CONNECTIONS

Infusing Service Learning into Teacher Preparation

A Service-Learning Institute for
Faculty of the California State University

October 12-13, 2000 • Los Angeles, CA
Welcome! This gathering of CSU education faculty is designed for you to learn more about service learning, exchange ideas with colleagues, identify the myriad of resources available to you, examine concrete service-learning tools and models, and build a plan to infuse service learning into teacher education.

Our task is to examine how service learning as a pedagogy can effectively be infused into teacher education programs. During our time together, we will:

- Examine current research related to service learning
- Explore options for infusing service learning into the curriculum
- Consider alternatives for establishing infrastructure to support service learning
- Discuss the process for creating and maintaining K-12 partnerships to advance service learning
- Develop action plans designed to establish infrastructure, build partnerships, and infuse service learning into the curriculum of preservice professional preparation.

Your presence and participation is a clear demonstration of the commitment of schools of education to infuse service learning into our teacher preparation programs. Our sincere appreciation for your joining us in this new statewide collaboration. We believe this is just the beginning!

**INSTITUTE SPONSORS**

This Service-Learning Institute is hosted by the California State University Chancellor’s Office, with the College of Education, San José State University; the Kellogg Learning in Deed Working Group; Service Learning 2000 Center; CalServe, California Department of Education; and The Service Learning Bookshelf.

The dissemination of *The Service Learning Bookshelf*, including 500 copies to each CSU campus, is supported by the Corporation for National Service under Learn and Serve America Grant Number 00LHECA194. Opinions or points of view expressed are those of participants and do not necessarily reflect the official position of the Corporation or the Learn and Serve America Program.
THURSDAY, OCTOBER 12, 2000

5:00–6:00 p.m.  REGISTRATION
    Salon C

6:15 p.m.  DINNER
    Salon C

    Opening Remarks
    Dr. Steve Lilly, Dean of Education, CSU San Marcos

    Video: Service Learning in Teacher Preparation at CSU Chico
    Dr. Teresa Davis, Department of Professional Studies in Education, CSU Chico

    Keynote Address: The Service-Learning Imperative for Teacher Education
    Dr. Robert Corrigan, President, San Francisco State University

8:00 p.m.  Conversations: High Quality Service Learning
    See Page 7 for Locations
    Campus teams will meet with their team facilitator to discuss elements of high quality service learning. See Page 7 for a list of campus team assignments and locations.

8:45 p.m.  Introduction to the Action Planning Process
    Campus teams convene to review action plan format and to select workshops for Friday, October 13.

9:00 p.m.  Adjourn
FRIDAY, OCTOBER 13, 2000

8:00 a.m. BREAKFAST
   Salon C

8:20 a.m. SERVICE LEARNING: THE TEACHER CANDIDATE’S PERSPECTIVE
   Salon C
   Introductory Remarks
   Dr. Steve Lilly, Dean of Education, CSU San Marcos

   Panel
   Ms. Rosemarie Bell, Teacher, Rincon Middle School, Escondido
   Dr. Janet McDaniel, Associate Professor, College of Education, CSU San Marcos
   Dr. Terry Pickeral, Project Director, Education Commission of the States

9:00–10:15 a.m. SESSION I: INFUSING SERVICE LEARNING, EXAMINING MODELS
   During this session, teacher educators from CSU Chico, San José State University, and CSU San Marcos will present their experiences “infusing service learning” into their programs. The process and the curriculum, course syllabi, and student products will be available for participants to review. Additionally, National Service-Learning Consultant Cathryn Berger Kaye will discuss from the author’s perspective how faculty can incorporate The Service Learning Bookshelf in teacher preparation programs.

   Sonoma
   A. CSU Chico
      Facilitators: Dr. Teresa Davis, Associate Professor, CSU Chico, and Ms. Nan Timmons, Director of CAVE, CSU Chico

   Salon D
   B. CSU San Marcos and San José State University
      Facilitators: Dr. Susan Meyers, Associate Dean of Education, San José State University, and Dr. Janet McDaniel, Associate Professor, CSU San Marcos

   Monterey/Mendocino
   C. The Service Learning Bookshelf Project
      Facilitator: Ms. Cathryn Berger Kaye, National Service-Learning Consultant
      In preparation for receiving 500 copies per campus of The Bookshelf and a companion document through a Corporation for National Service Dissemination Grant, we request that one person from each team attend this session.

10:30–11:15 a.m. TEAM ACTION PLANNING
   See Page 7 for Locations

10:30–11:30 a.m. Snacks Available
   Monterey/Mendocino
   Salon D
SESSION II: CREATING CONNECTIONS
Participants will explore three dimensions of connections related to the process of infusing service learning into the curriculum: (1) the relationship between preservice field experiences and service learning; (2) current research highlighting what we know and what we still need to explore; and (3) the process of creating the infrastructure to institutionalize service learning in credential programs.

Salon D
A. Can Student Teaching Be Service Learning? Of Course . . . . No Way!
Facilitators: Dr. Don Hill, Director of Service Learning 2000 Center, and Dr. Susan Verducci, Research Associate, Stanford University

Sonoma
B. Building a Case for Support: Examining the Research
Facilitators: Dr. Andrew Furco, Director, Service-Learning Research and Development Center, University of California, Berkeley

Monterey/Mendocino
C. Establishing Infrastructure Within Your College of Education
Facilitators: Dr. Susan Meyers, Associate Dean of Education, San José State University, and Dr. Terry Pickeral, Project Director, Education Commission of the States

1:00 p.m.
LUNCH

Salon C
1:45 p.m.
TEAM ACTION PLANNING
See Page 7 for Meeting Locations

2:45 p.m.
CLOSING PLENARY
Working with Your Partner Schools
Ms. Linda Davis, Former Superintendent of the San Francisco Unified School District

3:30 p.m.
CLOSING REMARKS
Participants in attendance will be eligible to win a number of exciting prizes in our closing raffle.
Campus Teams: Dominguez Hills, Long Beach
Facilitator: Cathy Berger Kaye
Meeting Location: Salon D

Campus Teams: San José, San Francisco, Hayward
Facilitator: Susan Meyers
Meeting Location: Salon D

Campus Teams: Stanislaus, Monterey Bay, Humboldt
Facilitator: Don Hill
Meeting Location: Sonoma Room

Campus Teams: Pomona, Northridge, San Bernardino
Facilitator: Susan Verducci
Meeting Location: Monterey Room

Campus Teams: San Marcos, Fullerton
Facilitator: Terry Pickeral
Meeting Location: Mendocino Room

Campus Teams: Sacramento, Chico, Sonoma
Facilitator: Mike Brugh
Meeting Location: Monterey Room

Campus Teams: Fresno, Bakersfield, San Luis Obispo
Facilitator: Jill Addison-Jacobson
Meeting Location: Salon D
INTRODUCTION

The purpose of the Action Plan is to guide your campus team’s discussions, as you work to formulate your actions to infuse service learning into credential programs. This action plan, and the time allotted throughout the Institute, has been designed to provide your team with structure and space to reflect on the content of the Institute, to raise questions you may have, and to explore what steps you will take when you return to campus.

Please consult this action planning guide each time your team meets throughout the Institute. As you will see, the action plan is categorized according to the Institute presentations and workshops.

Thursday, October 12, 2000

GETTING STARTED: SERVICE LEARNING FROM MULTIPLE PERSPECTIVES

Notes from Presentations by:
• Dr. Steve Lilly

• Dr. Teresa Davis

• Dr. Robert Corrigan
Thursday, October 12, 8:00–9:00 p.m.

CONVERSATIONS: HIGH QUALITY SERVICE LEARNING

Notes:

PLANNING FOR SESSIONS ON FRIDAY, OCTOBER 13

This Institute is designed to provide your team with three learning opportunities during each session. After reviewing the program for Friday, please decide which member of your team will participate in each of the three options for Session I and Session II.

<table>
<thead>
<tr>
<th>Session I: Infusing Service Learning, Examining the Models</th>
<th>Session II: Creating Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>A.</td>
</tr>
<tr>
<td>B.</td>
<td>B.</td>
</tr>
<tr>
<td>C.</td>
<td>C.</td>
</tr>
</tbody>
</table>
SERVICE LEARNING: THE TEACHER CANDIDATE'S PERSPECTIVE

Notes:

SESSION I: INFUSING SERVICE LEARNING, EXAMINING MODELS

Notes:
Notes Continued:
I. Assess the current status of service learning in credential programs.

Questions to Consider:
- What are our faculties’ interest and knowledge regarding service learning?
- To what extent is service learning infused in course work and field practica?
- What is the current level of support from the administration within the college of education and the university?

II. What would we like to see two or three years from now? . . . a “vision” for service learning in credential programs?

III. What are some ideas shared during this Institute that will facilitate the infusion of service learning into credential programs on your campus?
Friday, October 13, 11:30 a.m.–12:45 p.m.

SESSION II: CREATING CONNECTIONS

Notes:
Friday, October 13, 1:45–2:45 p.m.

TEAM ACTION PLANNING #2

I. Create steps to inform and involve faculty.
   • Whom to involve?
   • How to inform and involve?
II. Create steps to building infrastructure.
• Whom to contact?
• What structures do we need?
• What process is needed to create infrastructure?

III. Create steps to make K-12 connections.
• What process is in place or should be in place to identify K-12 teachers currently involved in service learning?
• How can we increase the number of K-12 teachers involved in service learning and interested in modeling the pedagogy for our student teachers?

IV. Identify barriers to the successful infusion of service learning in your campus programs.
Looking at where we are now and our vision for infusing service learning into credential programs, the following are realistic steps that we plan to take when we return to campus.

<table>
<thead>
<tr>
<th>Steps We Plan to Take</th>
<th>Person Responsible</th>
<th>Target Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>