in the elementary and middle grades in schools of the School District of Philadelphia and were present in the three middle grade schools in this study.

As an examination of interest, this researcher asked study participants to respond to interview question number 10, "Are there unique aspects to implementing service-learning in middle school, and if so, what are they? This was then converted to a basic query, "Why service-learning in Middle Schools?" Based on their interactions with middle school students in varying ways, responses reflected in the number of text units from all role groups were indexed and gathered with NUD*IST 4, and graphed in Figure 3-9.
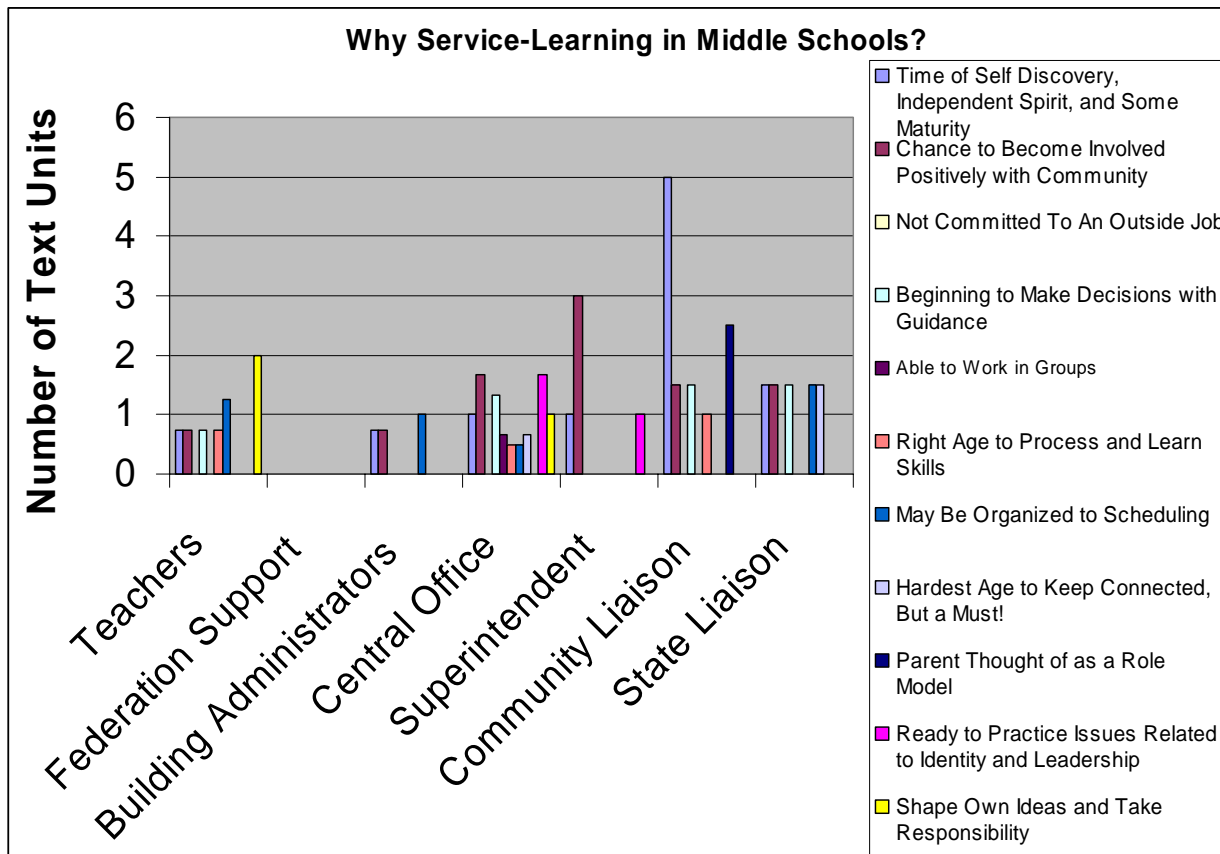
Figure 3-9 Why Service-Learning in Middle School

In his passionate vision to prepare children for the work place, involve them in and through the democratic process to become active citizens and possible change agents in their communities, Superintendent Henbar spoke about the chance for middle school children to become involved positively with the community. In fact, as a "former community organizer, and

rabble rouser advocate between 1966-1972" (Interview 2822, p. 2) Henbar believed that the

earlier, the better to start with developing a sense of morality:

> In my definition of service-learning…the principle reason that one gets involved in service-learning or should get involved has to do with morality, it has to do with bettering things and so on. And it also can contribute to developing employability skills and other things . . . if I become convinced that citizenship should take its place along with academics, success in college and getting a good job as a principal goal of public education, and then ask myself, in citizenship, how do I best create a teaching and learning environment where kids achieve citizenship, then I've got only one best thing to turn to, and that's service-learning, because I can also demonstrate that book learning and talk are not very effective citizenship pedagogical tools, whereas I think that service-learning is (Interview 2822, pp. 3-4).

Henbar's comments regarding this issue were greater than any other role group. Ellerbe's

most revealing response to service-learning as a chance to become involved positively with the

community spoke to her experience at Girard and overall experience in service-learning with

middle school students. These allowed all to see the value of service-learning in leadership

development and in fostering public relations in the community:

> Again, I think the same thing, when somebody that's eleven or twelve or thirteen comes knocking on your door, if somebody comes in that's in the second grade, they are just so cute and they get your attention, wheras when it's the quote, 'ugly teenager' it's that I don't think that they realize that they can do as much as a high school student. I think the age limitation and the label of the middle school thugs and they are the kids that hang out on their store and door step, and curse, and whatever. I think they have a bad reputation, and I think that's another reason we have to do this. I think seeing these kids in a positive light within the community is good for both relationships (Interview 2810, p.14).

Ellerbe was the only building administrator to make this observation. All other responses

were based in the advantage of service-learning in an academic context.

All role groups commented on the value of service-learning connected to the community to

some extent, except the Federation representative.

All groups commented on the fact that service-learning could address a fact in middle school development in that adolescence is the time of self discovery, independent spirit, and some degree of maturity. Community Liaison, Drexell had the most to say from her role group, commented on her perspective of middle school independence, and felt that teachers and principals might be a bit conservative in practice regarding this new-found independence of middle schoolers:

> Well, I think with eighth grade, there is a bit more autonomy that you can count on and more maturity level, but some characterize this as different from high school….I do not see that happening in the district at all and less often in the middle school . So that would be a unique aspect….I don't think that teachers or principals are quite comfortable when kids leave the building without a lot of supervision (Interview 2818, p.14).

Henbar, too, felt middle school was fertile ground for service-learning based on a degree of student independence. He continued in stating:

> I think one of the nice things about middle school kids is that they are old enough to have an intelligent conversation…and they are very malleable. So I think that in shaping values from a child development view…tailor those to give middle school kids a sense that they are important, that they are doing things that adults think are important. In middle school kids in a good service-learning program are beginning to define themselves in a way that elementary school kids cannot, and high school kids have become so jaded that it's kind of tough to break through (Interview 2822, p.13).

Similarly, every other role group agreed and commented on the value of service-learning in middle school with student self-discovery, independent spirit, and some maturity. The representative from the Federation, again, did not comment on this element.

Teacher leaders commented on the fact that service-learning in middle school as it could effectively be organized with block scheduling. Why service-learning in the schedule was an issue in some part at Schubert might have opened a query to the K-8 elementary and middle grades structure more than a regular 6-8 middle grade model. There appeared to be differences

in the structure of models to support the scheduling. Dominant in the teacher role group were the responses that service-learning in middle school helped children to shape their own ideas and take responsibility. Teacher leaders Dumas and Lakes felt and expressed what they saw in their program at Townsend: Both felt that "middle school learners want to do things on their own." Lakes responded that:

> I found one thing about them that makes them unique is that they are eager to help; it is in their nature. You ask them, and they respond. You have to get them a role, a real adult role… I can only go by telling you what I do to make it unique (Interview 2815, p.17).

Service-learning in middle schools for teacher leaders helped to shape individuality and responsibility in learners.

A final observation in presenting the unique aspect or value of service-learning in middle school was recognized from central office participants who felt that service-learning influenced a readiness to practice issues related to identity and leadership. While comments spanned less than two text units, the same as seen in the chance to become involved positively with the community from central office leaders, Girshon felt the importance in commenting:

> I also believe that there is greater opportunity for students to assume leadership roles in service-learning. We began to see…some leaders emerging in service-learning at the middle school level when we give students the opportunity to decide what it is they want to work on. You know, we see students who may have normally just sat there unengaged, uninvolved, and just coming and doing work saying, 'let's get this thing over with.' I think we see them light up when we say, 'what do you think you would like to do, and how would you like to do it'? I think we have the opportunity to see a whole different type of student evolve, and I think that it is a good thing to take advantage of (Interview 2806, p.14).

Girshon's perspective in student leadership development was based on to what she saw and experienced in working with approximately 1500 Philadelphia middle school students that she served as a Post Secondary Readiness Coordinator in the Overbrook Cluster of schools. These

schools served 4000 African American, Latino, Caucasian, and Asian students in West Philadelphia.

3.24.2 Summary of why service-learning in middle schools?

Responses to interview Question 10, *Are there unique aspects to implementing service-learning in middle school, and if so, what are they?*, yielded varying responses, within the needs, scope, and context of middle school development as referenced in *Turning Points* (2000). Depending on the type of task and activity along the Cycle of Learning in the Service-Learning Model by Fertman (1996) in Appendix F, students engaged in several intelligences which, in hope, served to support leadership and development of these adolescent participants. These stories of engagement and leadership at the middle school level would most assuredly capture the essence of Aquilera's Catalytic leadership where teachers, community members, parents, and students in service-learning practice helped to create positive experiences of leadership and growth for students. Girshon elaborated in her interview in expressing the need for more engaging experiences for middle school students thereby affording the opportunity to see service-learning as an alternative to traditional education:

> It is taking a young person who may be in a community and who may just not see any purpose for themselves and putting that in a frame of mind of understanding that there is a history and you play a part in that and you can play a part in the continuance of that in a very positive and constructive way (Interview 2806, p. 5).

As a final point, Ellerbe's perspective of the "ugly teen turned positive leader" and the potential service-learning could have in turning the many thousands of Philadelphia students into contributing citizens in their communities, reflected and extended Henbar's original vision of the power of service-learning as a value of "morality".

From this researcher's perspective, service-learning could offer considerable, incremental progress for middle school learners toward academic and community leadership as Aquerila envisioned in catalytic leadership, as Jackson (2000) cheered in *Turning Points,* and as middle level educators across America might want to see as an alternative strategy after the child is left behind in efforts of assessing and seeing that No Child is Left Behind.

3.25.   Research Question #6

How may other middle school and district leaders benefit from the service-learning implementation experience in Philadelphia?

Just as the Six Blind Men tried to understand the huge elephant, so educators in Philadelphia tried to understand service-learning implementation.

There was nothing small about Philadelphia, the fifth largest city (US Census, 2003), and the seventh largest school district in America (The School District of Philadelphia website, 2003). Like the elephant for the Six Blind Men, everything from the size of the word, to the school buildings, the central office administration building, the school population, school issues, and school the players to the towering skyscrapers in downtown Philadelphia was large, large, large, and open to much interpretation. To understand the school district and its organization and operation was a complex challenge. Nonetheless, children were promoted and graduated from its 256 public schools each year with the hope and dream that they would become contributing citizens in America.

Service-learning, a component in the Children Achieving Initiative, and vision of Superintendent David Henbar, was an educational innovation of school reform that was implemented in all schools of the School District of Philadelphia from 1997 – 2001 and was sustained as a practice in several schools following his departure in 2001. Service-learning was a

requirement of every child who was promoted to the next grade or who graduated from high school. The voices of many have resounded throughout this study of leadership and implementation for sustainability. Therefore, colleagues in other places considering service-learning as a teaching methodology may benefit from lessons learned in the Philadelphia story. To that end, responses of interviewees may serve as a guide to others in service-learning leadership and implementation.

Figure 3-10 outlines the responses of all study participants in offering advice for service-learning implementation for sustainability in a school district. Responses were coded as open in NUD*IST 4 and categorized from a prompt question regarding implementation for sustainability, "What advice would you offer middle school or school district leaders outside of the School District of Philadelphia about service-learning?

To represent the elements of response, all 20 participants in every role group were considered in this query in order to represent the "elephant" task of service-learning implementation for reform in this initiative and to realize the potential for large-scale implementation across The School District of Philadelphia, the seventh largest school district in America, with implementation in any other school or school district. The element of response to **Do It!,** or do teach service-learning methodology supported teachers and building administrators in their efforts to deliver instruction in a nontraditional way to students they were charged to teach. **Do It!,** or do teach service-learning methodology, for both teachers and building administrators represented a rousing first in the highest school leader response and reflected the second highest response of every role group in offering advice to others. After some years of time and reflection. Philadelphia middle school study teachers and building administrators recommended service-learning as a worthwhile teaching methodology.
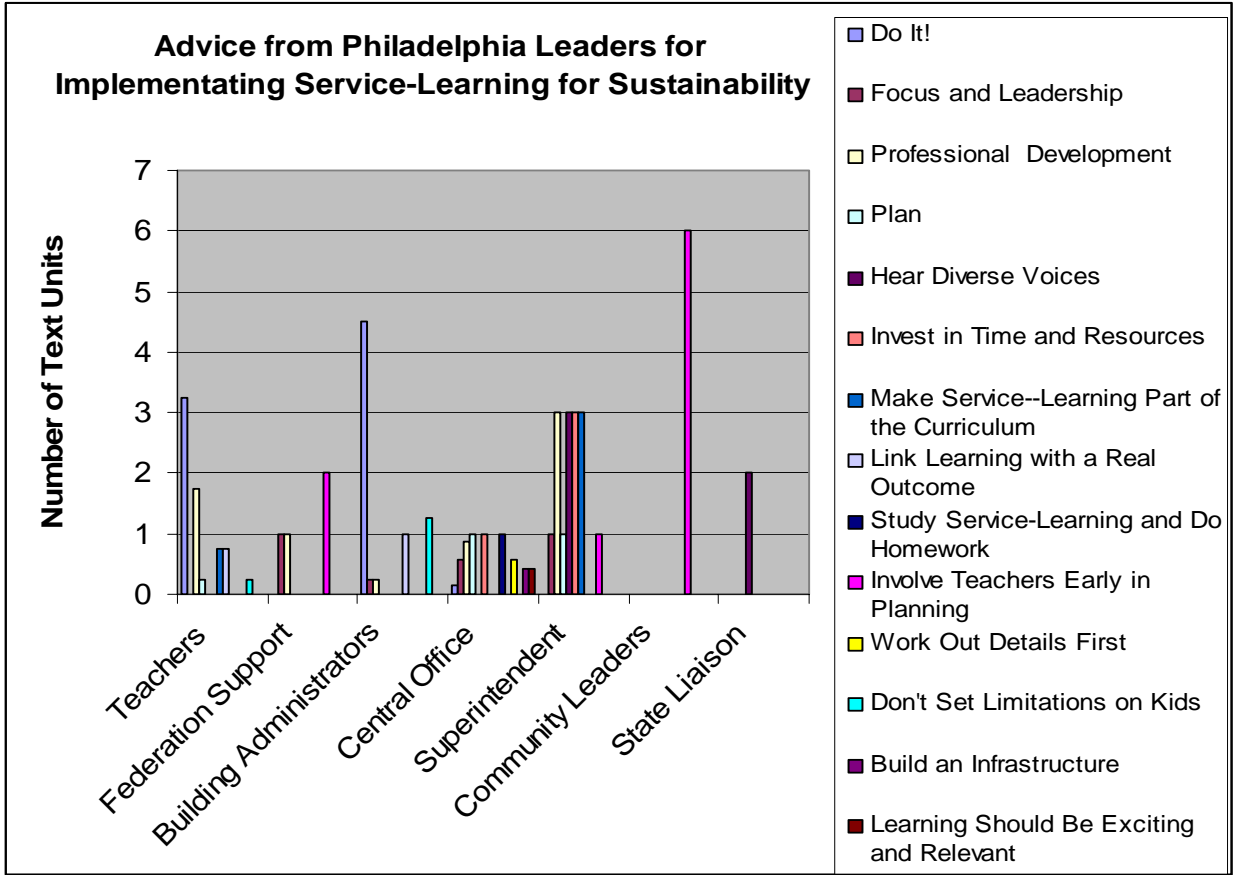
Figure 3-10 Advice From Philadelphia Leaders

Principal Catlee was the only building administrator who suggested advice in form of Focus and Leadership, while PFT leader Circe, joined Superintendent Henbar and a few central office leaders with responses. Outside of Do It!, in affording the opportunity for children to embrace their communities in learning, Catlee mentioned the need for focused direction and clear leadership in taking on service-learning and implementation large-scale style:

> But again, I say too, it [service-learning] needs clear cut directions or two hundred and fifty schools will be doing it two hundred and fifty ways, which will break down a little more, if they've got two teachers in every building and that's 300 to 500+ ways that service-learning will be done (Interview 2803, p. 23).

Catlee remembered her limited experience in service-learning as an assistant principal and moving to Townsend as the principal into a totally new structure for service-learning where the focus and leadership were crafted by coordinators and their designees in small learning

communities where it progressed or digressed to the fact that some students received service-learning methodology, and some did not.

Superintendent Henbar mentioned the importance of making service-learning a focus of leadership and remembered his practice in that role:

> Well then it needs to count, the way things count. It needs to be a part of the evaluation of both staff and students. It needs to be part of routine reports that are given to parents. It needs to take its place alongside other important stuff to really become part and parcel. Now, in getting there, I think that you need to enlist your best…one or two teachers to be the pilot teachers, if you will (Interview 2822, p. 20).

Similarly, central office leader West suggested service-learning to include focus and leadership from the central office and hinted at capacity building at the building level in implementation for sustainability:

> I just think the important piece is to have dedicated staff….dedicated central staff. What does that mean? People whose job it is to further service-learning objectives as their sole job or part of their job, and to have a group of dedicated school staff who are trained in service-learning objectives and service-learning principles. Have knowledgeable school-based people so that when parents or teachers have questions, there is some knowledge at the building level. Have a network of people at the building level who are sharing, swapping stories, and celebrating success because if you do no create a network of people at the building level if your grants or whatever dry up for funding at the central level, and if you central people are driving the whole show and the are gone…and let's face it, they go, then your initiative dries up. There have to be people at the local level who will be willing to continue and grow the initiative (Interview 2809, p.12).

For West, implementation consisted of focus and leadership at the top and at the middle to ensure a strong and resonant voice at the bottom in the initiative no matter who left. This mirrored the response to Build an Infrastructure, where under one text unit was voiced by two central office leaders, West and Hinbickel. Apparently, capacity building for sustainability was suggested by only two central office leaders, and no other participant in any role group mentioned it for advice.

Evident in all voices of school groups, and central office role groups including the superintendent, was the advice to include Professional Development in service learning implementation for sustainability. Philadelphia Federation of Teachers representative, Circe, in this element, commented on this need from her perspective as a former teacher and Federation leader:

> The advise I would give is…one…if you are going to get into service-learning, the thing is that the staff needs to know what it is and what their expectations are so then they know what expectations are for their children…and how service-learning is going to benefit kids and enhance the whole learning process. A school district needs to involve teachers in what they are doing. You can't just say, "Here, go do this"…and then expect it to be done. Then you can say, "Oh, we do service-learning."…It should be more meaningful than that. So I think you have to involve people and prepare them to do the task, because you want it to be something of high quality, not just something like, "Here it is . . . We've done it…and that satisfies the requirement (Interview 2816 p.14).

Her response also was coded with advice for **Focus and Leadership** in that Circe felt that a school district needed to involve teachers in what they were doing (Interview 2816).

Swanson, (2000) a service-learning researcher, reported professional development for the School District of Philadelphia as an element in place and the expressed need from teachers for the professional development experience to be ongoing. In this study teachers agreed with a need for professional development to be hands-on and provided by peers who were knowledgeable about service-learning. In his interview, Hinbickel, then service-learning director for the School District, cited "large doses" (Interview 2821) of professional development in service-learning to approximately 2,000 of its more than 10,000 K-12 teachers and assistant teachers as a hallmark of the Philadelphia story. Superintendent Henbar credited success in professional development to support his vision where students and staff were accountable to the outcomes of service-learning.

Federation leader, Circe, community leaders and state liaison leaders, all felt the need to **Involve Teachers Early in Planning.** As an outsider to the district, community leader Mundy, spoke much about the teacher perspective in service-learning implementation in her interview, and summed her sentiment in this advice:

> I think what I would offer is to involve the teachers in the process of developing the plan. If you are developing some sort of strategic plan, involve the teachers and do group meetings where teachers are asked their opinions and how they can see it implemented. Every district is different, every city is different, and I think that they will balk at it less so, if they are involved from the get go (Interview 2820, pp.14-15).

Similarly, PFT leader, Circe matched responses with advice to **Involve Teachers Early in Planning**, the same as Superintendent Henbar, but with more conversation reflected in text units.

Teachers and building administrators offered advice in the need to **Link Learning with a Real Outcome,** as well as, **"Don't Set Limitations on Kids"** meaning that students will rise to the expectations teachers and educators set.

Finally, state liaison, Bench, advised perspective service-learning followers to **Hear Diverse Voices,** when considering implementing service-learning. Her response was based on the need for the school leader to dialogue with various role groups that comprise the learning community:

> Again, what I've said is to look at all your needs in your school and have a dialogue with your teachers, with your students, with parents, and decide what are the needs of the school? . . . I am speaking as a parent at this point, I mean . . . I think it is so important for our kids to learn to be better people . . . But they're not allowed to because of the pressure with the state standards . . . So, maybe if principals could hear these varying voices and kids saying, "Yeah, I really would like to do something . . . so my words of advice would be to sort of talk with everybody in your school and see what they think before you just sort of write-off service-learning (Interview 2817, p.31).

Other responses noted for advice to educators considering service-learning included the need to **Plan,** and **Invest in Time and Resources**. Dedicating **Service- Learning to the Curriculum** excluded the "add-on" approach and created another thing to do mentioned by several leaders.

Working out the Details First, along with the realization that **Learning Should be Exciting and Relevant** totaled all responses from central office leaders. Philadelphia leaders provided much advice for educational leaders who would dare try service-learning as an alternative teaching methodology.

3.25.1 Summary of advice from Philadelphia leaders for implementing service-learning for sustainability

Every role group and participant in the study had advice to offer this researcher for implementing service-learning for sustainability. All appeared to support and encourage service-learning in middle school to some degree, and added tidbits of ways to improve in lessons learned. In fact, the reader is reminded of conversations from two teachers, Jensen in Interview 2813, and Lakes in Interview 2815, in two study schools, who felt frustrated that the course and direction of support for service-learning in the face of No Child Left Behind appeared to be leaning toward teachers having an opportunity to opt out of service-learning. Considering their experiences as veteran teachers and accounts of progress and positive outcomes for the subgroups of students they taught, the advice to **Do It!** may have appeared to be the only salvation for those students who had not met the proficiency mark in a pendulum swinging toward test, measure, and test, measure, in test culture.

The invitation and advice to **Hear Diverse Voices**, as reflected by Bench in Interview 2817, invited the prospective service-learning enthusiast to examine the quality of learning by the learner in asking, "Is it important in education to help to develop better citizens?" Yet, the opposite answer to this query might be, "In the face of measure, measure, measure, do we really have the time to develop better citizens?"

Philadelphia leaders in service-learning struggled with a multitude of issues in implementing service-learning for sustainability across an entire school district and with the greater Philadelphia community. And still, some school leaders, who represented the conscience, challenge, and hope of moving a nontraditional agenda forward in the face of change, and peer resistance were like the Six Blind Men, who groped to find answers and explanations of the "elephant" of service-learning. These were the elements of advice from educators who believed to make a difference by using service-learning methodology as means toward an end.

4. CHAPTER

4.1. Implications for Policy and Practice

4.1.2 Summary

In this qualitative study, the researcher interviewed 20 school-based, central office, community, and state liaison leaders of service-learning who served the students of The School District of Philadelphia from 1997-2001. The purpose of the study was to identify the definition of service-learning used in Philadelphia, recognize the practice of service-learning as a K-12 teaching methodology in the School District of Philadelphia, examine the vision and leadership practices as a strategy for innovation, and observe implementation for sustainability in three selected middle schools in the School District of Philadelphia. Study participants were interviewed in their classrooms at their schools, in their offices at the Administration Building, in offices outside of the School District, in the Philadelphia Office of the Pennsylvania Service-Learning Alliance, in restaurants, and several interviews took place in the homes of participants. All participants were asked the same 23 questions (See Appendix G) that related to vision, leadership, and implementation, and participants shared their experiences and stories about service-learning as leaders. All interviews were one-hour in length, tape recorded, and transcribed.

Why study service-learning as a teaching methodology in the School District of Philadelphia? As a mandated practice and requirement for promotion and graduation, this element of the large-scale educational reform outlined in the *Children Achieving Initiative*, served as a way to engage

students inside and outside of the classroom.   It was the interest and intent of this researcher to explore the practice of service-learning and use elements of the practice in the Pittsburgh Public School District. The research in this study may prove helpful to educational leaders looking for nontraditional approaches to engage students and the school community in learning.

In this chapter, implications of the research will be presented for policy and practice, and recommendations will be offered as a help to prospective educational leaders interested in service-learning.

4.1.3 Vision

In this analysis, the qualities of vision and its development as a shared vision will be highlighted.

The vision of service-learning for Superintendent Henbar as practiced in the School District of Philadelphia, in grades K-12, from 1997-2001, grew out of a definition of service-learning as academic learning <u>and</u> community service. Henbar's vision for service-learning was crafted from the perspective that students needed to learn academic skills for post secondary options, for preparation in the work force and career, and for participation in democracy as responsible citizens. Henbar's vision of service-learning in Philadelphia mirrored the early 20th century thought of educational philosopher, John Dewey, and practice of both father and daughter, Evelyn, in recognizing the school as the center of learning (Dewey, E., 1919), which later influenced experiential learning, where learning occurred in the experience of doing.

In Henbar's vision, the Philadelphia community played a significant role in contributing to formal academic learning to the extent that service-learning became a requirement for promotion and graduation. The collaboration of school and community enhanced the vision for learning in broadening the horizons for the student and teacher, as well.   Such a vision captured this

researcher's interest in supporting the view that teachers and administrators were charged and challenged to learn and use the school community and its stakeholders as a teaching resource.

For some teachers and administrators in Philadelphia, this vision created a new paradigm of discovery in teaching and learning, and for students, the vision had the potential to open doors of opportunity, which bridged the path of academic learning, skill building, and content standards to thoughts, work, and interaction with a myriad of adults who could influence career development and post-secondary options. Even more, Henbar's vision of service-learning and the community, paralleled Aquilera's concept of catalytic leadership in that it afforded students the opportunity to become empowered in learning "how to" move an agenda towards success by taking responsible action for change in planned, nonviolent, literate, and collaborative ways within the context of the democratic process. With such a diverse population of students in the large School District of Philadelphia, the vision of service-learning as a teaching methodology and its practice would and could have a profound effect on student learning outcomes in areas of skill building in content and arts areas, problem-solving, and critical thinking. This aspect of vison could be likened to state leader Helon's view that service-learning "levels the playing field" (Interview 2814) for all students. Helon's view and Henbar's vision have implications for policy in suggesting that all students who had access to service-learning teaching at early ages, and regardless of their demographic profiles, could learn "how to" move an agenda using the scope of academic and community resources. Teachers had a responsibility to learn how to teach service-learning and incorporate it as a methodology. Evident in all study school programs were activities and tasks that supported "authentic" service-learning as an academic and community collaboration. Teachers in the study schools supported service-learning methodology in recommending to "Do It!"

Community leaders in the study lauded Henbar's vision to include academics in community service, and joined the school community to support service-learning. Community leaders spoke of understanding formal academic learning with community service. School-based and central office leaders, specifically, teachers and Post Secondary Readiness Coordinators, (PSRC's) spoke with delightful surprise in interviews and found the community to be welcoming and willingly resourceful in adding to the richness of the existing curriculum and to service-learning as a teaching methodology. Most helpful in promoting Henbar's vision for authentic service-learning, were the Pennsylvania Service-Learning Alliance and the Pennsylvania Department of Education with technical assistance, mass professional development, and funding through character education as a K-12 initiative.

At the school level, the model of building a shared vision for sustainability by Conrad and Martinez (1998), was used to capture the perceptions of shared vision by each school leader at each school in the study. While study participants were not aware of the model, the work of all three schools in building a shared vision along the Conrad continuum included the elements of Student Outcomes, School Improvement, School Community Collaboration and School Community Renewal. Furthermore, elements of student achievement, professional development, and community involvement were listed in School Improvement Plans. Knowledge and study of the Conrad and Martinez model for shared vision in policy with School District of Philadelphia stakeholders, may have indeed served as a gauge to strengthen the practice of service-learning in the learning community in all three study schools. This practice may have influenced other school-based leaders to work in service-learning and move schools along the continuum. In that these elements along the continuum fashioned elements of outcomes or vehicles to those outcomes in the No Child Left Behind legislation, student achievement, staff development, and

community involvement, then the vision to connect service-learning through the Conrad and Martinez model of shared vision with NCLB may have been realized and considered a must for sustainability.

While all school leaders recognized Superintendent Henbar's vision and intent in service-learning, all school-based respondents mentioned the difficulty in sharing Henbar's vision in the face of a new Chief Executive Officer, the beginning effects of the No Child Left Behind Legislation, and spoke of change in the vision which affected the operation of service-learning programs at each school. While all school leaders could articulate the district vision for service-learning as they knew, remembered, and hoped it would be, the outcome and delivery of service-learning varied in each school with the realization of more dramatic change in funding and focus with each passing year.

At the district level, however, Henbar's vision was not seen as "shared" entirely and varied in perception based on role group. Community and state liaisons found the idea of service-learning to be positive, but the same named role groups found the vision to be different, and commented greatly on seeing "No Clear Vision" for service-learning, or a "Changing Vision." The Philadelphia Federation of Teachers representative in the study never recognized Henbar's vision as "shared" and claimed "No Clear Vision."

In spite of the fact that their positions were closed, Post Secondary Readiness Coordinators appeared to remain the most cohesive role group in conversation, and aimed to build a shared vision in schools and with the community. Professional development and training with teachers, students, parents, and community members appeared to promote a shared vision with the PSRC role group. Apparently, for individuals to understand and articulate the vision of service-learning in a large school district, the PSRC leaders were important as they promoted the vision

throughout all stakeholder groups. It appeared that when the PSRC positions were cut, then service-learning, sustained in part, by the Henbar vision throughout the district, began to change in energy. That was no surprise to this researcher. When the central thread, of PSRC system builders was cut, the middle fell out, stranding a new innovation with novice stakeholders who were expected to implement service-learning alone. As the new CEO and new vision emerged, central office staff were replaced creating yet more change in vision. School leaders were left to gather support on their own. In summary, the PSRC role group appeared to be the champions in carrying the vision of service-learning, as defined by Superintendent Henbar, across the board through all stakeholder groups in every effort to create a shared vision.

4.1.4 Leadership

Apparent in all conversations in the study was the understanding of service-learning as academic and community service, and the realization of a new teaching methodology. No longer did students have to endure "chalk and talk" and "drill and kill" in everyday experiences, and teachers, when involved in service-learning, favored this teaching methodology and adapted it to fit the curriculum. The need for professional development was mentioned in some way by all role groups in describing service-learning as a teaching methodology. Superintendent Henbar's role as instructional leader in bringing service-learning to The School District of Philadelphia, as envisioned by Senge (1994), spoke to facilitating learning as the primary task of leadership.

Using Aquilera's Shared Leadership Self-Assessment Tool, Superintendent Henbar's model of leadership may have been considered authoritarian at first glance with mandatory service-learning in grades K-12, and little progress with the inclusion of leadership by the Philadelphia Federation of Teachers in as stated by the PFT study participant. However, Henbar empowered Hinbickel, the director of service-learning for the district, to involve other role groups in the

leadership and management of service-learning. The leadership of the Post Secondary Readiness Coordinators appeared most significant in bridging the vision and practice of service-learning with students, teachers, principals, administrators, parents, and community supporters through instruction and public relations. These 22 PSRC leaders acted as transformational leaders in facilitating evening, weekly, monthly, Saturday, and summer meetings, professional development experiences, training sessions, and opportunities to make policy, problem solve, develop, and further service-learning practice with a myriad of role groups.

While no interviews were conducted with students, Aquilera's Catalytic Leadership Model and the drive to encourage anyone and everyone to nurture and develop student leadership advocacy coalitions was practiced best by Bench's Pennsylvania Service-Learning Alliance involvement in ongoing youth training with schools in the Commonwealth of Pennsylvania representing urban, rural, and suburban areas. Partnerships with schools by the community supported Henbar's vision of school and community leadership in his Children Achieving Initiative to further the service-learning agenda in the work of Need in Deed with Girard Middle School, the Game Commission and Schuylkill Environmental Center with Schubert Middle School, and with Townsend students, teachers, administrators, and parents. This researcher was amazed to see the number of community resources in Philadelphia that willingly connected to schools through the practice of service-learning. Of more surprise was that community partners had fully developed educational outreach departments that were strong sources of professional development for school-based staff, students, and parents. With support from the PSRC leaders, these community agency representatives provided quality educational support in transformational and catalytic leadership at low or not cost to The School District. The fact that Girard Middle School was the demonstration school of community partner, Need in Deed, with

support in staff development and technical planning with students, speaks to the linked power of vision, leadership, and practice in implementation in realizing student outcomes.

Principals as leaders in study schools all appeared to support service-learning, and the leadership of the teachers moved the agenda. Girard and Schubert administrators served as transformational leaders in supporting professional development with teachers and building relationships with the community in order to offer greater learning experiences for students. In all School Improvement Plans, service-learning was listed as a strategy to support teaching and learning even with the change in focus toward greater accountability in student proficiency as measured in numbers by test scores results. The degree that service-learning grew over four years, despite changes and movement of key service-learning administrators and supporters at the district level, and remained on the agenda of importance in study schools, was somewhat analogous to the extent principals had been trained in service-learning methodology. Where Remba, Gufman, and Ellerbe attended many service-learning meetings, encouraged their staff members to participate in trainings, and brought in the community, Catlee neither attended training meetings nor required her staff to attend. This had a significant effect on the quality of service-learning programming at the school level and its importance in the overall school improvement plan. This is important because funding and resources were allotted to schools based on needs identified in the School Improvement Plan.

Similar to Aquilera's Catalytic Leadership model, but distinctively different in focus was cross-role leadership of Fullan and Miles (1992). Study school principals supported different role groups that came together to problem solve, and make decisions about service-learning. This process empowered leadership in the small learning communities in each school. Each school connected to the community for learning support. While no principal's model of

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leadership was clearly and directly "cross-role," Miles (1992), all principals supported the philosophy, in part, that change goes best when carried out in cross-roles where buy in and teacher commitment are minimized.

Hinbickel through Henbar and the PSRC role group, supported cross-role during meetings that were held with diverse groups of people interested in service-learning.

It was the hope of this researcher that data to support cross-role leadership in service-learning would have been evident across all role groups. When the PSTC leaders convened in-services, most all stakeholders came to the table. However, the Federation of Teachers, an important role group for implementation, sometimes were omitted. This gap in shared leadership had negative consequences on the outcome of the overall service-learning program operation and management, and the sustainability of service-learning. It appeared that the degree of successful implementation in each school was based on the degree of leadership compatible with the Federation representative at the school building level. At Girard and Schubert there appeared to be no blatant issues of incompatibility in vision, leadership, or service-learning practice between role groups. At Townsend, there appeared to be some discord among the staff and the principal on issues. Bullying, extreme fighting, and discipline problems which were influential in bringing in the PFT. Teachers and Principal Catlee were in conflict about the issues and how service-learning could perhaps resolve some of the issues in conflict. For this researcher, Aquilera's model of shared leadership did not apply at Townsend, because the goals and practice were different in a preoccupation on student outcomes measured through test results.

In summary, leadership in service-learning took many forms at each study school. In the district, the PSRC leaders acted as transformational and catalytic leaders to further the work, leadership, and practice of service-learning.

4.2 Implementation

At the district level, much vision, planning and work had been invested in service-learning. Service learning guidelines were a work in progress with changes and revisions occurring frequently. Such frequent changing at the district level, appeared to be facilitated at the school level by the Post Secondary Readiness Coordinator, who worked closely with the principal and teacher leaders. When PSRC positions were closed, then information regarding policy and practice was slower to reach schools, and the enthusiasm and support of principals who then had yet, another responsibility, waned. In the face of changing priorities at the school district level in support of more accountability, testing, and assessment, service learning began to take a lesser role, where more positions and services to support service-learning were cut. As a result, teacher leaders perceived less funding and support as a way for teachers less committed to service learning to "opt out" and thereby limit opportunities for student participation and success.

The representative of the Philadelphia Federation of Teachers did not feel that the PFT was included in the shared vision, leadership, and implementation of service-learning in the School District of Philadelphia, from the beginning, and throughout the innovation. Therefore, resistance, fear, and anxiety were reported by teachers to be barriers to implementation for sustainability. Teachers in schools where service-learning planning and implementation were well received and were seen as a shared investment, realized an advantage for the school culture and climate where peer pressure to join the practice would influence other teachers. As a result, more students would gain access and opportunity to service-learning. On the other hand, in schools where teachers resisted teaching service-learning methodology, they easily formed a culture of teachers joining the resistance movement and finding more reasons to "opt out." In these schools, opportunity and access for student and teacher growth would lessen.

Service-learning implementation occurred differently in each study school with regard to program structure, curriculum, and professional development. A common theme in conversations regarding program structure was the master schedule or roster. The challenge of the principal, as perceived by teacher leaders, was to provide the time for teacher leaders to teach as expected and perform needed tasks in order to stay connected with the community or serve as a resource teacher to staff and students in the school and in the youth driven learning center. When resources in service-learning at the school level had been whittled down to the teacher doing all the leg work in service-learning, and planning, more partnerships and participation in tasks were limited. With a model to include the dean of students at Girard, and Need in Deed, a community supporter of professional development expertise and community contact, service-learning was realized as a sustained model program in the face of change. At Schubert and Townsend, capacity building, or the vision and long-range activity to expand service-learning resources within the building was limited to those in the small learning community who wanted to do service-learning, and at the time, were not developed in the School Improvement Plan.

All school leaders spoke of implementation and the change in amount of time in days, weeks, and months service-learning required in the curriculum to complete projects and cover the elements in a quality way measured against the time other priorities in the curriculum were demanding in the No Child Left Behind agenda. Yet, all study teacher leaders endorsed service-learning as a valuable teaching methodology and way to capture the interest, inclusion, and performance of all students in nontraditional and creative ways. Townsend teacher leaders had much to say lauding this methodology based on the high number of low performing and special needs students in its population.

A common point teacher leaders stressed was the importance in learning how to implement a quality service-learning program. Professional development that included the "how to" in coaching and feedback from peers was perceived as the most valuable. Reading about service-learning from the manual did not appear to be as beneficial for teacher leaders as did participating in dialogue and hands-on sessions with other colleagues who knew service-learning. The more principals were kept informed and involved in the service-learning programs at the school level, the more support the program appeared to get. The more the principal found value in supporting service-learning, the more service-learning appeared to be included in the school agenda for implementation even with competing priorities of the No Child Left Behind agenda.

The youth driven service-learning center, a school-based center for developing student leadership, staff resources, and professional development in service-learning were all tied to funding from the Pennsylvania Department of Education, and technical assistance from the Pennsylvania Service-Learning Alliance, Philadelphia Office. While each student center varied, the Girard youth center was dedicated solely to service-learning activity, where Townsend and Schubert youth centers were regular classrooms. All centers were used as work rooms in planning the service-learning project through the cycle of preparation through celebration. All centers could house programs and serve students in before and after school hour experiences who walked to school. No buses were available for students who lived outside the walking distance of the schools.

Perceived strengths of service learning implementation for sustainability by Philadelphia school-based leaders included student sharing and the fact that everyone was affected by some

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degree as positive. Such factors could serve to influence and encourage teachers on the edge in doubt to try service-learning as a methodology.

Perceived barriers of service-learning implementation for sustainability by Philadelphia school-based leaders included being afraid of service-learning and overwhelming thoughts. Such factors could serve to influence and encourage teachers on the edge in doubt not to try service-learning. Farr at Girard spoke of this, and perhaps included herself, anonymously, in the fear factor. Principal Remba placed Dean Ellerbe as a support and knowledgeable resource to all teachers at Girard. Ellerbe helped teachers to work through the new methodology, rid as many barriers as possible, and enjoy new possibilities of student performance and progress. Starting an innovation slowly with a limited group of interested teachers appeared to prove successful for teachers at Schubert, however, when the teacher leader became overwhelmed with the schedule, as Jensen attested, the energy for implementation changed. Ultimately, opportunities and access for student-learning were affected by factors when teachers were afraid and overwhelmed.

Elements from the review of literature of 14 researchers and authors regarding factors contributing to successful implementation in an educational innovation in Appendix B appeared to be true of service-learning implementation in the three study schools.

Ongoing professional development with frequent monthly, quarterly, Saturday and summer gatherings appeared to be favored by all school leaders and discussed in the literature review. Meetings to support reflection, study, and problem solving was a factor of both practice and literature, as was the need and attention to time and materials. Finally, continual feedback and information from peers as voiced by teacher leaders, Farr, Jensen, Dumas, and Lakes supported the same findings as researchers, and authors in the review of literature regarding successful implementation for sustainability in service-learning. A note of mention, however, was the fact

that all teacher leaders knew of her work and coached with Lakes at some point, but none of the teacher leaders in the study really knew what the other was doing in implementing service-learning on a regular basis. The fact that none of the teacher leaders stayed connected with each other directly or more closely through the Pennsylvania Service-Learning Alliance was troubling to this researcher in that all wanted to continue to implement service-learning in their schools. A connected network of capacity building among middle school leaders may have proven useful in building strength in numbers in this regard.

4.3 Recommendations for Policy and Practice at the District and School Levels

This study may prove useful for policy study in the interest of educational innovation and change. Questions are presented for reflection, discussion, and action.

At the head of every school district in America is a superintendent and local control board that are charged and challenged to work together to implement policy and practice for the needs of the students. The influence of academic and community service as a mandate of the entire School District of Philadelphia, the 7th largest school district in the country, was felt by all. This philosophy supports Dewey in suggesting that if the school reflects society, then society must reflect the school and all in the community are responsible for the learning that occurs in both settings. What can we do to ensure that learning is active, democratic, and accountable in the school classroom and in the real-world community classroom?

1. When shaping a vision in an educational innovation, engage the learning community in dialogue and reflection. Include cross-role groups in order to build a shared vision.

A vision, while generated by the leader, ultimately belongs to the entire culture of those in the organization, and should be viewed as shared. In order to move toward a vision supported by the

organization, ongoing dialogue and reflection among the stakeholders who hold the same beliefs must take place. (Wallace,1997).

In the early days of service-learning in the School District of Philadelphia, Superintendent Henbar, his Cabinet, the service-learning advisory group, community and state stakeholders began to create a vision by dialoguing and reflecting on the vision of service-learning. During the visioning process, a "cross-role" group of parents, students, school and community leaders, discussed service-learning, its vision, and outcomes. Including a cross-role group, according to Fullan and Miles, (1992) will ensure diverse voices and perspectives, and more buy-in from group members. Dialogue and reflection must continue regularly, however, as newcomers need to be engaged in the discussion, and other stakeholders need to be reminded of the vision in order to keep it current and realistic to fit the needs of the organization.

Building a shared vision in service-learning will yield positive results as the visioning process leads to expectations for accountable outcomes. Through the process, all stakeholders grow to "own" the vision and its outcomes.

For Henbar, the vision of service-learning began with ideas and conversation and became a greater reality for staff, students, parents, and community members in form of promotion and graduation requirements:

> . . . and I suppose the single most important aspect was that I simply wouldn't let it go away. And one of the perks one has as a superintendent is to get to define what the conversation is about. And so anytime that people wanted to talk about service-learning, or forgot to talk about service-learning, or did not understand service-learning, the superintendent was always in the position to ask, 'what about service-learning?'….we continued though the process of establishing graduation and promotion requirements. It was done with lots of conversation in my Executive Committee meetings…in my cluster meetings with principals….with Kerry Hinbickel, and the 22 Post Secondary Readiness coordinators talked about it (Interview 2821).

Henbar may remember his mark on The School District of Philadelphia in developing his vision with other groups to create a shared vision through the process of dialogue and reflection.

2.   Invest in frequent and ongoing professional development; use peer feedback and coaching.

As a leader, the superintendent plays an important role in the development of the school community. As an instructional leader, the superintendent plays an important role in the development of a professional culture. At the district level, Henbar envisioned the Post Secondary Readiness Coordinators as the change agents, or the group of leaders who would transform service-learning in The School District of Philadelphia. Aquilera (1998) identified transformational leadership as a focus in building a shared vision, improving communications, developing a professional culture, and building relationships. In that The School District of Philadelphia was so very large, these transformational leaders were needed and expected to facilitate training and professional development with all stakeholders in a relatively short period of time. PSRC leaders held frequent training sessions inclusive of times for all stakeholders. For some training during the work day, school district, school-based, and community members were able to communicate, problem-solve, and make decisions about the quality of service-learning at school and community service sites. On Saturdays, during after school hours, in the evenings, and during the summers, teachers, parents, and students came together in meetings, conferences, assemblies, and instructional training sessions, to learn about service-learning and its impact on student learning. Groups learned of the expectations and requirements of service-learning for promotion and graduation. PSRC leaders facilitated these gatherings with the idea in practice to improve communication among all stakeholders, and to develop a collaborative and collegial culture. Through these efforts, some teachers in their schools were willing to change their teaching practices to embrace service-learning. Some were not. All teachers were required and

mandated to include service-learning in their teaching. As teachers received training, taught service-learning, and developed a repertoire of skills, techniques, and community contacts, many became resourceful at the school building level and served as teacher leaders within their schools. For Farr, Johnson, Dumas, and Lake in the three study schools, support in form of technical assistance and training from the Pennsylvania Service-Learning Alliance with financial support from the Pennsylvania Department of Education was viewed as helpful in creating capacity and sustaining their service-learning programs. Peer feedback and coaching were identified by these teacher leaders as the most effective source in promoting the progress of service-learning as a teaching methodology. Providing opportunities to observe lessons, discuss student projects, and offer feedback could only advance the professional culture toward growth, and coaching or working directly with teachers could only strengthen collegial relationships and thus, create a culture for capacity building and sustainability in service-learning. Former PSRC leader Ferngold worked to create a professional culture:

We talked about how we could really continue to get buy in from the teachers, what worked, and what didn't work, how the professional development needed to look to become institutionalized and sustained with different community leaders and partners. We would bring them [community] to our meetings to receive professional development with our teachers (Interview 2811).

Initially, teacher leaders in Philadelphia shared strategies and talked with each other in district gatherings, but as district and school meetings were called less frequently, communication between colleagues lessened. In fact, this researcher, was surprised that networking between and among the study schools leaders did not exist, at least during this study. The Pennsylvania Service-Learning Alliance facilitator kept in touch with study school participants in issues of

funding and youth driven learning center activity. However, no current activity brought study

school participants together as professionals to dialogue, reflect, and train. Professional

development in study schools was facilitated by other agencies, as suggested by Girard and

Schubert leaders, or not at all, as in the Townsend case.   As the PSRC leader positions were cut

in the school district, the bridge that connected service-learning with all stakeholders began to

deteriorate. Professional development, a call name in transformational leadership in service-

learning in Philadelphia began to decline, as did energy to sustain the communication of service-

learning between groups.

3. Include district administrators, vice principals, and assistant principals, in
   service-learning training and professional development recognizing that
   many assistant and vice principals may become principals and central
   office leaders responsible for the instructional leadership in a building or
   school district.

In order to build a shared vision, improve communication, and build relationships, according

to Aquilera, (1998) the role of the leader is to facilitate the collaborative process where teachers

and administers share in the decision making and problem-solving process. As theory in

practice, Principal Remba empowered assistant administrator, Ellerbe, to facilitate most of the

service-learning activity and instructional and professional development at Girard. Principals

whose vision veers toward instructional leadership will reap great rewards in building a

collaborative and professional culture with teachers and assistant administrators. In many cases,

assistant administrators are left to deal with the administrative of student discipline and

transportation issues solely, and miss the opportunity to work with teachers and the community

in matters of instructional leadership. Consequently, when assistant administrators are called to

more leadership in the principalship or in a central office position, they have had little working

experience in matters of instruction and less experience in organizing a culture around

professional development. Lakes at Townsend saw and abhorred this in Principal Catlee. Lakes credited this "lack of leadership" (Interview 2815) for professional development as a problem in service-learning sustainability at Townsend. Her advice to middle school leaders was simple, "Train everyone…make sure the administrator is trained and supports it [service-learning]!"

4.   Large-scale educational innovations should be phased in gradually with pilot testing to ensure buy-in, empowerment, and to work out the details.

Henbar had envisioned service-learning in Philadelphia as a large-scale innovation. While Fullan (1992) defined large-scale as 10-20 years implementation, it must have been difficult for Henbar to realize a long number of years for service-learning implementation, in that the term of service for superintendents average three to five years. Instead, service-learning in Philadelphia, as a required element of instruction in K-12, spanned the course of four years. Perhaps phasing in service-learning by grade level, or identifying elementary, middle and secondary schools to implement service-learning year by year would have influenced more buy-in and detailed planning for more progress at a slower rate. On the other hand, when financial resources are available at the time, and in large quantity, as funds were for service-learning in Philadelphia, then organizations tend to put things into practice where we "drive the car and change the wheel at the same time." Henbar saw some success in mandating service-learning in grades K-12 all at one time. He saw the innovation get started, saw the staff development of 2,000 teachers, who could return to their schools and began to train others, and he saw the outcomes of many stories of positive interaction with the community during four years. For many Philadelphia students, this was the first time they had been exposed to their residential and school communities in the context of school. To phase in service-learning may have proven helpful, especially, in discussing and studying the need and strategies for more buy-in from the teachers for longer range and more years of implementation for sustainability, especially, in the face of the No Child

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Left Behind legislation. While 2,000 of 11,000 teachers across the board were trained in service-learning methodology, a more focused group of trained teachers, phased in by grade level may have built more focused capacity at each school thereby ensuring more teacher buy-in and sustainability in more schools.

5. Recruit government and private agencies to provide technical support, cycle, or tier funding to ensure adequate resources throughout the planned project cycle.

Large-scale long term projects require many resources to ensure success. Service-learning in Philadelphia required many resources and large amounts of money to keep the innovation going. Throughout the initiation and implementation stages, money was secured by the federal government through the Department of Education and distributed in cycle years or tiers by way of Character Education grants, Learn and Serve America grants, and several large private grants were secured to support start-up, planning, staff development, implementation, research, development, and evaluation costs. AmeriCorps, a federal initiative of human services supported service-learning in Philadelphia schools through human resources to an enormous degree. Private and foundation donors offered support with professional development, program research and evaluation, and operation and management. Without the vision to include human and financial resources in large-scale projects, the innovation may last only as long as the funding. A strength of service-learning in Philadelphia was recognized in the resourcefulness of the urban community that responded with creativity, funding, and in-kind services to support service-learning in Philadelphia schools. Principal Gufman praised the benefits and support Schubert School students and staff received using a project-based approach. Instructional materials and staff development were supplemented by local governmental and private agencies and school partners affiliated with Schubert's environmental education and science academic focus.

Census 2000 and support of local and governmental resources afforded success for staff and students at Townsend, and Need in Deed, a private source for service-learning resources, adopted Girard as a service-learning demonstration school where materials and staff development were supplemented also. Service-learning director, Hinbickel, instrumental in garnering multiple resources for service-learning during his tenure, was pleased to have contributed to the legacy of resources in final days before departing:

> . . . we had an unbelievable array of community partners, from the boutique shops… to the higher eds to AmeriCorps partners to the citywide CBO's, to the grass roots CBO's. Philadelphia is a great city for civic engagement and civic participation…Before I left…I brought in about a two million dollar grant under Character Education, but we wrote to the Department of Education as a service-learning grant and they funded a four year grant of two million dollars, so I was able to leave some resourced in the tank. . . . I was able to bringing in a grant from Kellogg to study the Need in Deed model and with Brenda Drexell at middle schools (Interview 2821).

The need to recruit resources for service-learning parallels the visioning process of Conrad and Martinez (1998) in focusing on school/community collaboration where the goals of both are integrated. In securing resources for service-learning, the academic environment benefits from resources of the community which may serve to bridge commitment and buy-in for both.

6. Provide adequate time and planning in the schedule for service-learning.

Service-learning requires time in the master schedule. Philadelphia educators suggested that service-learning be included in the curriculum and not an "add-on" element. As a new teaching methodology, service-learning requires time to plan themes and activities that align with state standards. It takes time to plan, design, make contact and arrange details with community agencies. Much time is needed throughout the service-learning process, and clear, concise, and collaborative planning can be challenging to arrange and implement. In that service-learning involves a group process, many people are included and must come to the table together.

Appendix F shows Fertman's Service-Learning Model: Cycle of Learning (1996), the four elements, preparation, service, reflection, and celebration are listed as elements to be recognized and completed in service-learning. There can be no shortcuts or omitted parts to facilitate this cycle of learning as "authentic." Time is needed to plan and implement a quality learning experience in this process.

In Philadelphia, Jensen (Interview 2813) spoke adamantly about her need for time in the schedule to coordinate activities and teach quality lessons that included service-learning in the lesson, and not an add-on to the lesson. Remba challenged his staff to look differently at the methodology and see service-learning integrated in the curriculum, and not at the idea that service-learning takes time away from academics math, reading, science. Through trial and error, Girard found that service-learning best fit in the intercession two week block of this new year-round school. While every school did not have an intercession structure, other school based leaders found time to support service-learning and the planning process of learning at times after school, on Saturdays, and during summers. Planning and facilitating the process of "authentic" service-learning in any quality program demands time in the master schedule and practice time outside the schedule.

7. Include service-learning in college preparation training programs.

In order to build capacity in an organization, an investment of human resources must be made in the early stages. Include service-learning in college preparation training programs to bridge the learning from theory to reality. How much students in college programs learn may influence how students think and do in the end, or how they adopt a methodology.

Farr, at Girard, was the only recent college graduate who studied service-learning in college, therefore, was easily able to connect service-learning to the curriculum. Her challenge, was how to show veteran teachers in the School District, how to implement service-learning in that it

required a new way of thinking where students participated and contributed to much of their learning.

It was at first, the kids have to be involved in one service-learning project. Now I see it as more of not just a one-time thing; I think there are a lot of people in the school district who want to see every school have on-going multiple projects. I see it now as to get whole classes, doing projects as a service-learning team where kids come from all over the school district to do projects (Interview 2812).

A state liaison leader in service-learning, Sylvia Bench taught Service-Learning 224 to students at Temple University. Bench felt that if students enjoyed service-learning somewhere in their college experience, then advocacy and support for service-learning would continue beyond the college halls. Her students were at the end of the class semester at the time this researcher observed, and were reviewing scores on task rubrics of completed portfolios reflective of the service-learning experience in surrounding elementary and middle schools. Bench thought the exposure to service-learning for education majors could be the change agent for the school culture in which the student would eventually work.

Including service-learning in the college preparation and training program is an investment in the future of service-learning for sustainability.

Why service-learning?

To complete the question this researcher asked at the start, "Why service-learning?" An answer from researchers and practitioners in this study, service-learning may offer something for everyone in the teaching and learning.

Lakes at Townsend spoke of the need to include all teachers and students in the learning experience where most of her students were low performers in academic areas. Service-learning appeared to be a viable option for Lakes and Dumas' students in that the majority of the school

day had become increasingly dedicated to study and work in basic skills development. The after school program at Townsend consisted of tutoring in math and reading. Service-learning, a teaching methodology, could serve the entire school population in meeting the academic, social, and cultural needs of students.

In representing "authentic" learning, solo, ensemble, and whole group efforts should be acknowledged along with activities and tasks to include multiple intelligences, no matter the population.

In order to explore the possibilities in meeting the diverse needs of Townsend students in different ways, Lakes and Dumas thought that professional development should be a must for teachers in order to learn how to ensure quality service-learning experiences for all students at Townsend.

At Girard, service-learning was used to augment learning experiences. The emphasis in recognizing the diverse artistic talents and backgrounds of the school community became the support of practice in service-learning. In the midst of change, the need to find connections between the No Child Left Behind legislation and service-learning became obvious and Remba started gathering thoughts and resources in how to honor both service-learning and the new focus on No Child Left Behind in Philadelphia.

On the other hand, service-learning for this researcher, was used as an experiment with gifted and artistically talented students who needed to learn how to develop their talents and learn how to communicate with other populations more effectively. It was the thought and now confirmation that service-learning might serve to support the diverse voices of an arts school community and the demands and expectations of performance with the No Child Left Behind legislation. It is the charge and challenge of this researcher to find common ground in offering

the best of both worlds to all students to ensure opportunities in fulfilling educational goals of quality teaching and learning.

For Henbar and all who appeared to support his vision in Philadelphia, perhaps his advice may fare well in considering a start: "Now, in getting there…in getting started, I think that you need to enlist your best….one or two teachers to be pilot teachers, if you will . . ." (Interview 2822).

Service-learning may serve to open the envelope of curiosity in Pittsburgh supported by Philadelphia colleagues who advise to "Do It"!

APPENDIX A

RESPONSIBILITIES OF PUBLIC SCHOOLS

% saying each is a "definite responsibility" for public schools in the US

Base: All respondents

Teaching students the academic skills they need	78%
Teaching students in ways that will get them excited about learning	70%
Teaching students the skills they need to succeed in the workplace	68%
Teaching students how to use what they learn in the classroom for real-world projects and problems	66%
Helping students develop their leadership skills	56%
Teaching students how to work with people who are different from themselves	55%
Encouraging good citizenship	54%
Teaching students to be caring and respectful of others	50%
Teaching students to be responsible members of the community	47%
Helping students develop their values	40%
Encouraging community involvement among students	43%

Q.5─How much responsibility do you think the public schools in the United States (including Kindergarten through 12th grade) have to do each of the following?

APPENDIX B

FACTORS CONTRIBUTING TO SUCCESSFUL IMPLEMENTATION IN AN EDUCATIONAL INNOVATION

Researchers and Authors	Ongoing Professional Development	Leadership	Shared Decision-making	Meetings, Reflection, study, & Problem Solving	Time and Materials	Observation, Continual Feedback (from peers)and Self-Monitoring
Fullan	X	X		X		
Fullan & Pomfret	X		X		X	X
Innovation Close Up Findings Huberman and Miles	X	X			X	X
Crandall, Eisman, and Louis	X			X	X	X
Stallings	X			X		X
*Rand Change Agent/*Berman and McLaughlin	X			X	X	X
Geijsel, Sleegers, et.al	X	X	X			
Hamner	X		X	X		X
Melchoir S-L*	X			X	X	
Fullan and Hargreaves	X			X	X	X
Joyce and Showers	X					X
Kellogg Foundation Report*S-L	X			X	X	X
Philadelphia School District*S-L Swanson, Holdsman, and Fischer	X	X		X	X	X
Fertman *S-L Middle Schools	X	X		X	X	X
Taliaferro Study *S-L at Girard, Schubert, and Townsend	X	X		X	X	X

Source: This Table was created by Rhonda Taliaferro

APPENDIX C

SHARED LEADERSHIP SELF-ASSESSMENT TOOL

Shared Leadership Self-Assessment Tool			
Leadership Models	**Focus**	**Leadership Role**	**Advantages/ Disadvantages**
Authoritarian Leadership	Focus is on top-down management of school. Decision making is the principal's job. School visions consist of principal's visions, often with input of various, constituencies like teachers and students.	Roles and responsibilities of the principal are to define goals and monitor teachers to ensure that goals are reached and to facilitate *both* efficiency and effectiveness.	**Advantage**: Leadership - *The system* is efficient and expectations: are usually clear **Disadvantage**: - Teachers, students; *and* other stakeholders have no voice, little autonomy, no ownership in decision, making or problem solving
Transformational Leadership	Focus is on building a shared vision, improving communication, developing collaborative decision-making processes, professional culture, and relationship building.	Role is to facilitate the collaborative process, establish and sustain the focus on mission and vision, and build a culture where teachers share in decision-making and problem-solving.	**Advantages**: Improves relationships between teachers and principals; Contributes to teachers' willingness to change their teaching practices in classrooms. **Disadvantages**: Does not take community issues and concerns into account; Takes more time and requires conflict resolution.
Catalytic Leadership	Focus is on building student-centered leader-ship coalitions with school and community based; leaders representative of all stake-holders. Coalitions are engaged in strategic planning through an inquiry-based process that is: related to school and community improvement.	Leadership roles are shared among stakeholders. Has the potential to build momentum to create, support, and sustain pro-active and student-centered leadership coalitions.	**Advantages**: Develops interactive and student-centered coalitions of multiple leaders who have ownership in shared vision, common purpose; Education coalitions take responsibility and actively participate in the reform process. **Disadvantages:** Takes more time than other forms; Requires more facilitation to reach consensus

Source: D. Aquilera (1998). In S. Billig (Ed.). *Building Support For Service-Learning* (1998).

SERVICE-LEARNING LEADERSHIP AND COLLABORATION

Facilitator	Audience	Type of Meeting or Gathering	Agenda Item What Was Discussed	When Did This Occur?
PSRC	High School Placement Assistants Special Education Liaison	Leadership Learning Institutes Silo – District-wide Meeting of School-Based and Central Office Leaders Professional Development	Dialogue, Sharing Together, Reviewed the *School-to-Career* Manual and Service-Learning	Occasionally Every Other Friday/Two Times Per Month and Saturdays On Own Time
*	Teaching and Learning Coordinators	Content Learning/Professional Development Silo – District-wide Meeting of School-Based and Central Office Leaders	Content Learning/Professional Development Silo – District-wide Meeting	Every Other Friday/Two Times Per Month Monthly
	Teacher Leaders called Small Community Coordinators K-12	Professional Development	How Teacher Leaders can Develop Service-Learning in their Schools and Communities	Once per Month
	Principals	Guest Presenters at Principals' Meetings/Professional Development	Service-Learning Definition and Implementation, Community Organizations	Every Other Friday/Two Times Per Month on the Off Week
*	Family and Resource Network Coordinators and District Networks	Silo- District-wide meeting of Central Office and School-Based Leaders	Issues and Concerns that Impacted Students in School and Socioeconomic Aspects in the Community and Service-Learning	Monthly
*	Community Members and Partners, Teachers, Agency Funders, School Administrators	Professional Development	Develop Service-Learning Strategies and project to link with the School and Community, Schools interested in linking with Community Partners, Developed Rubics, Developed information on funding; Developed Project Guidelines.	Monthly/Four times per Year and More Depending on the School Project
Director of Service-Learning (Cico)	University Leaders School Leaders Principals	Conference Training	Levels of Training Advocacy/Youth Empowerment	Two-Three Times per Year
	State Level Service-Learning	Training	Funding Sources and Access	Two-Three Times per Year

Facilitator	Audience	Type of Meeting or Gathering	Agenda Item What Was Discussed	When Did This Occur?
	Leaders. Teacher-Leaders, and Principals			
*	Business Neighbors, Corporate, and Faith-Based Community Partners	Advisory Council Professional Development Served as Participants and/or Trainers	Developed Partner's Handbook to explain the school district and levels of participation	Periodically/ Every Other Friday
*	Teacher Leaders Community Partners	Professional Development	Developed Service-Learning -- Strategies/ Methodology/ Implementation/Funding/ Buy in From Other Teachers to Sustain Service-Learning	Monthly
Hinbickel *	Advisory Committee (Ad Hoc)	Policy Setting	Created Policy, Wrote Citizenship Competencies, Model Projects, Organic Buy In of Stakeholder Groups	Lasted for One year
	PSRC	Professional Development	Information Regarding Service-Learning Leadership--How to Train Service-Learning Leaders	Monthly
	Teacher Leaders	Professional Development	Mini-grants, Community Partnerships	Monthly
*	Community Partners Teacher Leaders Administrators		How to Enter the School District--How to Work With Authentic Service-Learning	Three-Four times per Year
Pennsylvania Service-learning Alliance (PSLA)	Central Office Leaders	Training and Professional Development	What is Service-Learning?	Monthly
	Teacher Leaders	Conferences Hands-On Training	What is Service-Learning? How to Implement Service-Learning in Schools Portfolio Building for Teachers How to Train Teachers	Three Day Weekend Sessions
*	Community Members and Service-Learning Partners Teachers, School-Based Administrators	Conferences Hands-On Training	What is Service-Learning? How to Connect with School Teachers and Administrators How to Solve Problems in Service-Learning	Quarterly and Yearly

Facilitator	Audience	Type of Meeting or Gathering	Agenda Item What Was Discussed	When Did This Occur?
			Practice	
Students				
PSCC	Students	Student In-School Assemblies	Ideas of Projects and How to Implement	
*	Students Community Leaders Parents Teachers Administrators	Town Meetings United for Change Philadelphia Student Union Youth for Resources Students Voices Meetings in School	Collaboration with *Philadelphia Inquirer*, Channel 6 WPBI (Student Voices) Issues with the mayoral race Graduation and Promotion Requirement	Periodically
*	Students High School Student Leaders/Civil Rights Program Community Leaders Administrators Teachers	Freedom School of Junior Leaders	How to Better Understand Service-Learning and Get Ideas for the Projects How to Implement Service-Learning	Regularly
*	Parents Community Principals Teacher Leaders Students	PTA Meetings	Graduation and Promotion Requirements Community Involvement	As Invited
Pennsylvania Service-Learning Alliance (PSLA)	Students from Youth-Driven Service-Learning Centers	Conferences Hands-On Student Training	How to Build A Youth-Driven Learning Center at School	Summers
	Build the House of Youth Service-Leadership Program	Conferences	Progress Chicks Reflection, Students Training Other Students	

APPENDIX E

BUILDING SHARED VISION FOR SCHOOLS AND COMMUNITIES
AROUND SERVICE-LEARNING

EXHIBIT I-1: BUILDING SHARED VISION FOR SCHOOLS AND COMMUNITIES AROUND SERVICE-LEARNING

FOCUS ON STUDENT OUTCOMES

The school's vision focuses on outcomes of service-learning for individual students (i.e. academic-outcomes, personal and social development, citizenship, etc.). Some community members may be involved in visioning process, but community development goals are separate from school vision.

FOCUS ON SCHOOL IMPROVEMENT

The school's vision includes student outcomes plus alignment with other school improvement efforts (i.e. teaching practices, professional development, governance, etc.) Community members are involved in visioning process and some community goals are included and integrated with school vision.

FOCUS ON SCHOOL/COMMUNITY COLLABORATION

The vision encompasses student outcomes, school improvement priorities and focuses on deliberate partnership development between school and community. Many reciprocal community and school partnerships and their goals are integrated into the visioning process for those partners.

COMPREHENSIVE SCHOOL/COMMUNITY RENEWAL

The vision integrates both student and community outcomes, and school and community improvement. The relationship between school and community has moved beyond reciprocal relationships toward a seamless connection between school and community. The school's vision is congruent with broad community vision. There is complete synergy between school and community. The school's vision supports the communities' economic, social, and cultural goals. The school is viewed by all as an active resource for comprehensive community renewal.

Source: J. Conrad in *Building Support for Service-Learning* (S. Billing, Ed., p. 9) RMC Research.

SERVICE LEARNING MODEL: CYCLE OF LEARNING

Service Learning Model: Cycle of Learning

Celebration
Ongoing and culmination
Nurture culture of learning
Promote youth and community
Show pride of partnership

Preparation
Team
Students
Site
School
Community

Reflection
Active, persistent, and careful consideration
What am I doing?
Why am I doing it?
What am I learning?

Service
Real community needs
Meaningful
Direct, indirect, or civic action
Individual or group
Varied environments
Learning and service link

Source: Carl Fertman . (1996). Service-Learning Model: Cycle of Learning. *Service-Learning in the Middle School*: *Building a Culture of Service,* (p. 27).

INTERVIEW QUESTIONS

Preparation

Thank you for your cooperation in agreeing to be interviewed for my research study in examining leadership and service-learning implementation and sustainability in the Philadelphia School District. Your participation will serve to further the progress of service-learning for other children in school districts.

I am interested in interviewing selected persons who, as leaders in the Philadelphia School District, have been involved or are presently involved in service-learning implementation. Please be reminded that the interview will be tape recorded, will last approximately one hour, all responses will be kept in strict confidence, and no names will be used to identify respondents. Here is a copy of the questions to review before and during the interview. If there is a question that you do not want to answer, then please let me know, and we will move to the next question. Is there anything you want to ask or say before we begin? (pause) We will begin now.

****

Interview Questions

Leadership

1. When we mention leadership and service-learning in the Philadelphia School District, we think of you. Please describe briefly what you do/did in the district or (for community-district liaison leaders) describe your role to support the district.

    a. How many years have you been employed by the district?
    a. (For community members) How many years have you been affiliated with the district?
    b. You are/were responsible for doing what?
    c. How many years have you been at your present school/site?
    d. Please describe briefly the demographics of your school/site.

2. How do/did you support **service-learning** in your role?

    a. Talk about how you are/were involved with service-learning.

3. How did you learn about service-learning?

    a. Where did you first hear about service-learning?
    b. When did you first hear about service-learning?
    c. What did you first hear about service-learning?
    d. Talk about what took place to help your understanding about service-learning in/

(with for community) the Philadelphia School District
    e.   Exactly what do you know about service-learning?
    f.   Has your understanding about service-learning changed from the beginning to now? If so, please explain.

4.   What do you know/remember about the vision for service-learning in the Philadelphia School District, past or present?

    a.   Who set the initial tone/idea for service-learning in the district?
    b.   Talk about how the vision was communicated.
    c.   What is your understanding of the vision for service-learning now after 5 years? (if changed, go to d.)
    d.   How has it changed?
    e.   Why has this shift occurred?

5.   Was there ever a time that you and other service-learning **leaders** met together and discussed service-learning? or Are there times that you…meet together?

    a.   When are/were these times?   c.   Who meets/met together?
    b.   How often do/did you meet?   d.   What do/did you talk about?

6.   Are/Were there ever times when you and community members/m(e)et together and discuss(ed) service-learning?

    a.   When are/were these times?   c. Who meet/met together?
    b.   How often do/did you meet?   d. What do/did you talk about?

7.   Are /Were there times when you and student/student leaders m(e)et together and discuss(ed) service-learning?

8.   Who make/made the decisions about service-learning in your school/at your site?

    a.   What aspects of service-learning are included in the program in your school.
    b.   Who coordinates the service-learning program in your building?
    c.   Talk about how decisions are made in your school concerning service-learning issues?
    d.   What would you change, if anything, about how decisions were/are made in your school/district regarding service-learning?

9.   How were service-learning leaders selected in the district?

    a. How did you move into your role?

School –based leaders only:

a. How were the leaders selected for service-learning in your school?
b. What qualities were you looking for in service-learning leadership?
c. What do you think the qualities should be for leadership in service-learning?

Implementation

10. Are there unique aspects to implementing service-learning in middle schools, and if so, what are they?

    a. Please talk about service-learning implementation and the community
    b. Please talk about service-learning implementation and student involvement.
    c. Please talk about service-learning implementation and parent involvement

11. Please remember the early stages of service-learning implementation in the Philadelphia School District. What do you recall during the early phases (initiation and implementation) of service-learning?

12. What were the important events, activities, and things to know about service-learning implementation?

13. Do you think you know enough about service-learning to implement it well? How so?

    a. How comfortable do you feel with planning academic themes and community service?
    b. How comfortable do you feel with aligning Pennsylvania academic standards and service-learning?

If new to the district: (one year or less)—What do you know about service-learning implementation?

14. What kinds of Professional Development did/do you find useful?

15. What really stood out in your memory during the service-learning initiation and implementation phases?

    a. Talk about unanticipated things.

16. What were the strengths of the initiation and implementation phases of service-learning, and how were they identified?
17. What were the *challenges/barriers* of the initiation and implementation phases of service-learning, and how were they identified?

18. Talk about mandatory service-learning. What are your opinions?

Sustainability

19. What would have made the initiation and implementation phases of service-learning more likely for sustainability/long lasting in your middle school? (For district leaders …in all middle schools?)

20. What would have made the initiation and implementation phases in service-learning more likely for sustainability/long lasting in the district?

21. Where is service-learning headed in the Philadelphia School District?

22. When we think about *The No Child Left Behind Legislation of 2001* and service-learning, are there any connections between the two? What are the connections?

23. In our final minutes, what advice would you offer middle school/school district leaders outside of the Philadelphia School District about service-learning?

Thank you so much for sharing your time and reflections regarding service-learning.

INTERVIEW SIGNATURE PAGE

I have agreed to participate in a voluntary interview and answer questions that I have reviewed regarding service-learning leadership and implementation in a one-hour audio-taped face-to-face interview. I understand if there are questions I do not desire to answer, then I do not have to answer them.

_____   _____
Signature   Date

APPENDIX H

THE SCHOOL DISTRICT OF PHILADELPHIA

BOARD OF EDUCATION
21ST STREET S. OF THE PARKWAY

PHILADELPHIA, PENNSYLVANIA 19103-1099

OFFICE OF ACCOUNTABILITY AND ASSESSMENT   TELEPHONE (215) 299-7753
    RESEARCH AND EVALUATION
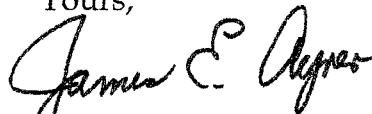
April 22, 203

TO: ADMINISTRATORS
    PRINCIPALS
    REGIONAL OFFICERS

This will introduce Ms. Rhonda TALIAFERRO, who has been authorized by the Research Review Committee to solicit your cooperation in a study entitled *Service-Learning: Leadership and Implementation in Selected Middle Schools.*

Please be advised that all participation in this study is entirely voluntary. However, we believe that this study is worthwhile and warrants your consideration.

Yours,

James E. Ayrer, Consultant
Research Review Committee
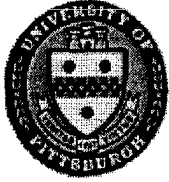
University of Pittsburgh

Institutional Review Board

Exempt and Expedited Reviews
Christopher M. Ryan, Ph.D., Vice Chair

3500 Fifth Avenue
Suite 105
Pittsburgh, PA 15213
Phone: 412.578.3424
Fax: 412.578.8566
e-mail: irbexempt@msx.upmc.edu

To: Rhonda Taliaferro

From: Christopher M. Ryan, Ph.D., Vice Chair

Date: March 25, 2003

PROTOCOL: Service-Learning: Leadership and Implementation in Selected Middle Schools The Story of a Philadelphia School District innovation: A Qualitative Case Study

IRB Number: 0303087

The above-referenced protocol has been reviewed by the University of Pittsburgh Institutional Review Board. This protocol meets all the necessary requirements and is hereby designated as "exempt" under section 45 CFR 46.101(b)(2). Exempt protocols must be re-reviewed every three years. If you wish to continue the research after that time, a new application must be submitted.

- If any modifications are made to this project, please submit an 'exempt modification' from to the IRB.

- Please advise the IRB when your project had been completed so that it may be officially terminated in the IRB database.

- This research study may be audited by the University of Pittsburgh Research Conduct and Compliance Office.

Approval Date: **March 25, 2003**
Renewal Date: **March 24, 2006**

APPENDIX J

FOLLOW-UP LETTER OF INTRODUCTION AND EXPLANATION

May 9, 2003

Dear

Warm Spring Greetings!!!!

Thank you for agreeing to participate in an educational research study for my doctoral dissertation by sharing your thoughts and experiences as a former leader in service-learning implementation in Philadelphia, Pennsylvania. As a principal in the Pittsburgh Public School District, I am fascinated with service-learning as a teaching methodology, and seek to understand more in effective leadership and implementation practices as such have been noted in Philadelphia.

Leaders in the Pennsylvania Service-Learning Alliance, Philadelphia Office, and the School District of Philadelphia have been most gracious and helpful in preliminary work for this study, and support this effort of information gathering for service-learning entirely.

Please know that this research study is totally voluntary on your part, and at any time you desire, you may choose to not answer a question or decline the interview. Your responses, however, will assist me in completing the study. **I am looking forward to scheduling a one hour, audio-taped face-to-face interview soon.**

Attached is a list of questions I will be asking. Your responses will be tape recorded for accuracy. Responses will be transcribed where you may desire to review to validate accuracy. Please be reminded that all information you provide will be held in strict confidence, stored under lock and key, reported anonymously, and used only for the completion of my dissertation.

Should you have any questions or concerns, please do not hesitate to contact me at the PSLA Office at 215-573-6535, in University City, where I am staying while in Philadelphia though June, 2003.

Thank you for cooperation in this study, and I look forward to sharing with you soon.

Sincerely,

Rhonda Taliaferro
Doctoral Candidate
University of Pittsburgh

APPENDIX K

MULTIDISCIPLINARY AND SERVICE LEARNING PROJECTS

Guidelines in Progress

1999 – 2000

The School District of Philadelphia

Office of Assessment, Curriculum Support

And Education for Employment

May 1999

Revised March 2000

Requirements

Requirements For Graduation	**June 2000:**
	"Every student must successfully complete a project that involves more than one subject, demonstrates problem-solving, multiculturalism, technology, communication, citizenship, or school-to-career competencies and requires strong writing skills."
	June 2002:
	"Every student must successfully complete a project that involves more than one subject, demonstrates problem-solving, multiculturalism, technology, communication, citizenship, oar school-to-career, requires strong writing skills <u>and</u> must complete a project that demonstrates citizenship through service learning."
Requirements For Promotion	**June 2000**:
	"Every student must successfully complete a project that involves more than one subject and requires strong writing skills."
	June 2002:
	"Every student must successfully complete a project that involves more than one subject, <u>and</u> must complete a project that demonstrates citizenship through community service."
Grade Levels Involved	**June 2000**:
	Multidisciplinary projects are required for students in grades 4, 8, and 12. Projects may begin in earlier grades.
	June 2002:
	Multidisciplinary and Service Learning projects must be completed prior to grades 5 and 9 and prior to graduation.
	*NOTE: One project may meet the requirements for both multidisciplinary and service learning.

Multidisciplinary and Service Learning Projects Guidelines in Progress (rev. March 2000)

What is a project?

A project is a process of inquiry resulting in a student product or performance demonstrating competence in all of the following:

☐ More than one discipline
☐ Writing
☐ Research
☐ A cross-cutting competency

Multidisciplinary Projects:	Service Learning Projects:
☐ Begin with a student's need or desire to know about an essential question.	☐ Begin with a student's or class of students' need or desire to know about a particular question concerning a community need, issue, oar problem.
☐ Address at least 2 subjects defined in the Curriculum Frameworks.	☐ Address at least two subjects defined in the Curriculum Frameworks.
☐ Exhibit strong writing skills as defined by the content standards and as assessed on the Pennsylvania (PSSA) writing rubric	☐ Exhibit strong writing skills as defined by the content standards and as assessed on the Pennsylvania (PSSA) writing rubric
☐ Embrace a cross-cutting competency defined in the Curriculum Frameworks.	☐ Address the citizenship cross-cutting competency defined in the latest edition of the Curriculum Frameworks.
☐ Provide opportunities for and evidence of student reflection and self-assessment.	☐ Provide opportunities for and evidence of student reflection and self-assessment.
☐ Result in a student exhibition of learning that can include written, visual, and performance elements and might involve audiences beyond the classroom teacher.	☐ Result in a student exhibition of learning that can include written, visual, and performance elements and might involve audiences beyond the classroom teacher.
☐ Must be completed by a designated time according to a research and service plan adopted at the beginning of the project and revised as necessary to meet promotion or graduation requirements.	☐ Must be completed by a designated time according to a research and service plan adopted at the beginning of the project and revised as necessary to meet promotion or graduation requirements.
	☐ Are centered in generating questions and/or identifying problems and developing solutions through service or advocacy that fills a community needs.
	☐ Include the participation of an expert partner who adds real world expertise to the experience.

Multidisciplinary and Service Learning Projects Guidelines in Progress (rev. March 2000)

What is project-based learning?

"Doing Projects"

Project-based learning and instruction are not about teaching in traditional ways and adding an expectation that students will complete an independent project. Project-based learning and instruction combine the best of activity and academic teaching and learning by engaging the hearts, hands, and minds of students as well as teachers in creating products of value to themselves and their communities. Project-based learning encourages students and teachers to bring their interests and passions into the learning process. A project is the result of deliberate processes of planning and investigation motivated by student/teacher/community interest and inquisitiveness. Projects take effort and persistence over time and require both students and teachers to be creative yet rigorous in their learning. While the District requires projects at three points in a student's education, project-based teaching and learning should occur much more frequently.

The Teaching and Learning Process: Building A Community of Learners

Project-based instruction often involves students and teacher (sometimes with outside partners) working together on a topic in which each individual student's project plays a critical role. While responsibility for completion of the project rests with the student, it is the teacher's responsibility to create an environment wherein the student can be a ucessful participant in the planning and implementation of the project. The project becomes the instructional vehicle driving the teaching and learning experience. Students will require assistance with research methods, with understanding how subject areas interconnect, with focusing and refining their topics, with finding resources to help them in their quest for answers, and with designing an exhibition or product which best reflects their learning. A project-based classroom is an active and lively place that often extends into the community beyond the classroom, one in which rigorous content remains at the core but where such content is filtered and applied by student researchers in numerous ways.

Student Research

For many students, research has consisted of .copying passages from books about topics that they have been assigned. Real student research begins with a question - often an evolving question - about some topic in which the student or class of students is interested. Often these topics emerge from students' daily lives, or become important because of some issue or event they have seamed about in school. The goal of the research is to seek answers to the question in some systematic and planned manner and to present these answers in a way which best captures what the student has learned.

Research will involve written and/or electronic material, and may also include interviews, surveys, visits to museums or other cultural sites, directed experiences in business or elsewhere in the community, or other means which permit students to learn about their topics and answer their questions. Research is a rigorous process, both for the student researcher and for the teacher who must guide his or her progress.

Multidisciplinary and Service Learning Projects Guidelines in Progress (rev. March 2000)

Student & teacher responsibilities

Students:	Teachers:
☐ Complete requirements of an original project according to pre-established time-lines and guidelines.	☐ Become familiar with standards, cross-cutting competencies. Curriculum Frameworks, and multidisciplinary and Service Learning project guidelines.
☐ Access, gather, extract, and synthesize information to develop and answer a research question.	☐ Establish learning goals for classes and individual students.
	☐ Collaborate with other schools staff to determine at which grade levels
☐ Demonstrate ability in writing, meeting project requirements in at least two subjects and one cross-cutting competency.	☐ Assist students in seeing the connections between subjects, cross-cutting competencies, and their own interests.
☐ Document all planning, research and other evidence of learning.	☐ Help students to select and refine group or individual topics for research.
	☐ Approve project topics for individual, small group, or whole class student projects.
☐ Reflect on the personnel, academic, and larger world impact of the project experience.	☐ Instruct student(s) in the processes of project development and the uses of resources including community and business sectors.
☐ Participate in the assessment of project completion.	☐ Support students and facilitate the learning process in the classroom and with community and business partners.
☐ Design and deliver an exhibition of learning that reflects both process and product	☐ Collect and evaluate student work and assist students in the maintenance of all documentation.
	☐ Schedule regular and frequent meetings with individuals and/or whole classes during the project process.
☐ Revise projects that are judged to be in need of improvement to meet standards.	☐ Participate collaboratively in the evaluation of student projects, ensuring quality student exhibitions of learning to appropriate audiences. Projects should be evaluated by at least 2 teachers.

Multidisciplinary and Service Learning Projects Guidelines in Progress (rev. March 2000)

Small Learning Communities
    And project-based learning

SLC Responsibilities

☐ Review professional development plans to determine adequate professional development on project-based learning for all SLC teachers.

☐ Collaborate to generate a cohesive and supportive project process for teachers and students within the SLC.

☐ Organize for the development, support, and collaborative assessment of projects.

☐ Facilitate student access to competent adult models and other outside resources to aid student research and, in the case of Service Learning projects, service.

☐ Provide opportunities for students as individuals or as classes to do projects within content areas, ideally reflecting the theme of the SLC. This may include reconsideration of length of class periods, professional development plans, course offerings, scheduling, and use of facilities and resources.

☐ Provide opportunities for students to see the community as a classroom.

☐ Share opportunities for mutual learning and assistance in support of student research.

☐ Assure that at least two teachers (and community partners if appropriate) evaluate final projects.

Connecting to the Comprehensive Support Process:

☐ Beginning immediately to identify learners (English language learners, those with disabilities, etc.) who will require special support in order to conduct research and complete projects. Plan early to provide such support so that all students can participate fully in project-based learning.

☐ Review (and revise if necessary) I.E.P.s, behavior management plans, and other relevant documents to ensure that all students receive the accommodations and supports to which they are entitled to participate as fully as possible in the research process. Every student is expected to complete a project in accordance with District requirements absent clear evidence that a disability precludes such achievement

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Multidisciplinary and Service Learning Projects Guidelines in Progress (rev. March 2000)

Facilitating student projects

The Project Process

Students will need varying amounts of teacher assistance in order to complete their projects successfully. The chart below provides a guide, although teacher discretion at the three levels based on knowledge of individual learners to encouraged and expected.

Elementary School (Teacher Modeled- Student Learner)	Middle School (Teacher-Student Collaboration)	High School (Student Directed- Teacher Facilitator)
Project themes may be provided by the teacher. Themes should be generic to all students (student autobiography, for example. "We- Search," or the study of neighborhood history)	Themes for projects may be provided by the teacher or developed in conjunction with student "I – search"	The student(s) in consultation with teacher and/or advisor should select project theme.

Suggested Timeline for Completion of Student Projects

September	October 15	October, November, December, and January	February and March	April 1
Notify parents and students of promotion/graduation requirements regarding projects	Students with teacher/project mentor identify essential topic/question for project research	Students with teacher/project mentor conduct research, engage in processes of project development.	Exhibitions of learning/project assessment/revisions as required.	Student report card grades submitted for project.

Suggested Block Scheduling Alternative

September	October 15	October and November:	December	January
Notify parents and students of promotion/graduation requirements regarding projects	Students with teacher/project mentor identify essential topic/question for project research.	Students with teacher/project mentor conduct research, engage in processes of project development	Exhibitions of learning/project assessment/revisions as required.	Student report card grades submitted for project.

Multidisciplinary and Service Learning Projects Guidelines in Progress (rev. March 2000)

General Performance Level Description

The following performance levels describe the quality of student performance at each level.

Advanced (4)	The advanced Level reflects superior academic performance. Advanced work indicates an in-depth understanding and exemplary display of the skills included in the Pennsylvania academic standards and Philadelphia academic standards and cross-cutting competencies, as described in the Philadelphia Curriculum Frameworks.
Proficient (3)	The Proficient Level reflects satisfactory academic performance. Proficient work indicates a solid understanding and adequate display of the skills included in the Pennsylvania academic standards and Philadelphia academic standards and cross-cutting competencies, as described in the Philadelphia Curriculum Frameworks.
Basic (2)	The Basic Level reflects marginal academic performance. Basic work indicates a partial understanding and limited display of the skills included in the Pennsylvania academic standards and Philadelphia academic standards and cross-cutting competencies, as described in the Philadelphia Curriculum Frameworks. This work is approaching satisfactory performance but has not yet reached. There is a need for additional instructional opportunities and/or increased student academic commitment to achieve the Proficient Level.
Below Basic (1)	The Below Basic Level reflects inadequate academic performance. Below Basic work indicates little understanding and minimal display of the skills included in the Pennsylvania academic standards and Philadelphia academic standards and cross-cutting competencies, as described in the Philadelphia Curriculum Framework. There is a major need for additional instructional opportunities and/or increased student academic commitment to achieve the Proficient Level.

School District of Philadelphia: Projects Guidelines

APPENDIX L

NUD*IST POWER VERSION 4

PROJECT: Service-Learning Chapter 3 Sept.18, 2004, User rlt29, 1:20 pm, Apr 3, 2005.

```
(1)              /Demographics
(1 1)            /Demographics/role
(1 1 1)          /Demographics/role/building principal
(1 1 1 1)        /Demographics/role/building principal/assistant principal
(1 1 2)          /Demographics/role/superintendent
(1 1 3)          /Demographics/role/teachers
(1 1 4)          /Demographics/role/district personnel
(1 1 5)          /Demographics/role/Liaison community
(1 1 6)          /Demographics/role/state liaison
(1 1 7)          /Demographics/role/federation support
(1 1 7 1)        /Demographics/role/federation support/problem solver
(1 1 8)          /Demographics/role/assistant principal
(1 2)            /Demographics/years of service
(1 2 1)          /Demographics/years of service/at present site
(1 2 1 1)        /Demographics/years of service/at present site/7+ years
(1 2 1 2)        /Demographics/years of service/at present site/4-6 years
(1 2 1 3)        /Demographics/years of service/at present site/0-3years
(1 2 2)          /Demographics/years of service/total years of experience
(1 2 2 1)        /Demographics/years of service/total years of experience/0-5 years
(1 2 2 2)        /Demographics/years of service/total years of experience/6-15 years
(1 2 2 3)        /Demographics/years of service/total years of experience/16+ years
(1 3)            /Demographics/place of service
(1 3 1)          /Demographics/place of service/middle school
(1 3 1 1)        /Demographics/place of service/middle school/Hampton Middle School
(1 3 1 2)        /Demographics/place of service/middle school/Girard Middle School
(1 3 1 3)        /Demographics/place of service/middle school/Schubert Middle School
(1 3 1 4)        /Demographics/place of service/middle school/Townsend Middle School
(1 3 2)          /Demographics/place of service/administration building
(1 3 3)          /Demographics/place of service/school description
(1 3 4)          /Demographics/place of service/Federation Building
(1 3 5)          /Demographics/place of service/Community
(1 3 6)          /Demographics/place of service/Department of Education
(1 3 7)          /Demographics/place of service/The School District of Philadelphia
(1 3 7 1)        /Demographics/place of service/The School District of Philadelphia/Southwest Region
(1 3 7 2)        /Demographics/place of service/The School District of Philadelphia/Northeast
(1 3 7 3)        /Demographics/place of service/The School District of Philadelphia/Northwest, University City, and Overbrook Region
(1 3 7 4)        /Demographics/place of service/The School District of Philadelphia/Olney
(1 3 7 5)        /Demographics/place of service/The School District of Philadelphia/South Region
(2)              /Service-Learning
(2 1)            /Service-Learning/definition
(2 1 1)          /Service-Learning/definition/academic and community service
(2 1 2)          /Service-Learning/definition/partnerships
(2 1 3)          /Service-Learning/definition/multidisciplinary teaching approach
(2 1 4)          /Service-Learning/definition/increasing the quality of life
(2 1 5)          /Service-Learning/definition/engaging learners
(2 1 6)          /Service-Learning/definition/character
(2 1 7)          /Service-Learning/definition/citizenship development
(2 1 8)          /Service-Learning/definition/revelance and connection
(2 1 9)          /Service-Learning/definition/project-based learning
(2 1 10)         /Service-Learning/definition/differentiated learning
(2 2)            /Service-Learning/vision
(2 2 1)          /Service-Learning/vision/student outcomes
(2 2 2)          /Service-Learning/vision/school improvement
(2 2 3)          /Service-Learning/vision/school community collaboration
(2 2 4)          /Service-Learning/vision/school -community renewal
(2 2 5)          /Service-Learning/vision/Other
(2 2 5 1)        /Service-Learning/vision/Other/No Clear Vision
(2 2 5 2)        /Service-Learning/vision/Other/Change in Administration
(2 2 5 3)        /Service-Learning/vision/Other/Change of vision
(2 2 5 4)        /Service-Learning/vision/Other/Growth in Vision
(2 2 5 5)        /Service-Learning/vision/Other/PSRC
(2 2 5 6)        /Service-Learning/vision/Other/issues of money management and procedure
(2 2 5 7)        /Service-Learning/vision/Other/requirement for promotion or graduation
(2 2 5 8)        /Service-Learning/vision/Other/communicated through grassroots committees
(2 2 5 9)        /Service-Learning/vision/Other/Children Achieving Agenda
(2 2 5 10)       /Service-Learning/vision/Other/lead academic coach
(2 2 6)          /Service-Learning/vision/training
(2 3)            /Service-Learning/Leadership
(2 3 1)          /Service-Learning/Leadership/Kinds
(2 3 1 1)        /Service-Learning/Leadership/Kinds/transformational
(2 3 1 2)        /Service-Learning/Leadership/Kinds/catalytic
(2 3 1 3)        /Service-Learning/Leadership/Kinds/cross-role
(2 3 1 4)        /Service-Learning/Leadership/Kinds/Other
(2 3 1 4 1)      /Service-Learning/Leadership/Kinds/Other/2-3 times per year
(2 3 1 4 2)      /Service-Learning/Leadership/Kinds/Other/traditional
(2 3 2)          /Service-Learning/Leadership/Perceived qualities
(2 3 2 1)        /Service-Learning/Leadership/Perceived qualities/Risk-taker
(2 3 2 2)        /Service-Learning/Leadership/Perceived qualities/Expert in Child development
(2 3 2 3)        /Service-Learning/Leadership/Perceived qualities/Flexibility
(2 3 2 4)        /Service-Learning/Leadership/Perceived qualities/Enthusiasm
(2 3 2 5)        /Service-Learning/Leadership/Perceived qualities/Willingness to learn
(2 3 2 6)        /Service-Learning/Leadership/Perceived qualities/Knowledge of S-L
(2 3 2 7)        /Service-Learning/Leadership/Perceived qualities/The ability to collaborate
(2 3 2 8)        /Service-Learning/Leadership/Perceived qualities/ability to link things
(2 3 2 9)        /Service-Learning/Leadership/Perceived qualities/leadership training
(2 3 2 10)       /Service-Learning/Leadership/Perceived qualities/persistence and commitment
(2 3 3)          /Service-Learning/Leadership/collaboration
(2 3 3 1)        /Service-Learning/Leadership/collaboration/meetings- frequency
(2 3 3 1 1)      /Service-Learning/Leadership/collaboration/meetings- frequency/weekly
(2 3 3 1 2)      /Service-Learning/Leadership/collaboration/meetings- frequency/no meetings
(2 3 3 1 3)      /Service-Learning/Leadership/collaboration/meetings- frequency/monthly
(2 3 3 1 4)      /Service-Learning/Leadership/collaboration/meetings- frequency/1-4 times per year
(2 3 3 1 5)      /Service-Learning/Leadership/collaboration/meetings- frequency/bi-weekly
(2 3 3 1 6)      /Service-Learning/Leadership/collaboration/meetings- frequency/as needed
(2 3 3 1 7)      /Service-Learning/Leadership/collaboration/meetings- frequency/summers
(2 3 3 1 8)      /Service-Learning/Leadership/collaboration/meetings- frequency/school hours when teachers got off
(2 3 3 1 9)      /Service-Learning/Leadership/collaboration/meetings- frequency/Saturdays
(2 3 3 2)        /Service-Learning/Leadership/collaboration/partnership
(2 3 3 2 1)      /Service-Learning/Leadership/collaboration/partnership/teacher leaders
(2 3 3 2 2)      /Service-Learning/Leadership/collaboration/partnership/principals
(2 3 3 2 3)      /Service-Learning/Leadership/collaboration/partnership/central office leaders
(2 3 3 2 4)      /Service-Learning/Leadership/collaboration/partnership/community members
(2 3 3 2 5)      /Service-Learning/Leadership/collaboration/partnership/students
(2 3 3 2 6)      /Service-Learning/Leadership/collaboration/partnership/parents
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(2 3 3 2 7)        /Service-Learning/Leadership/collaboration/partnership/meeting with PSLA
(2 3 3 2 8)        /Service-Learning/Leadership/collaboration/partnership/dean of students
(2 3 3 2 9)        /Service-Learning/Leadership/collaboration/partnership/PSRC
(2 3 3 2 10)       /Service-Learning/Leadership/collaboration/partnership/ PA Dept of Education
(2 3 3 3)          /Service-Learning/Leadership/collaboration/meetings-agenda
(2 3 3 3 1)        /Service-Learning/Leadership/collaboration/meetings-agenda/success stories
(2 3 3 3 2)        /Service-Learning/Leadership/collaboration/meetings-agenda/Failure stories
(2 3 3 3 3)        /Service-Learning/Leadership/collaboration/meetings-agenda/How to implement
(2 3 3 3 4)        /Service-Learning/Leadership/collaboration/meetings-agenda/what we need
(2 3 3 3 5)        /Service-Learning/Leadership/collaboration/meetings-agenda/Don't know
(2 3 3 3 6)        /Service-Learning/Leadership/collaboration/meetings-agenda/methodology
(2 3 3 3 7)        /Service-Learning/Leadership/collaboration/meetings-agenda/grant money
(2 3 4)            /Service-Learning/Leadership/decision-making
(2 3 4 1)          /Service-Learning/Leadership/decision-making/Procedure
(2 3 4 1 1)        /Service-Learning/Leadership/decision-making/Procedure/As a team
(2 3 4 1 2)        /Service-Learning/Leadership/decision-making/Procedure/arbitrary
(2 3 4 1 3)        /Service-Learning/Leadership/decision-making/Procedure/top down decision
(2 3 4 1 4)        /Service-Learning/Leadership/decision-making/Procedure/individualistic
(2 3 4 1 5)        /Service-Learning/Leadership/decision-making/Procedure/Clarity from the top
(2 3 4 1 6)        /Service-Learning/Leadership/decision-making/Procedure/building capacity from bottom
(2 3 4 2)          /Service-Learning/Leadership/decision-making/changes in decision making
(2 3 4 2 1)        /Service-Learning/Leadership/decision-making/changes in decision making/more flexibility for teachers
(2 3 4 2 2)        /Service-Learning/Leadership/decision-making/changes in decision making/more time and support
(2 3 4 2 3)        /Service-Learning/Leadership/decision-making/changes in decision making/more principals need to learn s-l
(2 3 4 2 4)        /Service-Learning/Leadership/decision-making/changes in decision making/have work evaluated by PSLA
(2 3 4 2 5)        /Service-Learning/Leadership/decision-making/changes in decision making/more community involvement
(2 3 4 2 6)        /Service-Learning/Leadership/decision-making/changes in decision making/more teachers and students involved every year
(2 3 4 2 7)        /Service-Learning/Leadership/decision-making/changes in decision making/more clarity from the top
(2 3 4 2 8)        /Service-Learning/Leadership/decision-making/changes in decision making/mandate s-l
(2 3 4 2 9)        /Service-Learning/Leadership/decision-making/changes in decision making/more teacher input
(2 3 4 2 10)       /Service-Learning/Leadership/decision-making/changes in decision making/more communication
(2 3 4 2 11)       /Service-Learning/Leadership/decision-making/changes in decision making/focus on need
(2 4)              /Service-Learning/Implementation
(2 4 1)            /Service-Learning/Implementation/Initiation
(2 4 1 1)          /Service-Learning/Implementation/Initiation/Motivation
(2 4 1 1 1)        /Service-Learning/Implementation/Initiation/Motivation/walked in
(2 4 1 1 2)        /Service-Learning/Implementation/Initiation/Motivation/intentional training
(2 4 1 1 3)        /Service-Learning/Implementation/Initiation/Motivation/already doing S-L
(2 4 1 1 4)        /Service-Learning/Implementation/Initiation/Motivation/rejuvination in teaching
(2 4 1 1 5)        /Service-Learning/Implementation/Initiation/Motivation/started reading s-l literature
(2 4 1 2)          /Service-Learning/Implementation/Initiation/What happened?
(2 4 1 2 1)        /Service-Learning/Implementation/Initiation/What happened?/Professional Development
(2 4 1 2 1 1)      /Service-Learning/Implementation/Initiation/What happened?/Professional Development/peer coaching
(2 4 1 2 1 2)      /Service-Learning/Implementation/Initiation/What happened?/Professional Development/Attending Conferences
(2 4 1 2 1 3)      /Service-Learning/Implementation/Initiation/What happened?/Professional Development/Hands-on workshop
(2 4 1 2 1 3 1)    /Service-Learning/Implementation/Initiation/What happened?/Professional Development/Hands-on workshop/Step by step process
(2 4 1 2 1 4)      /Service-Learning/Implementation/Initiation/What happened?/Professional Development/Little or no Prof.Dev.
(2 4 1 2 1 5)      /Service-Learning/Implementation/Initiation/What happened?/Professional Development/PSLA
(2 4 1 2 1 6)      /Service-Learning/Implementation/Initiation/What happened?/Professional Development/s-l literature
(2 4 1 2 1 7)      /Service-Learning/Implementation/Initiation/What happened?/Professional Development/project-based
(2 4 1 2 1 8)      /Service-Learning/Implementation/Initiation/What happened?/Professional Development/teachers  share their own philosophy
(2 4 1 2 2)        /Service-Learning/Implementation/Initiation/What happened?/Informal Training
(2 4 1 2 2 1)      /Service-Learning/Implementation/Initiation/What happened?/Informal Training/community members
(2 4 1 2 2 2)      /Service-Learning/Implementation/Initiation/What happened?/Informal Training/students
(2 4 1 2 2 3)      /Service-Learning/Implementation/Initiation/What happened?/Informal Training/peers
(2 4 1 2 2 4)      /Service-Learning/Implementation/Initiation/What happened?/Informal Training/on-line
(2 4 1 2 3)        /Service-Learning/Implementation/Initiation/What happened?/Other  training
(2 4 1 3)          /Service-Learning/Implementation/Initiation/communication
(2 4 1 3 1)        /Service-Learning/Implementation/Initiation/communication/little or no commun.
(2 4 1 3 2)        /Service-Learning/Implementation/Initiation/communication/S-L literature
(2 4 1 3 3)        /Service-Learning/Implementation/Initiation/communication/Office of Education for Employment
(2 4 1 3 4)        /Service-Learning/Implementation/Initiation/communication/Digital conference
(2 4 1 3 5)        /Service-Learning/Implementation/Initiation/communication/strong communication
(2 4 2)            /Service-Learning/Implementation/recollection in Philadelphia
(2 4 2 1)          /Service-Learning/Implementation/recollection in Philadelphia/Direct Implementation
(2 4 2 2)          /Service-Learning/Implementation/recollection in Philadelphia/community service
(2 4 2 3)          /Service-Learning/Implementation/recollection in Philadelphia/confusion
(2 4 2 4)          /Service-Learning/Implementation/recollection in Philadelphia/no follow through
(2 4 2 5)          /Service-Learning/Implementation/recollection in Philadelphia/enthusiasm of students and staff
(2 4 2 6)          /Service-Learning/Implementation/recollection in Philadelphia/service and academic learning
(2 4 2 7)          /Service-Learning/Implementation/recollection in Philadelphia/teacher rejuvination
(2 4 2 8)          /Service-Learning/Implementation/recollection in Philadelphia/positive community resources
(2 4 2 9)          /Service-Learning/Implementation/recollection in Philadelphia/better planning
(2 4 2 10)         /Service-Learning/Implementation/recollection in Philadelphia/teacher resistance
(2 4 2 11)         /Service-Learning/Implementation/recollection in Philadelphia/details were not covered
(2 4 2 12)         /Service-Learning/Implementation/recollection in Philadelphia/students, parents, and community working together
(2 4 2 13)         /Service-Learning/Implementation/recollection in Philadelphia/school showcasing
(2 4 2 14)         /Service-Learning/Implementation/recollection in Philadelphia/lack of support from administration
(2 4 3)            /Service-Learning/Implementation/perceived strengths
(2 4 3 1)          /Service-Learning/Implementation/perceived strengths/student sharing
(2 4 3 2)          /Service-Learning/Implementation/perceived strengths/everyone affected
(2 4 3 3)          /Service-Learning/Implementation/perceived strengths/community support
(2 4 3 4)          /Service-Learning/Implementation/perceived strengths/cohesiveness of group
(2 4 3 5)          /Service-Learning/Implementation/perceived strengths/PDevelopment
(2 4 3 6)          /Service-Learning/Implementation/perceived strengths/di- stereotyping
(2 4 3 7)          /Service-Learning/Implementation/perceived strengths/grant money
(2 4 3 8)          /Service-Learning/Implementation/perceived strengths/clear direction
(2 4 3 9)          /Service-Learning/Implementation/perceived strengths/principal support
(2 4 3 10)         /Service-Learning/Implementation/perceived strengths/strong PSRC presence
(2 4 3 11)         /Service-Learning/Implementation/perceived strengths/passion for s-l from the top
(2 4 4)            /Service-Learning/Implementation/perceived barriers
(2 4 4 1)          /Service-Learning/Implementation/perceived barriers/Lack of knowledge
(2 4 4 2)          /Service-Learning/Implementation/perceived barriers/little or no PD
(2 4 4 3)          /Service-Learning/Implementation/perceived barriers/convincing others
(2 4 4 4)          /Service-Learning/Implementation/perceived barriers/lack of interest
(2 4 4 5)          /Service-Learning/Implementation/perceived barriers/not wanting to change
(2 4 4 6)          /Service-Learning/Implementation/perceived barriers/minimal effort
(2 4 4 7)          /Service-Learning/Implementation/perceived barriers/grant money
(2 4 4 8)          /Service-Learning/Implementation/perceived barriers/way  S-L info is presented
(2 4 4 9)          /Service-Learning/Implementation/perceived barriers/fear of community
(2 4 4 10)         /Service-Learning/Implementation/perceived barriers/no time
(2 4 4 11)         /Service-Learning/Implementation/perceived barriers/no clear direction
(2 4 4 12)         /Service-Learning/Implementation/perceived barriers/lack of leadership downtown
(2 4 4 13)         /Service-Learning/Implementation/perceived barriers/competing priorities
(2 4 4 14)         /Service-Learning/Implementation/perceived barriers/add on to curriculum
(2 4 4 15)         /Service-Learning/Implementation/perceived barriers/overwhelming  and afraid
(2 4 4 16)         /Service-Learning/Implementation/perceived barriers/getting people to work together
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(2 4 4 17)	/Service-Learning/Implementation/perceived barriers/resistance from the teachers
(2 4 4 18)	/Service-Learning/Implementation/perceived barriers/the logistics
(2 4 5)	/Service-Learning/Implementation/S-L Structure
(2 4 5 1)	/Service-Learning/Implementation/S-L Structure/student center
(2 4 5 1 1)	/Service-Learning/Implementation/S-L Structure/student center/Teacher Training Center
(2 4 5 1 2)	/Service-Learning/Implementation/S-L Structure/student center/Resource Center
(2 4 5 2)	/Service-Learning/Implementation/S-L Structure/classroom-based
(2 4 5 3)	/Service-Learning/Implementation/S-L Structure/little or no structure
(2 4 5 4)	/Service-Learning/Implementation/S-L Structure/multiple sites
(2 4 5 5)	/Service-Learning/Implementation/S-L Structure/cetain elements standardized
(2 4 6)	/Service-Learning/Implementation/Middle School implementation
(2 4 6 1)	/Service-Learning/Implementation/Middle School implementation/Why middle School?
(2 4 6 1 1)	/Service-Learning/Implementation/Middle School implementation/Why middle School?/time of self discovery, independent spirit, and some maturity
(2 4 6 1 2)	/Service-Learning/Implementation/Middle School implementation/Why middle School?/chance to become involved positively with community
(2 4 6 1 3)	/Service-Learning/Implementation/Middle School implementation/Why middle School?/not committed to a job
(2 4 6 1 4)	/Service-Learning/Implementation/Middle School implementation/Why middle School?/beginning to make decisions with guidance
(2 4 6 1 5)	/Service-Learning/Implementation/Middle School implementation/Why middle School?/able to work in groups
(2 4 6 1 6)	/Service-Learning/Implementation/Middle School implementation/Why middle School?/right age to process and learn skills
(2 4 6 1 7)	/Service-Learning/Implementation/Middle School implementation/Why middle School?/may be organized to scheduling
(2 4 6 1 8)	/Service-Learning/Implementation/Middle School implementation/Why middle School?/hardest age to keep connected, but a must!
(2 4 6 1 9)	/Service-Learning/Implementation/Middle School implementation/Why middle School?/parent thought of as a role model
(2 4 6 1 10)	/Service-Learning/Implementation/Middle School implementation/Why middle School?/ready to practice issues related to idently and leadership
(2 4 6 1 11)	/Service-Learning/Implementation/Middle School implementation/Why middle School?/shape own ideas and take responsibility
(2 4 6 2)	/Service-Learning/Implementation/Middle School implementation/Collaboration
(2 4 6 2 1)	/Service-Learning/Implementation/Middle School implementation/Collaboration/with community
(2 4 6 2 2)	/Service-Learning/Implementation/Middle School implementation/Collaboration/with students
(2 4 6 2 3)	/Service-Learning/Implementation/Middle School implementation/Collaboration/with parents
(2 4 6 2 3 1)	/Service-Learning/Implementation/Middle School implementation/Collaboration/with parents/no link
(2 4 7)	/Service-Learning/Implementation/Perspective on Mandatory S-L
(2 4 7 1)	/Service-Learning/Implementation/Perspective on Mandatory S-L/Responses
(2 4 7 1 1)	/Service-Learning/Implementation/Perspective on Mandatory S-L/Responses/For Mandatory Service Learning
(2 4 7 1 1 1)	/Service-Learning/Implementation/Perspective on Mandatory S-L/Responses/For Mandatory Service Learning/what we value
(2 4 7 1 1 2)	/Service-Learning/Implementation/Perspective on Mandatory S-L/Responses/For Mandatory Service Learning/standard across the board to measure
(2 4 7 1 1 3)	/Service-Learning/Implementation/Perspective on Mandatory S-L/Responses/For Mandatory Service Learning/only way anyone will do it
(2 4 7 1 1 4)	/Service-Learning/Implementation/Perspective on Mandatory S-L/Responses/For Mandatory Service Learning/teaching and learning citzenship
(2 4 7 1 1 5)	/Service-Learning/Implementation/Perspective on Mandatory S-L/Responses/For Mandatory Service Learning/Don't deny it until you've tried it!
(2 4 7 1 2)	/Service-Learning/Implementation/Perspective on Mandatory S-L/Responses/Against Mandatory Service-learning
(2 4 7 1 2 1)	/Service-Learning/Implementation/Perspective on Mandatory S-L/Responses/Against Mandatory Service-learning/resistance
(2 4 7 1 3)	/Service-Learning/Implementation/Perspective on Mandatory S-L/Responses/Cannot Decide
(2 4 7 2)	/Service-Learning/Implementation/Perspective on Mandatory S-L/Other Considerations
(2 4 7 2 1)	/Service-Learning/Implementation/Perspective on Mandatory S-L/Other Considerations/Do it without understanding
(2 4 7 2 2)	/Service-Learning/Implementation/Perspective on Mandatory S-L/Other Considerations/minimal effort
(2 4 7 2 3)	/Service-Learning/Implementation/Perspective on Mandatory S-L/Other Considerations/burden on teachers
(2 4 7 2 4)	/Service-Learning/Implementation/Perspective on Mandatory S-L/Other Considerations/framework for doing
(2 4 8)	/Service-Learning/Implementation/Standards
(2 4 9)	/Service-Learning/Implementation/developing curriculm
(2 4 10)	/Service-Learning/Implementation/Important events and things about s-l
(2 4 10 1)	/Service-Learning/Implementation/Important events and things about s-l/principal buy-in
(2 5)	/Service-Learning/Sustainability
(2 5 1)	/Service-Learning/Sustainability/retrospect in Philadelphia
(2 5 1 1)	/Service-Learning/Sustainability/retrospect in Philadelphia/time
(2 5 1 2)	/Service-Learning/Sustainability/retrospect in Philadelphia/resources
(2 5 1 3)	/Service-Learning/Sustainability/retrospect in Philadelphia/money
(2 5 1 4)	/Service-Learning/Sustainability/retrospect in Philadelphia/PD for capacity building
(2 5 1 5)	/Service-Learning/Sustainability/retrospect in Philadelphia/no change at the top
(2 5 1 6)	/Service-Learning/Sustainability/retrospect in Philadelphia/PD for content and more s-l information
(2 5 1 7)	/Service-Learning/Sustainability/retrospect in Philadelphia/S-L student learning center
(2 5 2)	/Service-Learning/Sustainability/focus
(2 5 2 1)	/Service-Learning/Sustainability/focus/middle school
(2 5 2 2)	/Service-Learning/Sustainability/focus/district
(2 5 3)	/Service-Learning/Sustainability/advice for others
(2 5 3 1)	/Service-Learning/Sustainability/advice for others/Do It!
(2 5 3 1 1)	/Service-Learning/Sustainability/advice for others/Do It!/Learn the community
(2 5 3 2)	/Service-Learning/Sustainability/advice for others/Focus and Leadership
(2 5 3 3)	/Service-Learning/Sustainability/advice for others/Professional Development
(2 5 3 4)	/Service-Learning/Sustainability/advice for others/plan
(2 5 3 5)	/Service-Learning/Sustainability/advice for others/hear diverse voices
(2 5 3 6)	/Service-Learning/Sustainability/advice for others/invest in time and resources
(2 5 3 7)	/Service-Learning/Sustainability/advice for others/make S-L part of the curriculum
(2 5 3 8)	/Service-Learning/Sustainability/advice for others/link learning with a real outcome
(2 5 3 9)	/Service-Learning/Sustainability/advice for others/study s-l and do homework
(2 5 3 10)	/Service-Learning/Sustainability/advice for others/involve teachers early in planning
(2 5 3 11)	/Service-Learning/Sustainability/advice for others/work out details first
(2 5 3 11 1)	/Service-Learning/Sustainability/advice for others/work out details first/don't set limitations on kids
(2 5 3 12)	/Service-Learning/Sustainability/advice for others/don't set limitations on kids
(2 5 3 13)	/Service-Learning/Sustainability/advice for others/build an infrastructure
(2 5 3 14)	/Service-Learning/Sustainability/advice for others/Learning should be exciting and relevant
(2 5 4)	/Service-Learning/Sustainability/likelihood for sustainability
(2 5 4 1)	/Service-Learning/Sustainability/likelihood for sustainability/leadership
(2 5 4 2)	/Service-Learning/Sustainability/likelihood for sustainability/Constant Vision
(2 5 4 3)	/Service-Learning/Sustainability/likelihood for sustainability/PD for administrators
(2 5 4 4)	/Service-Learning/Sustainability/likelihood for sustainability/sytematic approach
(2 5 4 5)	/Service-Learning/Sustainability/likelihood for sustainability/resources
(2 5 4 5 1)	/Service-Learning/Sustainability/likelihood for sustainability/resources/human resources
(2 5 4 5 2)	/Service-Learning/Sustainability/likelihood for sustainability/resources/financial resources
(2 5 4 6)	/Service-Learning/Sustainability/likelihood for sustainability/partnering with the community
(2 5 4 7)	/Service-Learning/Sustainability/likelihood for sustainability/less sytemic change
(2 5 4 8)	/Service-Learning/Sustainability/likelihood for sustainability/a s-l department
(2 5 4 9)	/Service-Learning/Sustainability/likelihood for sustainability/don't set limitations on kids
(2 5 4 10)	/Service-Learning/Sustainability/likelihood for sustainability/support system for teachers
(2 5 4 11)	/Service-Learning/Sustainability/likelihood for sustainability/no change of leadership at the top
(2 5 4 12)	/Service-Learning/Sustainability/likelihood for sustainability/more attention to details and planning
(2 5 4 13)	/Service-Learning/Sustainability/likelihood for sustainability/the quality of PD
(2 5 4 14)	/Service-Learning/Sustainability/likelihood for sustainability/continuous positive PR
(2 5 5)	/Service-Learning/Sustainability/NCLB and SL connection
(2 5 5 1)	/Service-Learning/Sustainability/NCLB and SL connection/hands on
(2 5 5 2)	/Service-Learning/Sustainability/NCLB and SL connection/academic performance
(2 5 5 3)	/Service-Learning/Sustainability/NCLB and SL connection/differentiated learning
(2 5 5 4)	/Service-Learning/Sustainability/NCLB and SL connection/promotes active citizentry
(2 5 5 5)	/Service-Learning/Sustainability/NCLB and SL connection/Don't know
(2 5 5 6)	/Service-Learning/Sustainability/NCLB and SL connection/evaluative process
(2 5 5 7)	/Service-Learning/Sustainability/NCLB and SL connection/connect accountability and assessement
(2 5 5 8)	/Service-Learning/Sustainability/NCLB and SL connection/bring parents, students, and school together
(2 5 6)	/Service-Learning/Sustainability/Important events in S-L
(D)	//Document Annotations
(F)	//Free Nodes
(F 1)	//Free Nodes/Standards

(F 2)   //Free Nodes/Before the initiation
(F 3)   //Free Nodes/dis-service
(F 4)   //Free Nodes/Program profiency
(F 5)   //Free Nodes/PSSA
(F 6)   //Free Nodes/Terra Nova
(F 7)   //Free Nodes/process
(F 8)   //Free Nodes/application
(F 9)   //Free Nodes/S-L project example
(T)   //Text Searches
(T 1)   //Text Searches/TextSearch
(I)   //Index Searches
(I 1)   //Index Searches/Matrix for roles and vision
Matrix Node.
(I 2)   //Index Searches/Matrix of roles and definitions
Matrix Node.
(I 3)   //Index Searches/assistant principal and s-l definition
Matrix Node.
(I 4)   //Index Searches/assistant principal and vision of s-l
Matrix Node.
(I 5)   //Index Searches/role and no clear vision
Matrix Node.
(I 6)   //Index Searches/Index Search
Matrix Node.
(I 7)   //Index Searches/Matrix district leaders and s-l definition
Matrix Node.
(I 8)   //Index Searches/Matrix of district leader and vision of s-l
Matrix Node.
(I 9)   //Index Searches/Matrix of each interviewee and community partnerships
Matrix Node.
(I 10)   //Index Searches/Matrix of roles and why middle school?
Matrix Node.
(I 11)   //Index Searches/Index Search189
Matrix Node.
(I 12)   //Index Searches/definition of teachers and engaging learners
(I 13)   //Index Searches/Index Search194
(I 14)   //Index Searches/roles and communication of vision
Matrix Node.
(I 15)   //Index Searches/children of meeting agenda
(I 16)   //Index Searches/roles with perceived leadership qualities
Matrix Node.
(I 17)   //Index Searches/roles and vision of s-l
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(I 18)   //Index Searches/district personnel and superintendent
(I 19)   //Index Searches/Index Search192
(I 20)   //Index Searches/Matrix of vision of s-l by district
Matrix Node.
(I 21)   //Index Searches/Matrix of 1,1 and 2,5 Vision and Other
Matrix Node.
(I 22)   //Index Searches/Vector of roles and community collaboration
Matrix Node.
(I 23)   //Index Searches/Index Search of roles and s-l engaging learning
(I 24)   //Index Searches/Matrix of schools and vision
Matrix Node.
(I 25)   //Index Searches/schools and frequency of meetings
Matrix Node.
(I 26)   //Index Searches/Matrix search of roles and why middle school
Matrix Node.
(I 27)   //Index Searches/Strengths of S-l
(I 28)   //Index Searches/Matrix of Mandatory S-l Responses
Matrix Node.
(I 29)   //Index Searches/Search of roles and recollection in Philly
Matrix Node.
(I 30)   //Index Searches/recollection in Philly by schools
Matrix Node.
(I 31)   //Index Searches/Middle Schools and What Happended?
Matrix Node.
(I 32)   //Index Searches/roles and perceived strenghts
Matrix Node.
(I 33)   //Index Searches/Index Search193
Matrix Node.
(I 34)   //Index Searches/Index Search195
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(I 35)   //Index Searches/Index Search190
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(I 36)   //Index Searches/Index Search191
Matrix Node.
(I 37)   //Index Searches/Index Search196
Matrix Node.
(I 38)   //Index Searches/Index Search198
Matrix Node.
(I 39)   //Index Searches/Index Search199
Matrix Node.
(I 40)   //Index Searches/Index Search197
Matrix Node.
(I 41)   //Index Searches/Mandatory Service learning
Matrix Node.
(I 42)   //Index Searches/Mandatory s-l with all respondents
Matrix Node.
(I 43)   //Index Searches/for mandatory s-l
Matrix Node.
(I 44)   //Index Searches/mandatory and roles
Matrix Node.
(I 45)   //Index Searches/IndexOther considerations of mandatory s-l
Matrix Node.
(I 46)   //Index Searches/Matrix of Advice to others
Matrix Node.
(I 47)   //Index Searches/NCLB and s-l connection
Matrix Node.
(I 48)   //Index Searches/Matrix of roles and likehood for sustainability
Matrix Node.
(C)   //Node Clipboard - 'Index Search'
Matrix Node.

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